9-27-2016

Scholastic minutes 09/27/2016

Scholastic Committee

Recommended Citation

Present: Roland Guyotte (chair), Judy Korn, Brenda Boever, Leslie Meek, Emma Kloos, Ray Schultz, Jennifer Goodnough, Merc Chasman, Joe Beaver, and Colin Wray

Absent: Steve Gross and Dan Magner

Guest: Jessica Porwoll, Office of Academic Success

1. **Approve minutes of September 20, 2016, meeting**
    Tabled

2. **Chair's Report**
    Roland Guyotte along with nine other UMM members of the Academy of Distinguished Teachers (ADT) attended the ADT conference at Rutgers University. Student mental health was a key topic. The Morris caucus sent a memo to Vice Chancellor of Academic Affairs Sandra Olson Loy and Dean Bart Finzel to be presented to the committee chairs requesting better communication on the Morris campus between Academic Affairs, Academic Advising, and Student Counseling. The Morris caucus would like to see mental health become an institutional priority.

3. **SCEP Report**
    Jennifer Goodnough informed the committee that SCEP will meet on October 5. No new agenda has been provided. Goodnough shared that mental health is something SCEP is getting involved in at the Twin Cities campus. They have created a Provost taskforce to address the issue.

    Mental health is also an issue that needs to be addressed on the Morris campus as many students have to wait three to four weeks to speak with a counselor.

    The alert group is discussing the issue regarding the lack of counselors and mental health services on campus. The long wait time to see a counselor is a big concern. Mental health could be a reason why we're losing students.

4. **Office of Academic Success Presentation: Office of Academic Success overview and update on Success Coach program and Academic Alert**
    Office of Academic Success Director Brenda Boever and Lead Success Coordinator Jessica Porwoll provided an overview and update on the Office of Academic Success, the new Success Coach program and the Academic Alert program (Addendum One). Boever shared history about the office and discussed its mission and functions.

    There were a significant number of major/minor changes from freshman students each year. During the 2015-16 academic year, OAS began tracking which majors students were moving to. There is significant movement, which indicates a lot of exploring and speaks to the liberal arts mission. This development could suggest another way to assign advisers that is not based on the student's major.

It was asked, are there a number of students leaving the sciences? Boever responded that there is movement away from sciences as students explore other options,but was unsure of the exact number, but offered to get back to the committee with an answer.

While the number of changes in the major/minor does include freshman students changing from undecided to a major, the number of undecided students has remained stable.

This is the first time the Office of Academic Success (OAS) has tracked major/minor changes for first year students.

Boever provided a brief review of the Academic Assistance program. Students appear to utilize the Peer Assisted Learning (PAL) program in substantial numbers and there continues to be a steady growth in usage. The reason for the continued growth could be students recruiting friends and classmates into the program. PAL usage for BIOL 1111, Biol 2101, Biol 2111 and Biol 3121 are funded by the Howard Hughes Medical Institution grant.

How is participation in chemistry drop-in room monitored? It may be monitored the same was as the PAL program through campus connection, but Boever will confirm. Boever also agreed to review the number of participants for the chemistry drop-in room.

The Disability Resource Center (DRC) now has renovated space in which proctored exams are administered. Last year 891 exams were proctored on-site.

Psychological disabilities account for the highest number of disabilities addressed by the DRC. Many of the students who need assistance due to a psychological disability require testing accommodations including extended exam times, quiet space, or assistive technology.

The committee questioned if the DRC has looked at whether students registered with the DRC are retained at the same rate as those that do not register. The DRC does track the graduation rates for students registered for services. . However, it has not tracked which of those registered students do not graduate and why they leave. The rates of graduation for students who do register with the DRC could be compared to the national average to assess the success of the program and services.

The new responsibilities of the OAS include academic alert, A-PLUS coordination, and leading the success coach program being led by Jessica Porwoll, Lead Success Coordinator.

Porwoll provided a review of the functions of the College Success program.

The success coaching program assigns advisers to all first-year high school students. All new high school students are assigned coaches through three areas: the Native American Student Success (NASS) program, Student Support Services (TRIO), and OAS. Native American students are assigned coaches first, then students accepted into the TRIO program (application required), and finally remaining students will be assigned a coach or adviser from OAS.

Students do not appear to be resistant to the new coaching program. There is only a small number of students who have not met with their success coaches. A possible reason students have been

accepting of the success coach program could be because all first-year students are assigned a coach and it is made to feel normal.

There have been positive interactions with coaches so far. Students are building relationships and sharing what is going on with them such as family issues, depression, stress, class workloads, etc.

The success coaches work with students on transition, identifying strengths and barriers, and building relationships. With the help of their success coaches students create success plans by reviewing their strengths and areas that need improvement as shown on the College Student Inventory (CSI). Student have varied goals, but they are opening up and talking to their coaches.

Students are required to meet with their coaches three times a semester and are encouraged to engage in activities such as meeting with advisers, meeting with One Stop counselor, PAL and something related to cultural exploration (eg. football game, performing arts event, EDI event). The average coaching session is about thirty minutes. OAS is tracking data on the students who do and do not meet with their coaches to assess student success as well as assessing how the program is doing.

Academic alerts go to success coaches who then pass them onto advisers of first-year students.

OAS would like to encourage advisers to include more notes in APLUS to provide all faculty/staff with access a complete view of the student's history.

Members expressed concern regarding student awareness of the notes entered in APLUS by success coaches being available for advisers to see. Success coaches and advisers have been instructed to ask students for permission before entering sensitive notes in APLUS.

Members were also concerned that any adviser could view any student's notes in APLUS. The FERPA training required for access to APLUS does not cover APLUS notes and is weak on explaining the "business need" to view student data. Boever added that the faculty or staff member's "university role" limits what kind of comments are seen by others, so not all notation is seen by all users. A "best practices" guide to comments and use of APLUS has been created and will be posted online to guide advisers and others.

Respectfully submitted,

Angie Senger
Office of the Registrar

Addendum One: Office of Academic Success Presentation