

Minutes of the Undergraduate Council
Monday, May 5, 2003
#9

April Summitt, chair; Lynelle Weldon, secretary, Paula Dronen, Ann Gibson, Doug Jones, Ben Maguad, Gary Marsh, Pat Mutch, Merlene Ogden, Bill Richardson, Brad Sheppard, Charles Tidwell, Rob Zdor

**VOTING MEMBERS
PRESENT**

Charlotte Coy, Emilio Garcia-Marenko, Don May, Randy Graves, Stephen Payne, Karen Tilstra, Susan Zork

**NON-VOTING MEMBERS
PRESENT**

Bradley Sheppard

PRAYER

The council voted to approve the minutes for Apr. 7, 2003 with the correction that Susan Zork was present. Also #6 of the admissions questions suggested by Pat Mutch is to consider where should the good and regular line be for ACT/SAT scores?

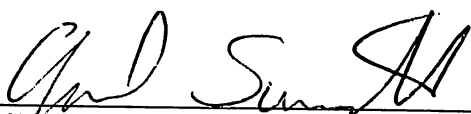
APPROVAL OF MINUTES

Stephen Payne reported that each name that does not meet the good and regular requirements is being looked at. Generally the members of the committee are comfortable with the decisions. Some are being admitted as good and regular but are being ear-marked as needing help in math.

ADMISSIONS

April Summitt re-elected chair
Doug Jones elected vice-chair
Secretary is on hold until CAS representatives are voted.

2003-04 OFFICERS



April Summitt, chair



Lynelle Weldon, secretary

Minutes of the Undergraduate Council
Monday, March 3, 2003
#7

April Summitt, chair; Lynelle Weldon, secretary,
Delmar Davis, Ann Gibson, Doug Jones, Ben Maguad,
Merlene Ogden, Laun Reinholtz, Bill Richardson, Brad
Sheppard, April Summitt, Charles Tidwell, Rob Zdor

**VOTING MEMBERS
PRESENT**

Keith Clouten, Charlotte Coy, Emilio Garcia-Marenko,
Randy Graves, Stephen Payne, Alice Williams, Gary
Williams, Susan Zork

**NON-VOTING MEMBERS
PRESENT**

Mary Kay Porter

GUEST

Stephen Payne

PRAYER

The council voted to approve the minutes for Feb.3 and
Feb. 12, 2003.


APPROVAL OF MINUTES

The council voted to approve the proposed point system
to be used as an advisory tool of the admissions
subcommittee (see attached).

ADMISSIONS

Alice Williams presented selected results of the
Academic Integrity Survey. There was some discussion
about where to have a central reporting system with the
idea of the dean's office (both of the student and the
teacher involved) receiving some support.

ACADEMIC INTEGRITY



April Summitt, chair



Lynelle Weldon, secretary

Point System for Admission (proposal)

1 pt. – 3+ years of Secondary English all C or higher,
or 20+ on the ACT English section or 510+ on the SAT Verbal section

1 pt. – 2+ years of College Prep Math (Alg. I / II, Geometry) all C or higher,
or 20+ on the ACT Math section or 510+ on the SAT Math section

1 pt. – ACT of 18 / SAT of 930

2 pts. – ACT of 19 / SAT of 970

3 pts. – ACT of 20 or higher / SAT of 1020 or higher

1 pt. – High school* cumulative GPA of 3.0 or higher

2 pts. – High school* cumulative GPA of 3.25 or higher

3 pts. – High school* cumulative GPA of 3.5 or higher

** minimum of 7 semesters*

4+ pts. ^ – Good and Regular Acceptance

3 pts. ^ – Advisory Acceptance

*^ one of the points must come from the Math requirement &
one of the points must come from the English requirement*

Academic Probationary acceptance may be granted if a student has less than 3 points but has at least a GPA of 2.0 and an ACT score of 15 or a SAT score of 790.

Academic Integrity Survey

Selected Results:

Faculty and Student Responses

Personal Observations on the Results of the Survey

FACULTY:

- ξ The majority of faculty who responded (55% of 111) agree that the university's way of handling issues of academic integrity works well.
- ξ A large majority of the faculty who responded (90.1% of 111) agree that the expectations of their colleagues regarding issues of academic integrity are appropriate and fair.
- ξ Only a simple majority of (51.3% of 111) faculty believe their colleagues explain appropriately the meaning of academic integrity in their courses.
- ξ The majority of faculty (53.2% of 111) do not believe the University administrators take appropriate action to deal with issues of academic integrity.
- ξ A majority of the faculty (78.6% of 112) would like to see a central reporting mechanism to track repeat offenders.
- ξ The majority of the faculty who responded (71.3% of 87) thinks the current system for defining and penalizing incidents of academic dishonesty needs improving.

STUDENTS:

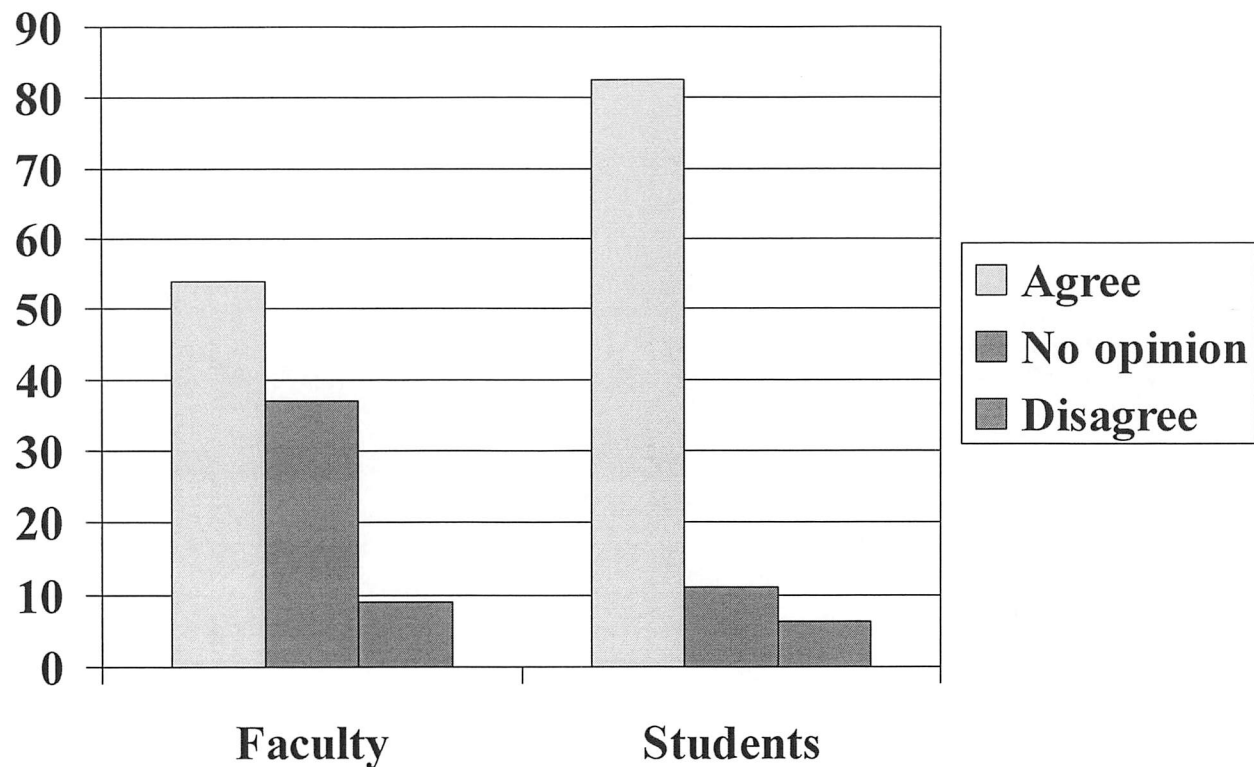
Overall, undergraduates appear to be satisfied with the University's approach to handling issues of academic dishonesty.

- ξ Approximately 80% of students believe faculty expectations are fair.
- ξ The majority (82.6%) believe faculty explain clearly their expectations. However, only 68% of doctoral students and only 73.9% of freshmen seem to think their faculty provide adequate explanation.
- ξ On the question of whether faculty handle academic dishonesty incidents fairly, approximately 51% of the students express NO OPINION (they probably not sure or have no basis on which to determine). More specifically, only 16% of doctoral students seem to agree with the steps taken by faculty to resolve such issues. 80% had NO OPINION.
- ξ Only 40% ($n=25$) of doctoral students agree with the penalties handed down for incidence of academic dishonesty. However, 60% of other students agree.
- ξ Approximately 45% of the students who responded had NO OPINION on whether their faculty are aware of the scope of academic dishonesty in their classes. Only 32% believe their faculty are aware of the problem.
- ξ When asked if their academic department takes appropriate action when an incident of academic dishonesty occurs, 63.9% of all students expressed NO OPINION. (again, they are probably not aware of the measures taken)
- ξ A similar response of 63.6% indicated they had NO OPINION if administrators take appropriate action when incidence of academic dishonesty is referred to them.
- ξ The majority (68% of 25) of doctoral students are in support of a central reporting system. On the other hand, there is no overwhelming support from undergraduates and master's students. Sophomores are in favor of such a mechanism, however, other students seem evenly divided between agreeing to such an idea or having no opinion.

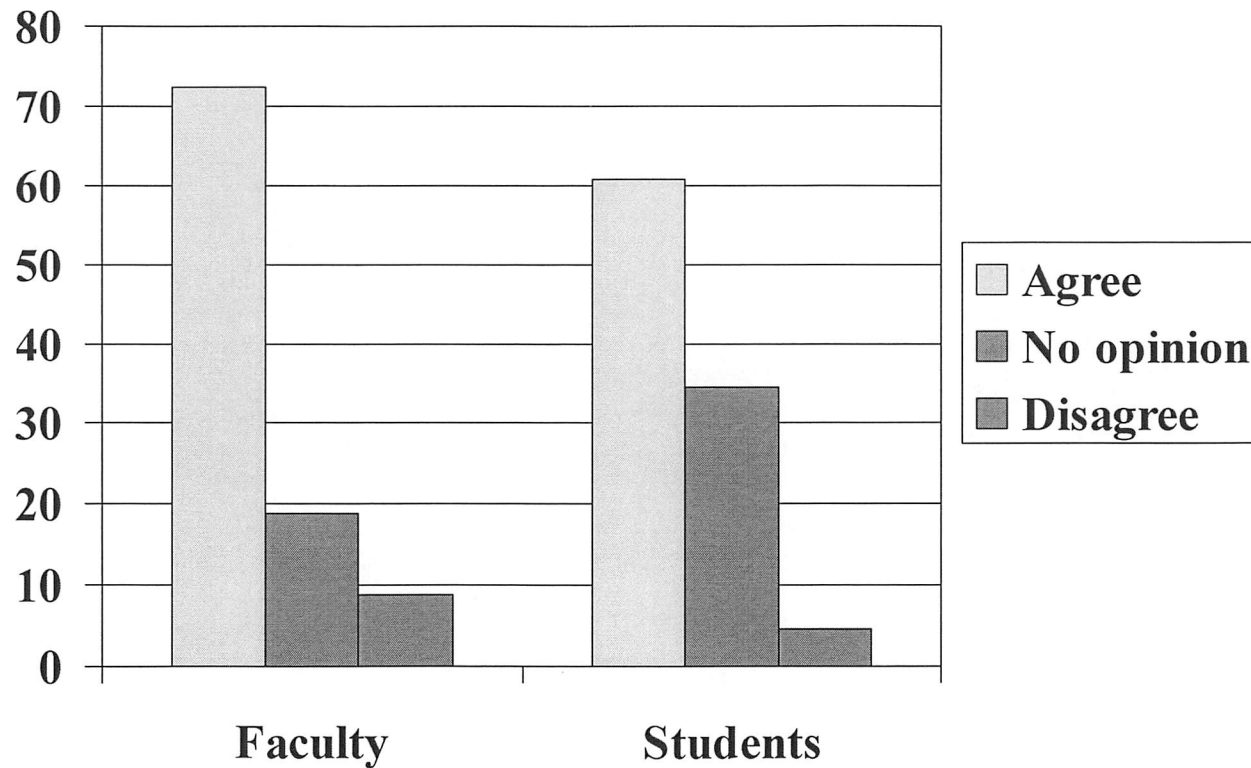
How Well are Issues Handled?

- ⑥ Students (about 475) and faculty (about 110) disagree about
 - ④ Adequacy of faculty communication of expectations and university policy
 - ④ Whether penalties are appropriate
 - ④ Whether departmental action is appropriate
 - ④ Whether a central reporting mechanism is needed
- ⑥ 71.3% of faculty respondents believed we should improve the current system

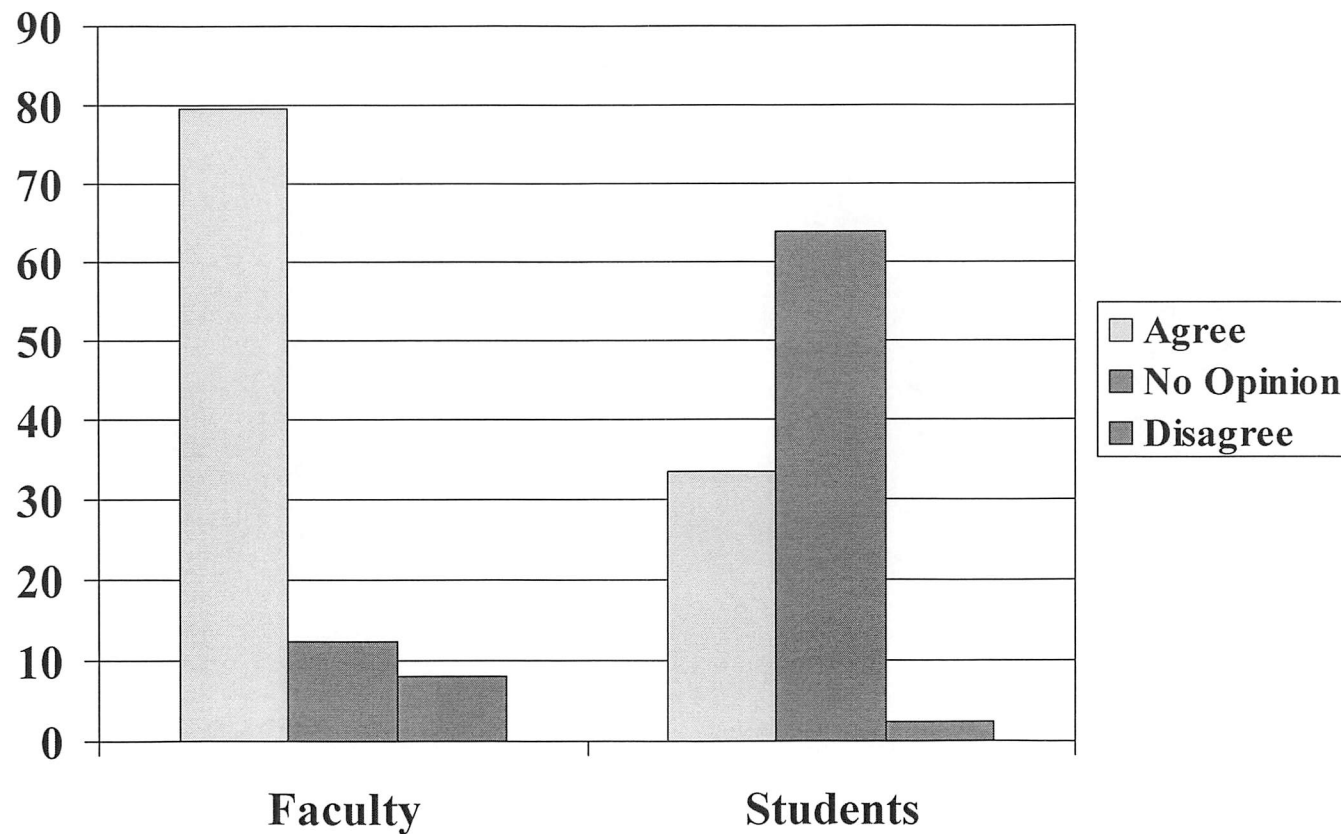
Adequacy of Faculty Communication of Expectations in Courses



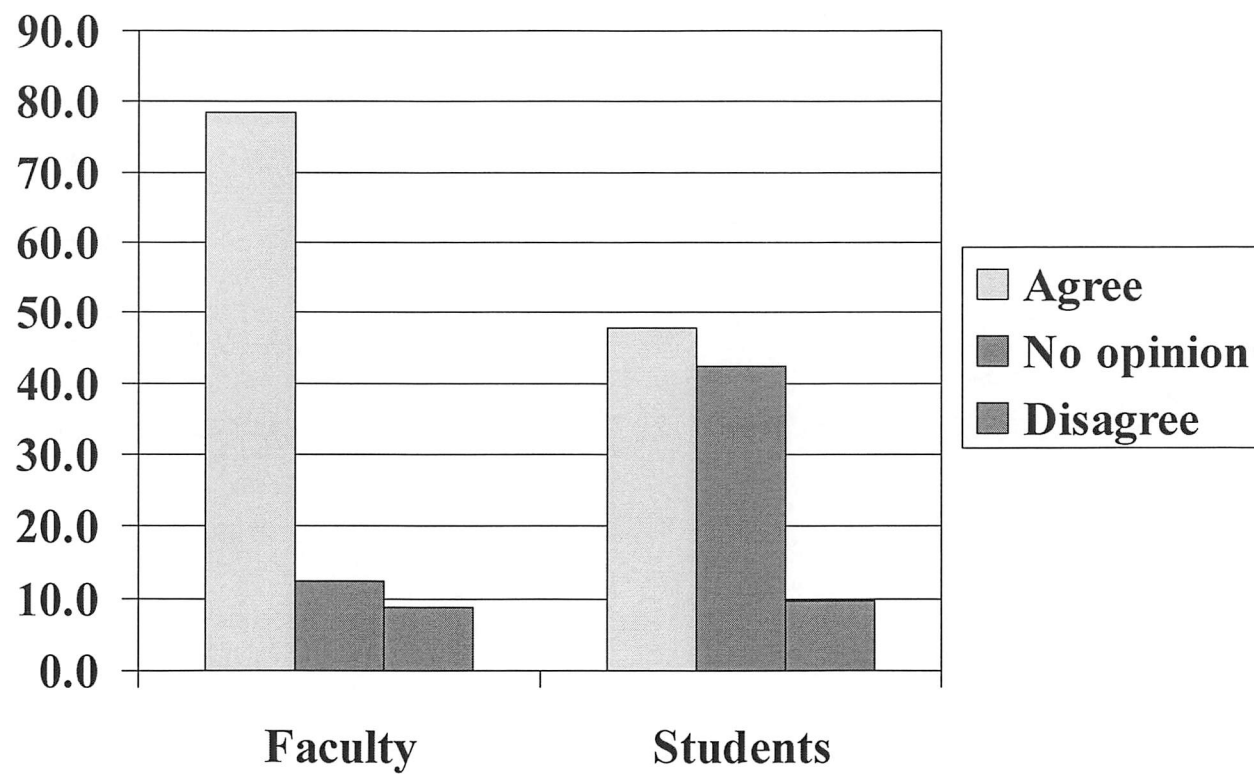
Whether Penalties are Appropriate



Whether Academic Departments Handle Incidents Appropriately



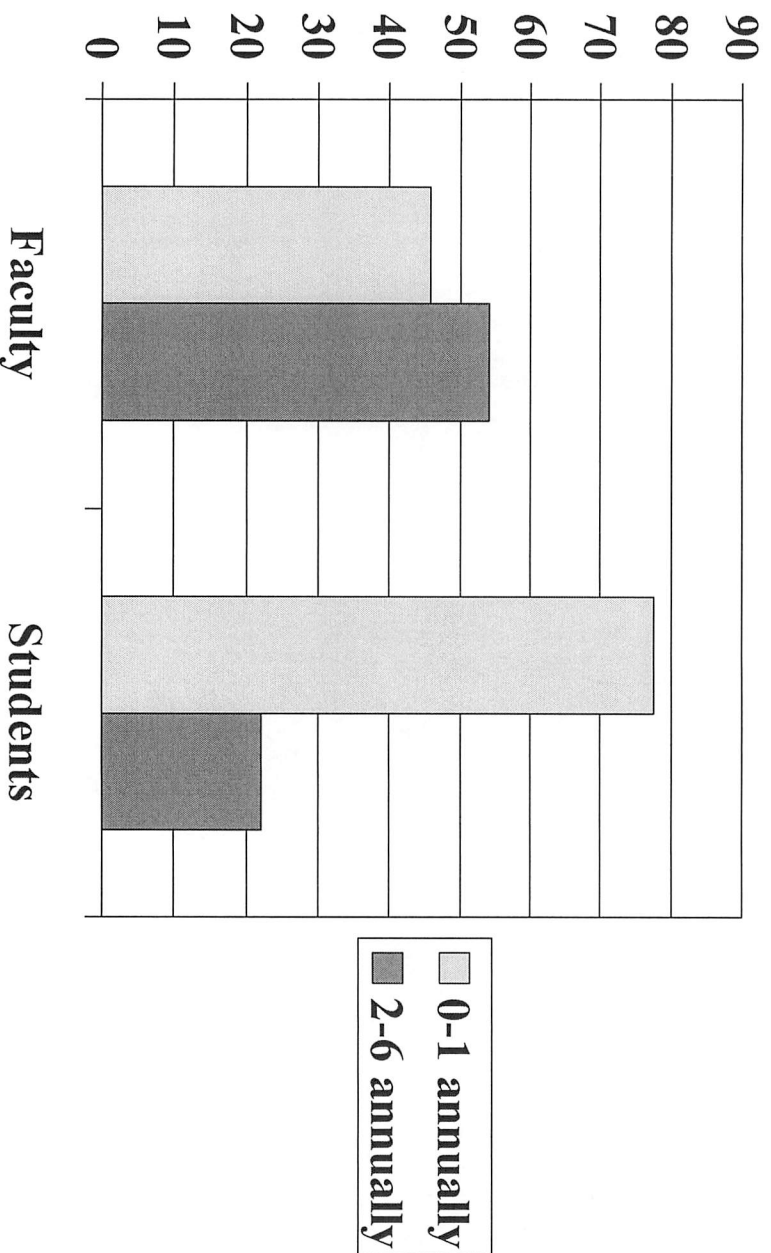
Need for a Central Reporting System



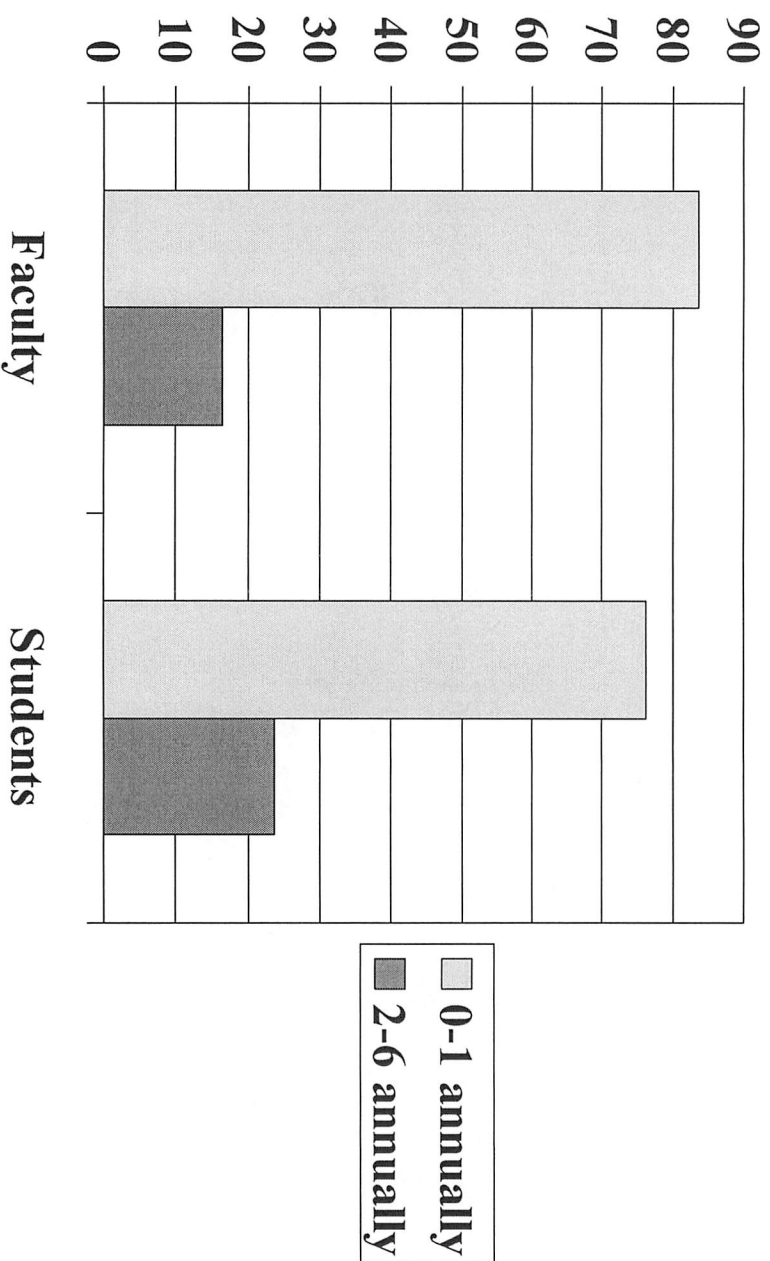
Frequency of Academic Dishonesty

- ⑥ Students (435-445) and faculty (~ 105) disagree about frequency of
 - ④ Failure to give credit properly
 - ④ Copying during test or quiz
 - ④ Assisting others in dishonest acts
 - ④ Studying from stolen materials
 - ④ Multiple Term Paper Submissions

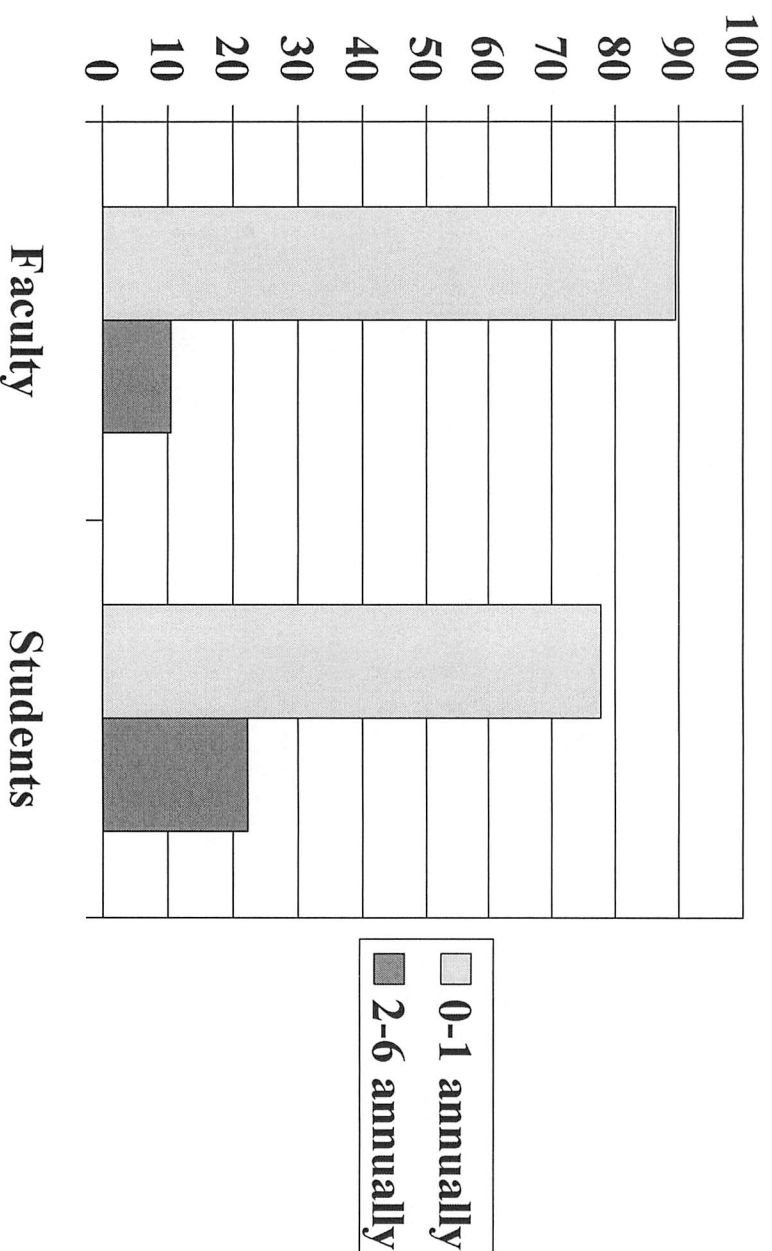
Failure to Give Credit Properly



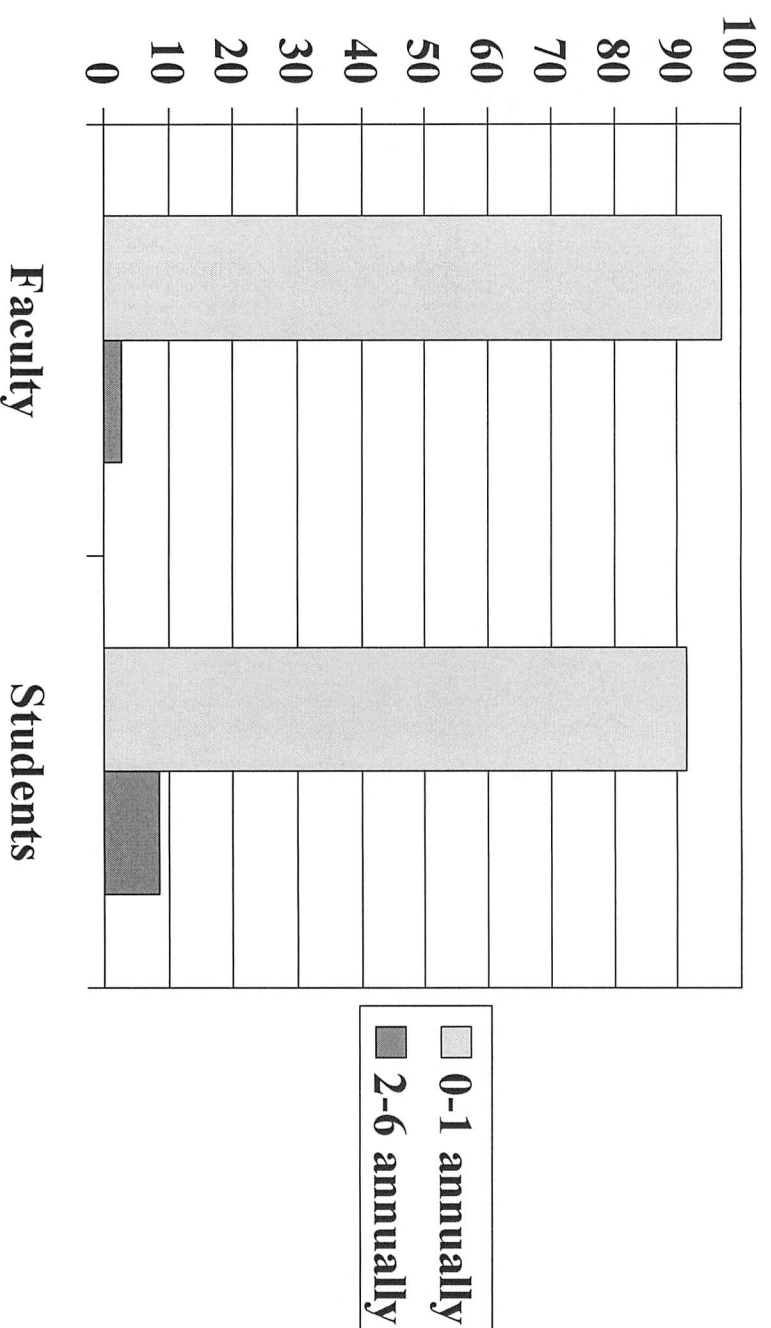
Copying During Test or Quiz



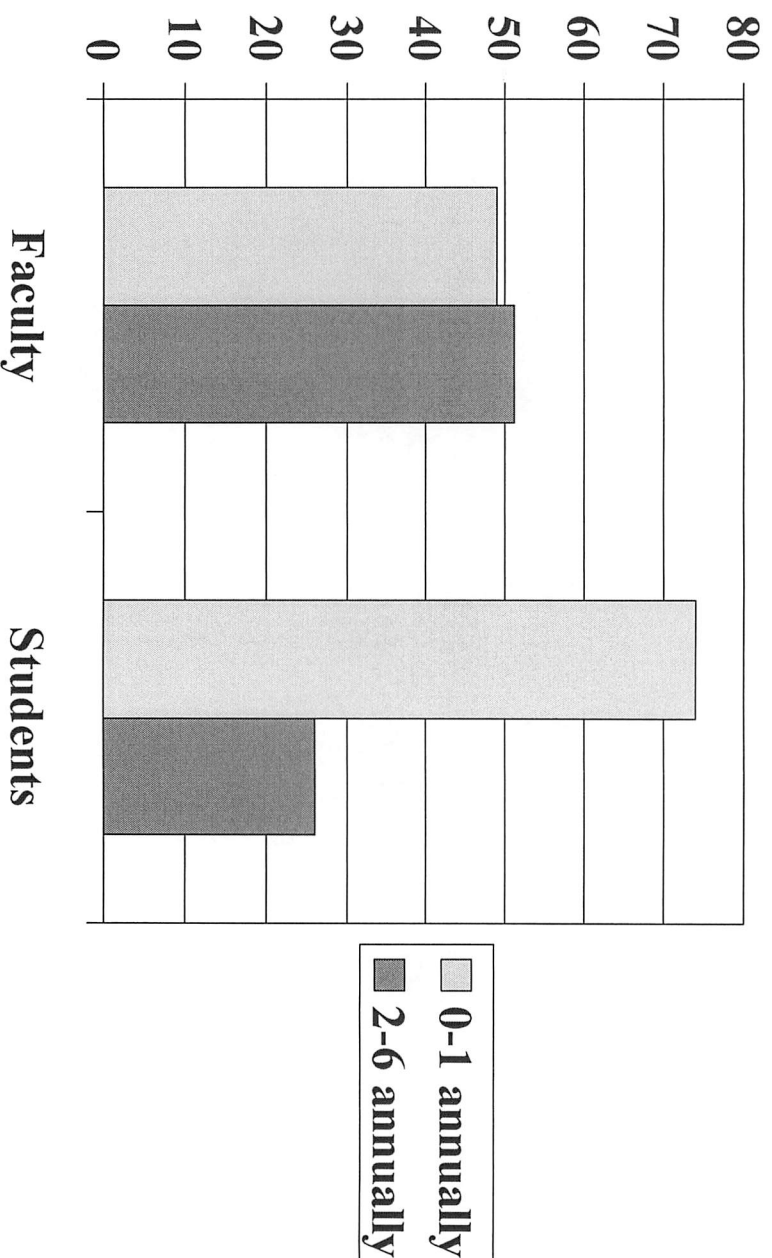
Assisting Others in Dishonesty



Studying from Stolen Materials



Multiple Term Paper Submissions



Suggestions and Comments for Policy Revisions?

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