

10-28-2014

## Scholastic minutes 10/28/2014

Scholastic Committee

Follow this and additional works at: [http://digitalcommons.morris.umn.edu/schol\\_com](http://digitalcommons.morris.umn.edu/schol_com)

---

### Recommended Citation

Scholastic Committee, "Scholastic minutes 10/28/2014" (2014). *Scholastic Committee*. 67.  
[http://digitalcommons.morris.umn.edu/schol\\_com/67](http://digitalcommons.morris.umn.edu/schol_com/67)

This Minutes is brought to you for free and open access by the Campus Governance at University of Minnesota Morris Digital Well. It has been accepted for inclusion in Scholastic Committee by an authorized administrator of University of Minnesota Morris Digital Well. For more information, please contact [skulann@morris.umn.edu](mailto:skulann@morris.umn.edu).

**Scholastic Committee  
2014-15 Academic Year  
October 28, 2014  
Meeting Five Minutes approved**

**Present: Leslie Meek, Merc Chasman, Megan Jacobson, Chad Braegelmann, Steve Gross, Hilda Ladner, Judy Korn, Brenda Boever, Roland Guyotte, Tisha Turk, Laddie Arnold, Marcy Prince, Jennifer Rothchild**

**Absent: First-year student TBD, Jess Larson**

**Guest: Mike Vandenberg, Bryan Herrmann**

1. **Agenda review** Roland Guyotte, chair, conducted the meeting.
2. **October 14, 2014 minutes approved**
3. **Chair's Report**

Judy Korn reviewed the discrepancies between the policy and the procedure for a Leave of Absence at the Morris campus based on the Scholastic Committee's decision to reduce the allowable "time away" from Morris to one semester rather than two semesters. She spoke with Tina Falkner, director of the Office of Continuity and Compliance, from the Twin Cities about the University of Minnesota Leave of Absence policy and was informed that the policy is still in the review stage and was never finalized during the 2013-14. She was assured by Falkner that the policy would be revised at the end of fall 2014. Falkner confirmed that "one semester" could be interpreted by each campus. With that clarification, Korn will request that the discontinuation query run 10 days into the second semester of a student's unenrollment.

4. **SCEP Report** SCEP will meet on November 5. Student member, Lauren Lynquist, will join the SCEP meeting.

5. **Office of Admissions annual report, Byran Herrmann, director**

Questions to and answers by Herrman throughout the PowerPoint presentation (See Addendum One.):

Steve Gross: What does the landscape look like for Liberal Arts Schools? How will it affect our Liberal Arts enrollments? (referring to ACT scores by race/ethnicity)

We could see an increase in students of color if the achievement gap improves.

Guyotte: What is the reason for dropping class rank?

The curriculum in most schools have a lot of weighted classes. Admissions is looking at GPA instead.

Guyotte: Could you calculate how many students bring in credits? Has the trend expanded?

Most schools offer AP courses. The trend is more schools are pushed to add AP courses.

Does having AP credits affect scholarship awards?

No

Braegelmann: Do you go looking for first-generation students?

No

Gross: Do you see first-generation students coming from more rural areas? Or more urban?

Admissions didn't look at that, but they see a lot of first-generation students from the metro area.

Gross: How does our percentage of first-generation students compare to other campuses?

Herrmann guesses the TC campus is about 20-percent first-generation. The percentage is very low in private schools such as Macalester and St. Johns. Concordia has a lot of first-generation students.

Guyotte: Should Scholastic Committee study a possible policy allowing non-native speakers more time on exams?

Gross: For international students, how do you distinguish between first-generation students and new high school students?

By whether they take the IELTS or the ACT exam

Korn: Since 41 percent of incoming students are first-generation students, do you know the impact on our student resources/ support?

Herrmann responded with challenges Admissions faces in regards to first-generation students. The question Admissions finds most challenging comes from parents of first-generation students. They question whether attending college is worth it. Parents are having a hard time seeing what the student's major will do for them. Herrmann says the Onestop office has been doing good work helping students with their FAFSAs. ■

Leslie Meek: How will the percentage of students of color look in 10 years?

We should see the number of Hispanic, African American, and Asian students increase, but unless the achievement gap turns around, those students won't do well in college.

Braegelman: How can we help? What do you need from us?

Help at the Community of Scholars Event

Addendum One: [Admissions PowerPoint Presentation](#)