

University of Minnesota Morris Digital Well
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Planning Committee

Campus Governance

2-22-2017

Planning minutes 03/01/2017

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To:	Planning Committee	
	Participants:	Oscar Baldelomar, Melissa Bert, Brook Miller, Seung-Ho Joo, Sandy Kill, Jana Koehler, Tiernan Lenius, Mike Cihak, William Rasmussen, Bryan Herrmann (ex-officio), Gwen Rudney (ex-officio), Matt Senger (ex-officio), Alison Campbell (secretary)
From:	Engin Sungur, Chair	
	Present:	Melissa Bert, Mike Cihak, Matt Senger, Brook Miller, Bryan Herrmann, Sandy Kill, Oscar Baldelomar, Alison Campbell (support staff) Guest: Jennifer Zych-Herrmann
Subject:	<i>Meeting Agenda</i>	
	Date:	March 1, 2017 (Wednesday)
	Time:	2:00-3:00
	Place:	Imholte 114
Committee Website	http://committees.morris.umn.edu/planning-committee	
Committee Moodle Site	https://ay15.moodle.umn.edu/course/view.php?id=7767	

THE AGENDA

1. Approval of February 22, 2017 Minutes (Prepared by Alison Campbell) (5 min.).
Action: Approval of the minutes - next week because not enough people
2. Information & Discussion on Retention with Jennifer Zych Herrmann - Director of Admissions and Melissa Bert - Senior Director of Institutional Effectiveness and Research (55 min.)

Before Jacquie left she put together a Retention Working group with Melissa Bert as the Chair. This group consists of Dave Israels-Swenson, Jennifer Zych Herrmann, Jill Beauregard, Merc Chasman, Raymond Burns, Dennis Stewart, and Gwen Rudney.

Morris's ACT scores fall in the 22-28 range. We are in the selective group, with highly selective being above us and at the top. Engin asked if we have any evidence that students who leave have lower ACT scores? No, there is a wide range of reasons why students leave - some students come in with high ACT scores and still get put on academic probation.

First to second year retention rates for bachelor's degree granting, public 4 year colleges average 83%. UMM's most recent 3 year average is 77.9%. Highly selective bachelor's degree granting public 4 year retention rates are normally in the 90 percentile. UMM's first to second year retention rate has hovered at 78% for the last few years. We are ranked 2nd in public school 4 year graduation rates in Minnesota and used to be number one. We used to be first in retention rate and now we are 3rd or 4th.

Brook asked as we formulate a new target, are there other methods that would help us more? What are the right things that match with the right student? – Jen said we ask the students on the College Student Success Inventory what their needs and wants are (consistent for about 3 years). Students are receptive to academic, career and social guidance. Success coaches use this information to help assist students and in the future advisors could use this too.

UMM's current retention strategies include targeted initiatives such as TRiO Student Support Services (SSS), Native American student success (NASS), and success coaches. Several campus resource changes have been made that should positively impact retention. Professors and staff have found APLUS and the alert system to be helpful as well as changing the advising number during New Student Registration in the summer from 10 to 3 or 4.

In an overview of our current admission efforts, a discussion highlighted that the UMM is seeing less applications but having comparable offers as previous years. The national trend in most colleges have seen a 10% reduction in offers. Growth in higher education enrollment is coming from populations that are underrepresented, therefore, we want to keep the programs that help these students.

Having academic alerts help us know when students are struggling but GPA average does not indicate they are wanting to leave. Bryan mentioned that if students experience below a 1.0 drop from their high school GPA then students feel they are failing and are at risk of leaving. Students have a hard time adjusting to not doing as well as they did in high school. There are resources to help but some don't take advantage of them. The campus needs to help students understand it is rigorous but they are doing well. Students need to connect with strategies to help them succeed.