

9-13-2016

## Scholastic minutes 09/13/2016

Scholastic Committee

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**Scholastic Committee  
2016-17 Academic Year  
September 13, 2016  
Meeting Two Approved Minutes**

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

**Absent:** Dan Magner

**1. Approve minutes of September 6, 2016, meeting**

Approved with revisions.

**2. Chair's Report**

No report.

**3. SCEP Report**

SCEP will meet on Wednesday, September 14, 2016. The agenda contains items not relevant to the Morris campus. The only topic to note is a change to the language in the catalog regarding the Twin Cities Disability Resource Center. The Morris campus might also want to update the language in the new catalog regarding the Morris Disability Resource Center.

**4. Spring 2016 suspension and probation review**

Judy Korn reviewed the suspension/probation reports (Addendums One and Two) with the committee.

Suspension:

Members discussed possible reasons/factors behind the increase in international student suspensions. Members suggested the possibility that students who transferred in past years may have done so before being suspended at Morris; but with fewer international students being accepted to the Twin Cities campus we are seeing a higher number suspended. Those that remain at Morris may lose interest in the curriculum here and perform poorly.

Members questioned whether the IELTS score required at Morris is still a good predictor of academic success. It was understood that international students with an IELTS score of at least a 5.5 performed satisfactorily and did not get suspended. Members questioned whether this conception was still true.

The SC will continue to review the data and determine if further discussion with the International Student Program office is required.

Probation:

The probation report is composed of students with a probation hold, it does not differentiate how many are on their first term of probation or second term of probation.

Of the students composing the 4-5-6 year graduates, only a small number have completed all requirements, except for the 2.000 GPA requirement. These students will need to take additional University of Minnesota courses to increase their GPA.

There's been a long standing discussion about whether Morris is allowing students to get so far behind that they are unable to get their GPA back up. The questions remains, are we kicking out students too early or are letting them stay too long?

The committee asked Korn for a breakdown of the cumulative GPA for the 136 students on probation.

The committee discussed the possibility of requiring an academic contract for students on probation similar to that required for students returning from suspension which requires they earn a prescribed GPA, often 2.500 if their GPA is really low. Currently students on probation are restricted to enrolling in 16 credits, however the credit limit is not enforced as students register before the credit limit is placed on the student's record. An academic contract for first year students on probation would be ideal as they are assigned a success coach who can help them meet the terms of their contract.

The committee would like to explore interventions that help students get off of probation. They questioned whether the approach should be systematic or scientific.

Members asked Korn for the number of students coming off of probation each year.

The committee discussed exploring the possibility of using the Satisfactory Academic Progress (SAP) program utilized by the Financial Aid office as a predictor of future probation holds. SAP looks at academic standing (cumulative 2.000 GPA) and monitors a student's course completion ratio to determine the awarding/discontinuation of financial aid. By identifying students who are on SAP and not on probation success coaches could provide intervention earlier.

Korn will look into the mechanisms behind SAP to determine the possibility of utilizing it for earlier intervention.

## **5. Summer Academic Standing review**

Korn provided a brief review of summer academic standing after the SC implemented a 12-credit limit for summer term. The committee was reminded that the Morris campus does not place students on probation/suspension following summer term.

### **Summer Academic Standing Recap 2016**

**373 students enrolled in U of M summer classes**

**1 student enrolled in more than 12 credits with approved petition (16 credits 3.550 GPA for term)**

**16 students enrolled in 12 credits, 0 earned less than 2.000**

**13 students enrolled in 10 credits, 2 earned less than 2.000**

**343 students enrolled in 8 or less credits, 24 earned less than 2.000**

It is still too early to determine if the 12-credit limit made in difference by making students question the number of credits they should take and the amount of time and work required for summer courses.

Members had expressed a concern that limiting students to 12 credits for summer term would force them to enroll in courses at other Minnesota State Colleges and Universities (MNSCU). This does not appear to be the case as the Office of the Registrar saw no increase in the number of MNSCU transcripts for this summer.

Korn was asked to provide the number of students that came off probation.

6. **European Credit Transfer System overview**  
[TC .5 credit transfer policy for general education](#)  
[ECTS user guide](#)

Korn provided a review the European Credit Transfer System (ECTS) and how credits are accepted at Morris. ECTS is a system that allows European countries to easily transfer credits on the same system among colleges and institutions.

**The National Council on the Evaluation of Foreign Academic Credentials has provided the following information on the ECTS system.**

**"ECTS credit has the following characteristics:**

- 1. One ECTS credit represents between 24 and 30 hours.**
- 2. ECTS credits are awarded only upon the completion of work and the assessment of that work.**
- 3. Work may be completed through a variety of methods and is not expressed solely in terms of contact hours.**

**Council recommendation:**

**One ECTS credit is comparable to one half (.50) semester credit at a regionally accredited post-secondary institution in the United States."**

The matter for discussion is whether the SC would like to have a standing delegated petition that would allow the Office of the Registrar to make decisions regarding international transfer courses that do not carry the required 2.0 credits for general education requirements. Morris will be seeing more ECTS credits with the development of new exchange programs and more exchange students from Capital Normal University.

Members noted that the Twin Cities campus only allows a partial credit waiver to satisfy three liberal education categories. The Twin Cities also only allows one course with partial credit to satisfy a requirement. Students cannot apply multiple courses with partial credit to satisfy a single liberal education requirement.

After careful review of ECTS credit characteristics, members felt that international transfer courses earning 3 ECTS credits (1.5 US credits) require a similar amount of work (90 hours) as a Morris general education course worth 2 US credits.

Members agreed to discuss the limit on how many general education requirements could be satisfied with partial credit if the discussion is warranted.

The committee unanimously approved to delegate the petition for a partial credit waiver for one general education requirement per student to the Office of the Registrar for courses from international institutions transferring within a half credit of the requirement. If a student is looking to satisfy more than one general education requirement with a partial credit waiver for courses from international institutions transferring within a half credit of the requirement they will need to petition the full Scholastic Committee.

7. **Reverse Transfer**

Students who did not complete the associate of arts at their previous institution may send Morris credits back to their community college to complete their requirements. It has been shown that students who completed an associate of arts generally earn higher GPAs and have higher rates of completing a bachelor's degree. Reverse transfer also helps the community college record higher graduation rates.

The reverse transfer process is handled by the National Student Clearinghouse (NSC) and requires no work from the Office of the Registrar. The NSC automatically tracks credits and the community college awarding the associate of arts contacts the student. If the Office of the Registrar notices a student they are working with is close to completing their associate of arts they will mention the opportunity of reverse transfer. The Morris admissions application has a statement with the signature about granting the University permission to share their information with the NSC.

Respectfully submitted,

Angie Senger  
Office of the Registrar

Addendum One: [Demographic summary of students on probation fall 2012-present](#)

Addendum Two: [Demographic summary of students on suspension fall 2012-present](#)