

University of Minnesota Morris Digital Well

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Scholastic Committee

Campus Governance

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11-15-2016

### Scholastic minutes 11/15/2016

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*University of Minnesota, Morris*

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**Scholastic Committee  
2016-17 Academic Year  
Meeting Ten Minutes  
November 15, 2016**

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

**Absent:** Steve Gross, Ruby DeBellis, Ray Schultz, Michelle Brownlee, Dan Magner, Judy Korn, and Elsie Wilson

**1. Approve minutes of November 8, 2016, meeting**

Tabled pending approval by Jacquie Johnson

**2. Chair's Report**

Announcement: No Scholastic Committee (SC) meeting on November 22.

**3. SCEP Report**

Jennifer Goodnough reported the credit-limit policy is on the agenda for systemwide discussion. If Judy Korn has heard about it, she gives SC a heads up. Goodnough asked for SC input. The tuition band is 13-20 credits. Morris is not aware of any problems or concerns. SC speculated perhaps the Twin Cities wants to lower the max to 18. SC can't imagine advocating for an increase.

Goodnough gave a report from the last SCEP meeting. The ombudsman for the Student Conflict Resolution Center asked SCEP to consider whether late registration would be a legitimate reason for making up work. Instructors are saying starting class late is not in the Make Up policy. At Morris students need faculty consent after five days. There is ambiguity whether Twin Cities students are required to talk to the instructor or if they could add classes up until the deadline. The idea of having faculty permission is a good idea; if you have missed that many class days it will be hard to catch up. The Twin Cities has more single day classes and if you only miss once a week and have missed two class days, you have missed critical material. Morris classes starting on Wednesday may shuffle schedules with labs. Goodnough did not get a copy of the document that a student brought. The argument was that sometimes students aren't registering because of a financial issue.

**4. Retention Report: Merc Chasman (Addendum One)**

At the request of the Dean, Merc Chasman attended the 12th Annual National Symposium on Student Retention. Melissa Bert, Institutional Effectiveness Director, also attended and had requested a faculty member also attend. Most of the report (see addendum) is from panels Chasman attended. Some information from panels Bert attended are also included in the report.

**Causes of Student Attrition**

The consensus was there is no “silver bullet” to fix student attrition. Risk factors are cited in the report. Those with risk factors are less likely to be retained. Some students are more at-risk, e.g., students of color. One school said when they did exit interviews, students who were identified at-risk in advance were leaving due to institutional problems not found or not corrected in time, e.g., financial aid or a hold on their account.

High school preparation is measured by a variant of measures (GPA, SAT/ACT). SAT also looks at the highest math class taken in high school (a predictor of college readiness). Wait listed students with a later deposit date are retained at a lower rate. Male students are also retained at a lower rate. Students living on campus have a higher retention rate. The greater distance from home, the more likely students are to not stay. SC asked if we do a study of legacy kids?

An ACT study showed that proposed major(s) can also affect retention rates. SC asked if they indicated students with majors such as pre-med leave at a higher rate? The study didn't say which majors were riskier. SC commented the study may not have identified major versus type of schools, e.g., if thinking outside of Morris, a student attending a community college who wants to be an engineering major. If the proposed major doesn't exist, there is a mismatch. The Morris catalog used to list pre-professional programs. The ACT study should be in the proceedings from the conference. Chasman will check into this.

In other factors that can affect retention, Grinnell College has a similar situation to Morris, a very liberal campus in a very conservative town. This has been cited by some students as a reason why they left. In general no one was talking about fixing the problem by going after one group. A holistic approach seems to be the trend right now.

### **Developing student and institutional affiliations**

Melissa Bert spoke at the symposium and reported Duluth has a staff position for developing institutional affiliations. Marketing needs to be intentional for students, faculty and staff, e.g., things like having traditions everyone is part of, wearing school colors. SC commented a previous report indicated traditions are lacking at Morris. One of our challenges is our sports culture does not immediately blend with our college traditions. Traditions are not just for students, they are for faculty and staff too. Internal marketing could be targeted at faculty and staff. We need to make sure the promises made in Admissions recruiting materials is what students get when they come here. There is a lot of emphasis on sustainability in our marketing materials, but some students feel all we do is compost materials. Goodnough added that after the sustainability tours, students are surprised how green we are. This might be an idea for internal marketing and a tradition. SC mentioned graduating students have shared fond memories including sneaking up and listening to the wind turbines.

### **Effective Interventions:**

It's important to identify students at-risk and look for students with multiple risk factors. SC referred to our students who are designated as needing extra advising. Interventions help students feel that people cared. This came up a lot. An example would be training success coaches or advisers to walk the student over so they feel they are being turned over to a person instead of a faceless entity. Focus on what factors will help students thrive versus just survive, e.g., study habits, resilience, growth mindset and goal-setting skills.

### **Don't forget to look at Student successes**

Student perception is important. Students liked an early alert system that gave “things are going well” reports. Chasman reported she liked an initiative by Grinnell College where students who improved from the first to second semester were interviewed by the retention person (to see what

had gone right) and then had lunch with the president. One session Bert attended, mentioned the need to be precise about defining student success, e.g., retention (persistence), educational attainment (study abroad, internships, etc), academic achievement (graduation).

### **Data Collection**

Chasman attended a workshop presented by Ruffalo-Noel-Levitz. It's important to identify high DFW-rate (D or F grades and withdrawal) courses in order to provide support services, e.g., tutoring. SC noted we are doing that at Morris. SC wondered about tapping into Satisfactory Academic Progress (SAP)? Is there some missing information for students that aren't on academic probation? SC added that students often had other risk factors and members agreed that would be something to explore.

Some students are not best suited by staying in college. SC believes that is an important message. Staff reported it was really important to hear that message.

Grinnell is running a mini-conference annually on other similar institutions. Grinnell recommended collecting quantitative and qualitative data. In-depth interviews with attrited and probated students can find patterns in narrative by asking these students to articulate the problems they faced, e.g., substance use, didn't check email so didn't see announcements from instructors. SC members asked how to get students to read their email and acknowledged students receive too much email. SC asked the student representative if students are told how to set up filters. Student representative responded no. Boever noted that Advising taught students how to set up calendars. The problem of GMT (Greenwich Mean Time) and calendars was mentioned with students showing up for meetings with advisers at the wrong time. Members agreed not reading email is definitely a problem. Filtering could be the solution. The student representative commented that student government was looking at how to get students to not opt out. He stated students receive a lot of nonsense and it is hard to find emails you really need to see. Last year MCSA was toying with the idea of banning certain things from the list serve. SC asked if information could be shifted to another place since email is the official form of communication? Are students using twitter or facebook to check the 'other' information? Could there be a separate list serve for academic announcements, selling items, etc? SC commented faculty have different list serves, e.g., the opt out list serve of umm posts. SC asked is there a way Morris IT could pre-filter emails? Can they take the student list serve and automatically put some emails into a folder and other stuff into the in box? Having multiple list serves for students might solve the problem. A SC member asked if the student opt out is moderated (yes by Mark Van Overbeke). Brenda Boever said she has talked to Dave Swenson about adding an email piece to orientation. This year there wasn't time. Emma Kloos suggested it could be done on student registration day. Goodnough suggested the Orientation Group Leaders (OGL) could be in charge of this and do this during one of their down time sessions.

Time restrictions prevented discussion on mental health and faculty advising.

The chair thanked Chasman for her report.

The chair reminded members the next meeting is November 29.

Respectfully submitted,

Diane Kill

**Addendum One:** [NSSRReport.odt](#)