

3-4-2014

## Scholastic minutes 03/04/2014

Scholastic Committee

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**Scholastic Committee  
2013-14 Academic Year  
Tuesday, March 4, 2014  
Meeting Eighteen with amendments two abstentions**

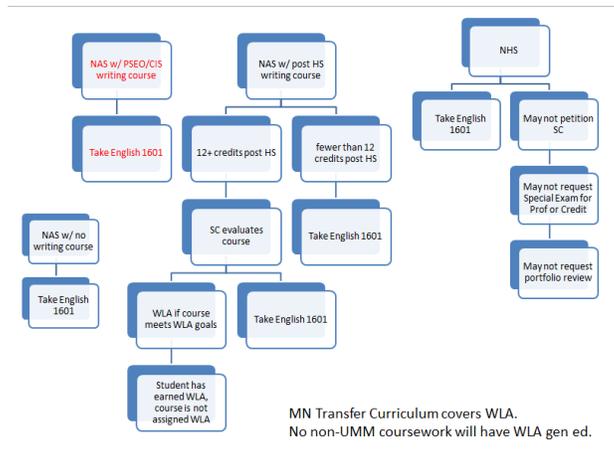
**Present:** Jennifer Goodnough, chair, Chad Braegelmann, Jennifer Herrmann, Judy Korn, Hilda Ladner, Roland Guyotte, Peter Wyckoff, Steve Gross, Nic McPhee, Saesun Kim, special guest Bryan Herrmann, director of the Office of Admissions

**Absent:** Brenda Boever, Clare Dingley, James Wojtaszek, Marcy Prince, Laddie Arnold, Andrew Sletten

- 1. Minutes review and approval**  
February 24, 2014 approved with one abstention
- 2. Chair’s Report**  
None due to full agenda
- 3. SCEP Report**  
None due to full agenda
- 4. Brief Writing for the Liberal Arts discussion**

The SC discussed the Writing for the Liberal Arts general education ad hoc committee’s proposed exemption language.

Two students in the same course, one PSEO and one degree seeking would have a different evaluation at Morris. A fundamental problem of the proposed language is that students who take the same course at another college will not receive the same treatment at Morris.



Other comments included:

McPhee and Wyckoff shared that some of these situations have not been discussed by the ad hoc committee.

Morris must distinguish itself through the “Morris experience,” but our writing requirement has not done so. Many ENGL 1601 sections are taught by adjunct faculty. Morris is very different from its peer institutions in that it only has one writing course. Others blend a one-year writing intensive course with an inquiry course and/or offer writing throughout the curriculum.

The February 19, 2014, *Chronicle of Education* reports that Dartmouth and William and Mary no longer allow any transfer credits. Students must take all credits at those schools for their degrees. Perhaps, ENGL 1601 should be repeatable.

Scholastic Committee members are in agreement that Morris needs more writing in the curriculum.

## **5. Presentation by Bryan Herrmann, director of the Office of Admissions**

Guest Bryan Herrmann, director of the Office of Admissions, was not able to finish his presentation. Below are key points from the presentation and SC discussion. Herrmann will return on March 25. The PowerPoint presentation will be included with the March 25 minutes.

- Asian and Hispanic college-age student populations are growing in Minnesota. African-American populations are also growing but at a slower rate.
- Immigration in Minnesota has fluctuated over the years. Overall, it is a small student population. We should not assume that immigrants are first-generation college students. Those with resources to immigrate may also be those with higher education backgrounds.
- The only Minnesota decrease in college-age students is the Caucasian population.
- Of the eligible Minnesota high school graduates that Morris could recruit, 30 percent automatically leave the state. Some live close to the border. Top students have their choice of colleges across the country. Some seek majors not offered at Morris.
- Morris has about 20 to 30 direct competitors.
- Some states are using the ACT as the statewide testing vehicle rather than grad standards. Some students are not prepared, would not have taken the ACT under other circumstance and do not do well. Other students would not have taken the test and do really well, an encouragement to consider a college education. Taking the ACT in the high school environment may take some of the pressure off of the ACT experience.
- Families have less ability to pay for college, which impacts Morris. As ACT scores rise, the number of low income students decreases.
- A college degree is a “leveler.” Socioeconomic factors greatly contribute to the opportunity to attend college.
- In addition to new student recruitment, finances are also tied to retention and graduation.
- At Morris, American Indian students are about 50 percent first-generation college students.
- Morris needs “mind share” before a high school student’s junior year.
- About 50 percent of students who visit will apply and enroll.
- Morris’s position on the FAFSA’s “send to these colleges” student requests list is a strong indicator of student interest. Eight-two percent of students who place Morris at the top of the request list enroll at Morris. The national average is 60 percent.
- Is it possible that the message of academic rigor “scares” some students from considering Morris? We need to be very sensitive to this message. Some students are attracted to this message, although it is more challenging for men. We need to be seen as selective but not elitist or impossible, and we tell student that they can expect a lot of support at Morris.

Respectfully submitted,

Judy R. Korn  
Scholastic Committee Executive Staff