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Scholastic Committee

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**Scholastic Committee
2013-14 Academic Year
March 25, 2014
Meeting Twenty Minutes Approved**

Present: Jennifer Goodnough, chair, Jennifer Herrmann, Roland Guyotte, Steve Gross, Nic McPhee, Brenda Boever, Peter Wyckoff, James Wojtaszek, Chad Braegelmann, Judy Korn, guest Janet Ericksen, professor of English

Absent: Hilda Ladner, Clare Dingley, Saesun Kim, Marcy Prince, Laddie Arnold, Andrew Sletten

1. **Minutes review and approval postponed due to petitions and guest**
March 4, 2014 minutes revised
March 18, 2014
2. **Chair's Report postponed due to petitions and guest**
3. **SCEP Report postponed due to petitions and guest**
4. **WLA**

Update

The WLA ad hoc group is sending another iteration of WLA policy to the Curriculum Committee. The proposed jurisdiction will be an addition under the provision in the catalog. Any spirit of the requirement petition would be reviewed by WLA faculty. The proposal will not be ready for the April 2, 2014, Campus Assembly meeting. WLA issues will not be resolved by the first registration date in April.

The committee discussed the four-credit course provision. During the move from quarters to semesters, Morris had to seek special permission from the University of Minnesota to use a four-credit module. It was noted that accreditation groups use hours per credit for their work.

The goal of the WLA ad hoc group, said Ericksen, is to find language that captures what the assembly voted on. Four credits of writing experience rather than completion of the writing requirement at the sending college will keep as many transfer students as possible from having WLA satisfied. The English faculty is still talking about alternatives.

WLA needs to be treated differently than a box that needs to be checked. It is not like other gen eds or courses. It is more like the Intellectual Community (IC) requirement than like a history course. The four-credit transfer stipulation for WLA should not set a precedent for other general education requirements.

Tabled WLA Petition #1240

Administrative note: The Morris English faculty reviewed course materials for this student on March 5, 2014, but did not endorse approval of this petition because the syllabus did not clearly indicate instruction on information literacy. Ericksen attended the meeting in order to share the faculty's concerns.

Ericksen stated that the English faculty didn't like the syllabus this student submitted, and they didn't review the petition as part of the review process. Ericksen stated that there are issues with petitions, because students may tell you what you want to hear.

"Spirit of the requirement" was reviewed. When the Scholastic Committee considers petitions that meet the spirit of the requirement it does not evaluate the course but rather an individual student's experience. If we were asking about the course, then it would be appropriate to use only the syllabus.

It was noted that the faculty for a particular course might not have actually written the syllabus for the course. Ericksen noted that everybody needs to take the class. WLA is very messy this year. The language is not clear.

Based on the current catalog, petitions have already been approved based on experiences similar to this student's experience.

Motion and second to approve. Seven yes. None no. One abstention. Petition approved.

5. Petition #1242

Based upon meeting the spirit of the requirement, this student requests that two summer courses meet the foreign language (FL) general education requirement.

Motion and second to approve. Seven yes. None no. One abstention. Petition approved.

6. Continuation of admissions presentation by Bryan Herrmann, director of the Office of Admissions

Morris no longer uses high school rank for the scholarship program. Many schools in the Twin Cities have discontinued ranking. Historically, high school rank was a good indicator for success. Dual enrollment and/or AP weighting influences ranking. GPA is subjective, but ranking with weighting is even more subjective.

ACT is the only admissions criterion that is the same from school to school.

Have we looked at how high school ranking impacts four-, five-, and six-year retention and graduation? This question will be addressed on April 14 during the retention presentation.

Have we looked at how ethnicity impacts ranking? Some high schools continue to rank, but ethnicity trends are usually reflected on the ACT.

A discrepancy between a student's high school rank and high school GPA and grades for the first semester at Morris has been identified as a risk for withdrawing. This factor was discovered in research conducted by Noel-Levitz, higher education consultant, on retention and financial aid. Financial aid at Morris was not connected to leaving, while the GPA differential is a significant factor.

The graduate outcomes shared by national media are very different than the Morris experience. Of the colleges in the United States, 10 percent are liberal arts institutions. Ten percent are research institutions. Forty percent are community college with the remaining percent of institutions similar to Minnesota State Colleges and Universities (MNSCU) four-year colleges.

Transfer student numbers have gone down. Just a few years ago, Morris recruited between 70 and 80 transfer students. Colleges have become more aggressive at recruiting transfer students.

Each MNSCU two-year college partners with a MNSCU four-year college.

College choices are made based on finances even though class sizes may be large at other colleges.

University of Minnesota could also be added to the new high school and new advance standing transfer credit sending institutions PowerPoint slide.

The American Indian population at Morris is diverse in respect to students' hometowns, size of high school, parent's level of education and income. Bryan will research small town versus large city student data.

Parents with bachelor's degrees and a higher income level are predictors of student success. Marketing-wise, students with parents who earned bachelor's degrees might more readily recognize the Morris product.

There's also increased diversity among first-generation students at Morris.

Herrmann will attend the April 14, 2014, meeting to respond to questions asked during his presentation. The PowerPoint slide presentation will be made available with the final minutes.

7. Transferology postponed due to petitions and guest