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Scholastic minutes 09/30/2014

Scholastic Committee

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**Scholastic Committee
2014-15 Academic Year
September 30, 2014
Meeting Three Minutes approved**

Present: Leslie Meek, Merc Chasman, Tisha Turk, Megan Jacobson, Chad Bragelmann, Steve Gross, Hilda Ladner, Jess Larson, Judy Korn, Brenda Boever

Absent: Roland Guyotte, Laddie Arnold, Marcy Prince, First-year student TBD

- 1. Agenda approved.** Jess Larson, vice chair, conducted the meeting.
- 2. September 16 minutes approved**
- 3. No Chair's Report**
- 4. Steering and all-committees meeting**

Korn represented the Scholastic Committee (SC). The meeting gave Campus Assembly groups the opportunity to hear topics of discussion planned by each committee for the coming year. Jenn Zych Herrmann, Steering Committee chair, noted that the constitution will be reviewed and encouraged committees to begin reviewing sections that pertain to their responsibilities. The SC welcomes this opportunity and briefly discussed how the SC section could be improved to provide better direction and information for the campus.

5. SCEP Report

Tisha Turk provided a report of the last SCEP meeting during which members discussed connecting graduate students and potential employers, and also received a report on 2014-15 undergraduate initiates from Bob McMaster, vice provost and dean of undergraduate education.

- A. Assessment of student learning and accreditation.
 - Accreditation next year: October 2015. UMTC must prepare documents by the end of the academic year: self study, evaluation, report.
 - Current assessment project: Integration of seven learning outcomes into curriculum. Writing Enriched Curriculum (WEC) data set: student writing *before* and after department implements WEC. This is crucial: documenting improving of student learning.
 - Director of Assessment; Colleges developing models for assessment
 - CampusLabs: Assessment management system. Enables creation of co-curricular transcripts.

- B. President's Emerging Scholars (PES) Program
 - Provides access to students who don't have "typical metrics" for admission but whose high school experience suggests they'll succeed in college. Primarily students of color, low-income, first-generation. This year: 531 (of 5500) new students: nearly 10 percent.
 - Incoming students have student mentors; \$1K scholarship on entry plus another \$1K senior year. Special discussion sections within large of sociology, geography, and math lecture classes are specifically for PES students.
 - 2013 cohort: successful. Average credits: 37; Average GPA 3.03.

- Last year's overall retention to second year: 90.5 percent. PES retention: 92 percent.

C. Transfer students

McMasters presented a PowerPoint presentation on Twin Cities transfer programs and statistics. First-generation and Pell recipients comprise a greater percentage of the New Advanced Student population than in the New High School Student population.

6. Review of all-University Transfer Policy revisions

Korn shared recent revisions that impact the Morris campus.

- The policy committee adopted the term "Transfer Authority" to encompass differences between campuses. The SC is now noted as the Morris Transfer Authority.
- The policy committee removed the reference to regional accreditation as the primary first-step for evaluating courses for transfer to the University of Minnesota.

Korn asked that the SC affirm that at Morris regional accreditation will be the primary first-step for evaluating courses for transfer. A motion was made stating the above. Seconded. Unanimously approved.

7. Foreign Language request for feedback from executive staff

Korn asked for SC feedback in regard to a domestic student whose first language will be difficult to "test," the standard procedure for awarding the foreign language requirement waiver based on English being a domestic student's second language. Korn has explored the usual means for securing an exam, including the Brigham Young University Language Center, Morris's usual vendor, but at this point has found only one possibility: a University of Minnesota's Center for Research on Language Acquisition volunteer. Korn asked if SC would entertain other forms of first-language evidence for this student. After discussion, the SC directed Korn to continue searching for an examination process, preferably with a higher education connection, similar to the opportunities provided for other students who speak languages not taught at Morris.

Respectfully submitted,

Judy Korn