

University of Minnesota Morris Digital Well

University of Minnesota Morris Digital Well

Planning Committee

Campus Governance

1-27-2016

Planning minutes 01/27/2016

Planning Committee

Follow this and additional works at: <https://digitalcommons.morris.umn.edu/plan>

Recommended Citation

Planning Committee, "Planning minutes 01/27/2016" (2016). *Planning Committee*. 81.
<https://digitalcommons.morris.umn.edu/plan/81>

This Minutes is brought to you for free and open access by the Campus Governance at University of Minnesota Morris Digital Well. It has been accepted for inclusion in Planning Committee by an authorized administrator of University of Minnesota Morris Digital Well. For more information, please contact skulann@morris.umn.edu.

To:	Planning Committee:	Oscar Baldelomar, Brook Miller, Seung-Ho Joo, Sandy Kill, Jana Koehler, Mike Cihak, Helen Juarez, Austin Tipper, Rachel Evangelisto, Bryan Herrmann (ex-officio), Gwen Rudney (ex-officio), Jim Hall (ex-officio), Matt Senger Melissa Bert, Alison (West) Campbell -(secretary)
	Present:	Brook Miller, Seung-Ho Joo, Sandy Kill, Jana Koehler, Mike Cihak, Austin Tipper, Gwen Rudney (ex-officio), Melissa Bert, Oscar Baldelomar, Matt Senger, Alison (West) Campbell - (secretary)
From:	Engin Sungur, Chair	
Subject:	Meeting Agenda	
	Date:	January 27, 2016 (Wednesday)
	Start:	2:30pm
	End:	3:21pm
	Place:	Imholte Hall 115

AGENDA:

1. Approval of December 8, 2015 Minutes, see Appendix 2(5 min.).
Action: Approval of the minutes - yes
2. Agenda items for Spring 2016, see Appendix 2 (15 min)
Action: Discussion
Meeting will now end at 3:20 instead of 3:30

APPENDIX 2. Possible Agenda Items for entire semester

TOPICS	YES	NO
<i>Metrics and Strategic Planning (Melissa Bert)</i>	x	
<i>Regents Scorecard(Draft)</i>	x	
<i>City Water Treatment Plan-Implications for Campus (Morris City Manager)</i>	x	
<i>Pre-designs for the Projects on the Bonding Bill</i>	x	
<i>HEAPR Discussion-Future Years, Priorities (Bryan Hermann)</i>	x	
<i>PE Center (RFC)-Discussion on Future Planning (Cost, Feasibility, ...)</i>	x	
<i>Renewable Energy and Energy Monitoring Future Plans</i>	x	
<i>Balancing Majors – planning tools and disciplines, data on declared majors</i>	x	
<i>Strategic Planning – 15 min each meeting</i>	x	
<i>Data Flow Planning – 15 min each meeting</i>	x	
<i>Preparation for New Chancellor – 15 min each meeting</i>	x	
<i>Added: Include conversation with the Finance Committee. Budget deficit of \$1.5 million? – Budget meeting March 4. Engin will contact Finance Committee chair to get involved or Bryan Herrmann/Melissa Bert can talk to Planning Committee because they go to the FC meetings</i>	x	
<i>Added: Sightlines Team presents March 23rd</i>	x	

3. Metrics and Strategic Planning (40 min. Melissa Bert)

- 3 types of Progress Cards: Gold/Maroon/Student
 - Gold – well understood and agreed upon data sources/able to set quantifiable goals/reasonable historic data and accuracy/university can take action to influence
 - Maroon – directional goals or goal may change/may only need to be monitored/may need to be developed, added, deleted/university action alone does not significantly influence
 - Student – Green, highlights metrics related to the student experience at UMM
- Would like to hear if these progress cards are a good representation or what else should be on them. There is overlap with parts of the strategic plan - some of these are difficult to quantify – how do we set goals and how do we assess them?
- Gold Measures:
 - First to second year retention rate for UM System will be higher than for only UMM
 - Some are hard to track: 4-6 year grad rates of Morris athletes
 - Trying to get a better handle on when students are participating in athletics – whether or not students participate their entire 4 years or is it just one year or one semester
 - UMM Gold progress card changes:
 - We added students of color and broke out American Indians - Separate even further
 - Student headcount – are we interested in degree seeking or total head count? – do we want to separate those out?
 - Add gender into measures
 - 4- year graduation rates are different from Twin Cities and Morris
 - Students get multiple majors and minors at Morris and mostly only one of each in the Cities
 - Can we reflect the number of graduation years per major/minor?
 - Does that prolong their graduation date? If it takes students 5 years – is that a good or bad thing and why? What are we going to do with that info?
 - We used to encourage our students to get all the majors they want but it has a cost to them – not sure if their future success and happiness is improved
 - Debt would be the first impact – is that something we want to add to student debt measures – what are we putting in place? – just information to know or are we implementing change to decrease debt when they leave
 - Getting more majors is closely related to our mission – what a Liberal Arts education is about – Is there another way to access student success/retention and have a Liberal Arts experience?
 - What if the student doesn't take the entry level comp classes in their first year – are these students also avoiding Gen Eds – already half out the door?
 - What about the “murky middle” students with 2.5-3.0 GPAs that are getting lost – are there programs in place to help them succeed because they might not be doing as well as they did in high school?
 - In reference to the Strategic Plan - how do we measure success?
 - Focus on students and student learning – if goal was to restructure academic programs
 - ASLC saying how we measure the success of these programs – is it related to strategic plan? – goal of institution is to learn – does not need to be on a progress card but keeping the student experience in mind is important as you're talking about higher issues

- How many times do students change their majors?
 - It shows how flexible we are
 - Students don't have to get permission to change their major
 - Its different when students just decide without meeting with advisor and going through the steps
 - Hard to collect data because they change constantly – would be great to ask students why?
- Designing own major at Morris Campus:
 - We advertise “You are in charge of your education” – student have ability to design their own field of concentration when other universities don't have that option (do we have statistics on this?)
 - Trying to showcase what makes UMM different – is there a way to quantify this? – not sure if this is going to help us in terms of planning
 - Need to get to the basics of what is going to help UMM move forward
 - Focus on the problems like retention
 - This could be because the curriculum for the 1st and 2nd year is not flexible enough
 - How do you asses that? – ask in an exit interview (unreliable because they could tell you something else other than the real reason)
 - Are we keeping track of where they are going when they leave UMM? Yes- National Student Clearing House Data to track if they go to another UM campus and 90% do – don't see patterns on what locations they change to