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Scholastic minutes 02/18/2015

Scholastic Committee

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**Scholastic Committee
2014-15 Academic Year
February 18, 2015
Meeting Twelve Minutes APPROVED**

Present: Judy Korn, Jess Larson, Marcy Prince, Steve Gross, Roland Guyotte, Brenda Boever, Megan Jacobson, Jennifer Rothchild, Chad Braegelmann, Leslie Meek, Hilda Ladner, Tisha Turk, Merc Chasman, Guests: Bart Finzel, Jennifer Zych Herrmann

Absent: Yee Thao, Laddie Arnold

1. Agenda review. Roland Guyotte, chair, conducted the meeting.

2. February 11, 2015, minutes approved.

3. Advising Update: Brenda Boever

Boever announced that Jess Larson received the Tate Award for Excellence in Undergraduate Advising. This is a prestigious accomplishment and very few are awarded Universitywide.

Boever provided an Advising update (See addendum one.) and addressed questions.

In August Boever plans to have sessions for advisers with resources, i.e., where to find the planning information, what first-year students are looking for, and tips (e.g. Pre-med should enroll in Gen Chem 1). Advising wants continuity and hopes students will stay with the initial adviser through the second semester. There were approximately 100 first-year student major/minor changes in fall semester 2014. Twenty-nine first-year students changed their advisers.

5. College Level Examination Program (CLEP), Dean Bart Finzel

Dean Bart Finzel expressed concern about an article that appeared in a January 2015 edition of the *Star Tribune* about slashing college costs with simple tests. ["CLEP tests allow young students to pile up college credits"] The article "touted" a consulting firm who advises students to save thousands of dollars in tuition by taking advantage of CLEP exams before college. One case cited a student earning more than 90 credits while in middle school and high school. Finzel asked Judy Korn to research Morris CLEP stats:

Morris recorded 96 CLEP exam scores from academic year 1989 through 2014.

Sixty-one students submitted the 96 exam scores.

Of the 96 exam scores, 11 failed to meet Morris minimum test scores for credit, and four composition scores were not accepted.

Two Morris graduates submitted more than the usual one or sometimes two exam scores: one student in 2013, graduated with one major (11 exam scores) and one student in 2007, graduated with two majors, one minor (8 exam scores).

Morris CLEP acceptance compared to other University of Minnesota campuses:

Morris chart: <https://netfiles.umn.edu/umm/www/committees/scholastic/documents/CLEPCurrentTable.pdf>

Crookston: Does not accept general examinations (Morris accepts all general examinations except composition). Does not accept Business Law, Precalc, French, German, Education Psychology, English Literature, Human Growth and Development, Info Systems, Management, and Marketing. Does accept English Composition subject examination

<http://www3.crk.umn.edu/info/policies/pdf/collegelevelexaminationprogram.pdf>

Duluth: Same as Morris EXCEPT does not accept College Mathematics and does accept English Composition, language courses referred to disciplines. <http://www.d.umn.edu/onestop/transfer/credit-types/test-credit/clep.html>

Rochester: Accepts only College Mathematics; Microeconomics; Macroeconomics.
<http://r.umn.edu/admissions/undergraduate-admissions/bachelor-science-health-sciences/application-checklist/ap-clep-ib-info>

Twin Cities: Accepts only College Mathematics; Microeconomics; Macroeconomics. Language students are directed to University Language Center to test for credit.
<http://admissions.tc.umn.edu/academics/clep.html>

While the use of CLEP text credits is not an issue at Morris, Finzel suggests being proactive. Morris does not want to be in a position in which we accept 90 credits [as the article suggests]. The Dean requests recommendations from the Scholastic Committee.

Is there political pressure to accept CLEP credits? The Minnesota Legislature notes CLEP as a means to earn credits.

It was noted that the use of CLEP to reduce time in college does not take into account the social development aspect of an undergraduate education.

Boever mentioned a student who came with an associate of arts which had been earned by CLEP credits. Korn corrected that only some of the associate of arts was earned by CLEP credits. The student also took courses at a community college. Also, Korn reminded the SC that Morris is on a four-credit module, and most two-year schools are on three credits, as was the community college this student attended.

Can we consider denying CLEP credits based on when the student completed the exam? For example, a middle school student earning CLEP credits. This would be difficult to track. CLEP was originally designed for nontraditional students.

Several members stated that perhaps Morris should be in line with the Twin Cities, which is more rigid in regard to CLEP, only accepting three exams. Korn shared that transfer is conducted in the Twin Cities by Admissions, and waivers and proficiency based on CLEP could be granted by the departments.

Morris faculty evaluate CLEP exams and recommend the acceptance or nonacceptance to the SC. Korn will check when the next CLEP reassessment will be schedule.

Guyotte reminded the SC of the residency requirement for the Morris degree. CLEP credits do not count towards the residency requirement.

It was asked how CLEP compares to AP. Do we have data on how many credits of AP are accepted at Morris as well as the number of students? This information is hard to extract from the transfer database. The AP credits are centrally posted at the Twin Cities campus. Korn said that just a few students come each year with a lot of AP credits.

At the a transfer conference Korn attended four years ago, it was predicted that higher education would see a dramatic increase in CLEP due to home-school high school programs in which students would use CLEP exams to complete their high school requirements and earn college credits as a bonus. To date, that has not happened at Morris.

It was asked if Morris would accept a foreign language CLEP exam if the student completed the course years before and had no current language experience. That situation would be treated like any other course that was taken prior to Morris. It would be accepted just as we accept transfer language courses that were completed years ago.

Guyotte asked for three volunteers to explore CLEP and report back to the committee, and Jess Larson, Marcy Prince, and Brenda Boever accepted. Korn will compile additional information, especially in regard to other public liberal arts institutions, Morris peer institutions, and the Cougar athletic conference.

6. Retention Presentation by Jennifer Zych Herrmann, retention coordinator

Herrmann continued the PowerPoint presentation from last week (See addendum two) and answered questions. She shared how we can have some impact on retention with targeted initiatives and academic year initiatives for all students.

Some of the successes: students with unpaid balances (One Stop initiative) are identified earlier; leave of absence interviews have a formal policy; students receive registration information for two registration queues. Some students don't fit into relationships, i.e. student athlete. Sometimes they reach out to Herrmann or vice versa. A strategy is set up to provide accountability. Students who owe less than \$100 now don't receive a hold. As soon as the registration queue ends, Herrmann checks on the students who are not registered and asks MCSP staff to work with their students and advisers. Focus is on freshman first.

Herrmann discussed challenges including strengthening first-year new high school student advising and DFWIs (students who earned Ds, Fs, Ws, or Is). Herrmann presented DFWI data for fall 2014. She is identifying classes where these grades seem to be more frequent. A big piece of the plan is to help students deal with those grades after they are received.

It was noted that many students are too extended with extracurricular activities. Perhaps students who earn D grades should not be serving in leadership roles in clubs or athletics. Herrmann shared that this issue will be addressed at the next Campus Assembly.

Herrmann believes that Aplus, the new paperless advising tool, will help integrate advising and alert systems.

Respectfully submitted,

Diane Kill
Office of the Registrar

Addendum One: Advising Update

Proposed adjustment to assigning advisers for first-year students

Goals:

- Create stronger connections between new students and their advisers
- Address capacity constraints in some majors due to large enrollments, sabbaticals, etc.
- Create greater equity among the faculty advising loads

Based upon feedback, initial ideas have evolved to include the following elements for advising first year students.

Current processes which will remain:

- Advisers who currently have responsibility for advising as part of their teaching responsibilities will be assigned new first year advisees if their loads allow
- Contract/non-tenure positions will not advise unless by special arrangement
- All advisers will continue to advise students in the major
- Students will be assigned to faculty in their declared major when adviser load allows (30 max/adviser)

- Students will declare majors, view APAS requirements for those majors and access planning materials online

Enhancements:

- We will encourage students to remain with their assigned adviser for the first two semesters (through annual planning) to promote stronger ties to the faculty
- Enrollment in a first year course will be one more tool used when making the adviser assignment IF discipline loads do not allow students to be placed directly with an adviser in the major
 - i.e. Biology discipline at full capacity: if a Biology major is also taking a 1xxx Math course, student would be assigned to a Math faculty adviser with a lower advisee load
 - Undecided students will be assigned to faculty advisers who are instructors of one of the students' first semester courses
 - Anticipate that advisers in first year courses will receive no more than approximately 4-6 first year advisees

Addendum Two: Retention PowerPoint Presentation

<https://drive.google.com/a/morris.umn.edu/file/d/0B67toq9Nkqk3aklTSnk1NFBTQ2RiZHhaWTBaRzF5djZsakFZ/view>