

9-30-2008

## Scholastic minutes 09/30/2008

Scholastic Committee

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University of Minnesota, Morris  
Scholastic Committee  
Minutes # 4, 9/30/2008

The Scholastic Committee met on 9/30/2008, in IH 202. Members present:

C. Cole, J. Deane, D. DeJager, S. Haugen, M. Lackey, D. Magner, B. McQuarrie (Chr), L. Meek (Secy), J. Nellis, J. Pelletier, A. Raymond, J. Schryver, C. Strand, J. Towle

1. Announcement: no meetings on Oct. 20<sup>th</sup> (fall break) and Oct. 28<sup>th</sup>.
2. Minutes from 9/22/08 were approved.
3. Two faculty were selected for the Academic Integrity Subcommittee, Dan Magner and James Schryver. Since only one student was present, the chair will ask the three appointed students to select two of their number to be on the committee.
4. There was a discussion of NHS admits for fall 2008. The Secretary provided the committee with data sets of selected NHS admits and denials for discussion. These students were selected based on 1) high ACT/GPA/HSR and were denied admission; and 2) low ACT/GPA/HSR and were admitted. The committee generated the following list of questions for James Morales (Assoc. Vice Chancellor of Enrollment) and Bryan Herrmann (Senior Associate Director for Enrollment) who will visit the committee on Nov. 3<sup>rd</sup>, 11<sup>th</sup> and 25<sup>th</sup> to answer questions related to NHS, Conditional Admits and more general questions about enrollment and retention.
  1. Why are we moving away from using the AAR as a measure of quality of preparation for college?
  2. Why do we deny students with a high ACT? For example, on the data set sent to you, we have students who have ACT scores in the mid 20s to the low thirties who were denied. In contrast, we have students who have a composite ACT in the teens who were admitted. Please justify these admits and denials. (In the document sent to James and Bryan, they will be given names and ids of specific admits and denials to be justified).
  3. Are all applicants asked to write an essay before admission? If not, who is asked to do so? If all do write an essay, are some applicants asked to write a second essay? How are the essays judged (content, use of English language, writing style, justification for HS grades, etc.)? Who does the judging? Are there quantitative guidelines that are used to judge the essays?
  4. There is a general perception that there are delays between applications and decisions about admission (supported by anecdotal evidence) and that this causes us to lose good applicants because they do not feel wanted. If we require an essay, does this play into that? Might the fact that other schools may not require an essay prejudice students in favor of the other schools? Is there a way to speed up the process so that we are accepting before other schools do? Can we do some kind of Early Decision Program? For example, we have students applying for the following fall (09) in September 08, are we also accepting them in September 08 if they clearly meet our criteria? Are there incentives for students depositing early?
  5. What are the nuts and bolts of data processing in Admissions? What kinds of programs are used?

6. What specific criteria are used to admit NHS? Catalog does not state minimum ACT, GPA, HSR, AAR scores, but does mention that 'most' admitted students are in the top 25% of their graduating class. Athletics is told athletes must have an ACT Comp of 25 or higher, 3.0 GPA. Are these general guidelines for all students? Can there be better communication with Athletics and a consistent quantitative guideline that is followed by both Athletics and Admissions (since sometimes students who fall within the criteria are not admitted and others who fall below the criteria are admitted).

7. What is admissions saying to HS counselors about our requirements for HSR, GPA, ACT, etc.?

8. Is there a training manual for Admissions counselors? Who does the training? Is it consistent?

9. Does admissions track those High Schools that send us the greatest number of successful students?

10. Communication with campus about resources available for particular groups of students needs to be enhanced. This year, 49 people needed fundamentals of writing, with space for only 30 in a year-long course, and no money to hire another instructor. This creates a backlog from year to year. As of late August, 45 people were enrolled in Learning to Learn, a course with room for 30 and no money to hire another instructor.

11. Weekly applicants list: A short justification for admission/denial needs to be added to the weekly report (easy ones could be 'meets minimum requirements' or 'does not meet minimum requirements' (or something shorter) and more difficult decisions could contain a short descriptor like 'returning to college after 10 year absence' or 'lots of Ws' or 'weak courses at last college' or whatever is appropriate).

Other info that might be used to facilitate admissions decisions also needs to be added to the weekly report: cum GPA from all former colleges for transfers, former colleges for transfers, Eng and Math ACT for all, HS GPA for NHS, AAR for NHS, who admitted by and the date admitted.

12. Are there minimum requirements for Math/Eng ACTs?

The committee was adjourned. The next meeting will be Monday, Oct. 6<sup>th</sup>, at 1:00 in IH 202.