

2-16-2016

## Scholastic minutes 02/16/2016

Scholastic Committee

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**Scholastic Committee  
2015-16 Academic Year  
February 16, 2016**

**Meeting Sixteen Approved Minutes**

**Present:** Steve Gross (chair), Judy Korn, Merc Chasman, Jennifer Goodnough, Ray Schultz, Dan Magner, Madeline Youakim, Edison Yellick

**Absent:** Brenda Boever, Jennifer Rothchild, Emma Kloos, Leslie Meek, Yujing Song

**Guests:** Chancellor Jacqueline Johnson and Dean Bart Finzel

**1. Approve minutes of February 9, 2016, meeting**

Approved with corrections.

**2. Chair's Report**

No report.

**3. SCEP Report**

SCEP approved the proposed changes to the instructional hours per credit policy. SCEP also approved the Morse Teaching Award winners.

**4. Chancellor Jacqueline Johnson and Dean Bart Finzel Visit**

Chancellor Johnson and Dean Finzel presented on the investment opportunity offered by the central system officers focusing on retention. The Morris campus has been granted more than \$200,000 in recurring funds to invest in initiatives focusing on recruiting and retention. The money will fund a redefined Office of Academic Success director, a lead success coordinator, and an additional success coach. The funds will also support the extension of the advising and academic assistance positions into 12-month appointments. The Office of Academic Success director will oversee retention, academic advising, academic assistance, and disability services. In addition to providing support the lead success coordinator will also research and analyze the information collected on the College Student Inventory Survey and provide suggestions for recruiting and retention improvement. There is hard funding for two positions in Career Services and the Chancellor and Dean would like to add an additional career professional that will focus on internships and the WELL (Work, Engagement, and Liberal Learning) program.

The addition of these positions will help implement a new success coach program that will complement Morris faculty advising. The success coaches will not replace faculty advisers, but rather will provide supplemental support to faculty advisers. Success coaches will work with students in the fall and spring to provide parallel planning; awareness of academic support services; help students connect with residential life staff; help students with financial concerns connect with financial aid staff; and encourage students to take advantage of freshman programs. In March, success coaches will prepare students for course planning and registration meetings with their faculty advisers.

Incoming freshman will be assigned to a faculty adviser and a success coach depending upon their needs and eligibility. The Dean indicated there would be training that will ensure that roles are clearly defined. The goal is to address perceived weaknesses in the current advising model and provide students more support during their first three months on campus, and ultimately lead to

an increase in retention from fall to spring. The addition of new success coaches will help get the number of first-year students to manageable loads.

There will be a national search conducted for the Office of Academic Success director position. Within two weeks, the Dean has offered to provide the Scholastic Committee the job description for the director position to review. The job description will include the preference of a PhD degree. The plan is to advertise the position in March; review the candidates in April; bring in candidates in May; and finalize the selection in June. The lead success coordinator could start sooner. The success coach position will be an entry-level professional similar to admissions counselors.

The lead success coordinator will bring together the new success coaches and current TRIO and NASNTI (Native American-Serving Nontribal Institutions) success coaches to work on best practices for providing support. The addition of the TRIO and NASNTI coaches has received good responses from master advisers and the hopes are that will be the case as well with the new success coach model.

Currently there is no method of identifying students at risk of leaving. Melissa Bert, Institutional Effectiveness Director, used the mid-year inventory student assessment to identify 53 students who indicated an uncertainty about their desire to return to Morris. The Chancellor would like the new success coach model to have a positive impact on these students by reaching out to them early in their academic careers.

Jennifer Goodnough suggested administering the College Student Inventory Survey at the end of registration day when students have more information about Morris degree requirements and their majors. Goodnough would like to ask Noel Levitz about differences in responses to the survey when administered at the beginning and ending of a registration day.

Morris continues to receive applications from students who have applied to the Twin Cities campus and have indicated they wish their application be shared with the other campuses. Morris also receives applications from the Twin Cities for international students not being considered by the Twin Cities campus due to quotas being met.

Dean Finzel suggested SC request an update on the success of this initiative.

Respectfully submitted,

Angie Senger  
Office of the Registrar