

2-23-2017

Scholastic minutes 02/23/2017

Scholastic Committee

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Scholastic Committee, "Scholastic minutes 02/23/2017" (2017). *Scholastic Committee*. 236.
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Scholastic Committee
2016-17 Academic Year
February 23, 2017
Meeting Sixteen

Present: Roland Guyotte (chair), Leslie Meek, Judy Korn, Jennifer Goodnough, Brenda Boever, Ray Schultz, Steve Gross, Joe Beaver, Dan Magner, Merc Chasman, Parker Smith, Josiah Gregg, and Emily Trieu

Absent: Emma Kloos and Ruby DeBellis

Guests: Ray Lagasse and Nancy Pederson

1. Approve minutes of February 16, 2017, meeting

Approved

2. Chair's Report

The Scholastic Committee (SC) was granted 15 minutes at the next Campus Assembly to discuss the Makeup policy.

3. SCEP Report

Sandy Olson-Loy, Kitty Mahoney and SCEP representative Jennifer Goodnough will share the 15 minutes allotted to the SC to discuss the Makeup policy. The group aims to educate and emphasize how the Morris campus deviates from the Makeup Work policy. Morris faculty can still request verification for one-time absences if the absence occurred on the day of an exam or lab.

Any topics or points of interest from previous discussions that should be brought up during the presentation at Campus Assembly should be sent to Goodnough.

Goodnough stressed that Morris should have some people (such as faculty from Curriculum Committee and Scholastic Committee and transfer staff from the Office of the Registrar) invited to the general education forum on the Twin Cities campus. Vice Provost and Dean of Undergraduate Education Bob McMaster is aware of Morris's general education discussion, however it's uncertain if he has invited anyone from Morris.

4. International Student Program presentation (see Addendum One)

SUFE and STELLAR

Ray Lagasse and Nancy Pederson provided a brief review of the Summer Transition for English Language and Liberal Arts Readiness (STELLAR) program and its use by students from Shanghai University of Finance and Economics (SUFE). The SUFE contract is negotiated by Dean Bart Finzel. The International Student Programs (ISP) has no role in negotiating the contract aside from providing the Dean with recommendations. The original SUFE contract was established in 2009 with the first students attending in 2010.

Lagasse reviewed the number of SUFE students for the current academic year and next academic year. He noted that the campus is expected to see the largest number (50 new students anticipated) of STELLAR students fall 2017. ISP is currently working with the Admissions Office and commented that close to 100 international students have sent applications. It is

uncertain how many international students choose the Twin Cities campus rather than Morris. There are currently 178 international students enrolled.

English Language Proficiency for New International Students

The SC subcommittee on international student academics along with Pilar Eble and Nancy Pederson submitted recommendations for the new SUFE contract to the Dean. The current IELTS score required for admission is 5.5; the required TOEFL score is 79. The subcommittee recommended raising the IELTS score to 6.0; a 6.5 IELTS score is equivalent to a 79 TOEFL score. The current IELTS score is a selling point to SUFE. After a meeting between Dean Bart Finzel, Humanities Division Chair Pieranna Garavso, ISP Assistant Director Ray Lagasse, and ESL Teaching Specialists Nancy Pederson and Paul Robinson. The Dean appeared receptive to raising the IELTS score to 6.0. ISP will schedule a meeting with Admissions to discuss the new requirement and amending the SUFE contract which will probably not go into effect this fall.

In addition to raising the IELTS score, the SC subcommittee also recommended that all new international students take LANG 1063: American Culture and Oral Skills in the American University. The nonnative speaker Writing for the Liberal Arts (WLA) course is now offering one section in the fall and three sections in the spring to allow most international students to take LANG 1061 Writing in the American University. While LANG 1061 is not required, it is highly encouraged and most SUFE students enroll in the course.

The SC subcommittee also recommended that all international students be required to take an English language placement exam upon arrival. One problem with requiring a placement exam is the shortage of staff teaching ESL. It would be extremely difficult to accommodate students based on their placement exam. What would ISP do with that information? Another concern is whether requiring a language placement exam would be legal when it would not be required for all students. Members believe the language placement exam would be similar to the math placement exam required for all incoming students. Pederson argued that the difference between the language placement exam and the Spanish placement exam is that students have a choice on whether to continue with Spanish. Pederson does not believe this is an issue as most international students take the ESL writing course.

Morris cannot pursue conditional admittance for international students based on proficiency by test score because Morris's I-17 does not include a bridging program.

Members offered that the placement exam could be helpful for advising even if the student is not placed in a different class. Advisors can inform students that they may need to work a little harder to understand and complete coursework and exams.

How are students selected for fall WLA sections versus spring WLA sections? Advising is done by Lagasse and soon Sheri Breen using the IELTS and TOEFL scores. Lagasse also looks at different components of the students background for international students not from SUFE. Students also speak with Pederson and take a writing test to determine placement.

Members suggested more training for advisors to better understand language test scores. The goal is to have students with the higher test scores take the nonnative speaker WLA course in the fall and the lower scores in the spring.

Exchange students tend to be stronger students which could be due to the fact that many come in with fairly good English backgrounds. Some exchange students come from high schools in Minnesota and students from Bangladesh and India have English skills as part of their education.

Some members are concerned that our Chinese students have difficulty with the reading requirements of many courses. Chinese students cannot do ½ of the reading work required and faculty want to know if there is anything that can be done. Pederson mentioned the addition of a grammar class, possibly to the writing course and changing the credits earned from three to four. She also mentioned that while ISP is successful at steering many students to enroll in the writing course LANG 1061 they are less successful with the reading course. Proficiency in reading will take longer, but no special allowances are needed. Students need to learn to cope with the reading load.

What are international students saying about the reading load? The most common reaction is anxiety in the beginning, but their feelings tend to ease after a month.

Faculty have also noted difficulty in listening comprehension by many Chinese students. They do not understand how much work to show on homework and exams. They do not comprehend what is being asked and they have trouble getting them to follow instructions. Lagasse and Pederson agreed this information is valuable to share with success coaches.

There is also concern that our Chinese students gravitate toward certain classes. For example, there are few Chinese students in history courses. The STELLAR program strives to introduce international students to the liberal arts.

Another concern expressed is the use of technology. A faculty member noticed inappropriate web content visible on a student's laptop while the student was using the laptop in class. The inappropriate content included advertisements on the student's web browser. Members suggested ISP speak with students regarding the use of technology and things to be aware of.

International Student Statistics

Lagasse reviewed the data on international students and noted there was a lower number of incoming exchange students this spring. Students on OPT can work in their field of study for one year; those in STEM fields can work for three years. The total number of international students will almost always be higher than the number of enrolled international students because ISP keeps a total of on-campus and OPT students for SEVIS reporting.

One way to keep more international students on campus is to find funds to hire students as tutors. The Office of Academic Success has started hiring more international students as tutors. Some students were recently hired as Community Advisers.

Seven students transferred to the Twin Cities from fall to spring. ISP is uncertain how many applied and were not accepted. It was noted that depending on which college they apply to the students may not qualify. ISP does intend to perform exit interviews to determine reasons for transferring, but they were not done with the last group of students. Some international students enter Morris with a clear view of transferring to the Twin Cities. Some international students have a hard time adjusting to a rural surrounding as many come from larger cities. Students who have

decided to stay have started counseling other students about the benefits of Morris and are asking students to think about their decision to move to the Twin Cities.

Research suggests that another issue with retaining international students has to do with student affairs issues such as not finding food that appeals to them. The Morris dining staff took a trip to China in an effort to determine their culinary preferences.

March 7, 2017, ISP will be hosting a brownbag lunch to discuss how the campus community can work with international students and get to know ESL and ISP staff.

Are international students having conversations about the current political climate? Are they sensing hostility from campus and the community? It depends on where the student comes from. The current climate and atmosphere has become very negative with recent proposed legislation.

Ten percent of our student population are international students. Twenty percent (42 students) of international students were on the Dean's list fall 2016. Some of these students were first-year students with a 4.0 GPA. ISP created certificates for these students and the certificates were very well received. Certificates mean a great deal to international students. Many include their certificates with their resumés and other documentation when applying for employment.

Exchange Programs

Lagasse reviewed our current international exchange programs and the number of incoming and outgoing students who have participated. All partner universities are highly ranked in their respective countries therefore we can be assured that we are sending/receiving students to/from good institutions. Lagasse is currently reviewing agreements with Kansai Gaidai University and Yonsei University whose last contract agreement was in 1992. He plans to review agreements every 5-10 years.

Is there clear communication of what we want Morris students to understand regarding their language proficiency expectations for exchange programs? Lagasse is unsure as all communication goes through the Academic Center for Enrichment.

It was noted that the Office of the Registrar was not initially involved in the setup of the University of Potsdam exchange program which caused some issues with the transferring of credits. The issues were resolved, but could have been avoided had the Office of the Registrar been included in the initial planning. Lagasse assured that all appropriate parties would be included in the planning process for all future exchange programs.

Respectfully submitted,

Angie Senger
Office of the Registrar

Addendum One: [ISP Handouts](#)

23 February 2017

Scholastic Committee Report

International Student Programs

Ray Lagasse, Assistant Director

Nancy Pederson, ESL Teaching Specialist

1. SUFE & STELLAR

a. Contract info: Dean Finzel

b. Numbers:

i. Fall 2016

1. STELLAR: 44 (43 from SUFE, 1 non-SUFE)

2. SUFE: total of 49 new students

ii. Fall 2017

1. STELLAR: 50 anticipated

2. SUFE: total of 50 new students anticipated

2. English Language proficiency for new International Students

a. IELTS scores

b. English placement exam

3. International student statistics

4. Exchange programs update

International Students Spring 2017

23 February 2017

Numbers: Fall 2016 – **201**

Spring 2017 – **178**

23 fewer international students

5 exchange students returned home

13 graduated (5 continued on OPT)

1 academic suspension

7 transferred to TC

1 withdrawal for health reasons

+ 4 new international students: 2 exchange; 2 degree seeking

Dean's List Spring 2017 (from Fall 2016): 42 international Students

20% of international students

Academic Probation status

Spring 2016 (after Fall 2015): 44 students

Fall 2016 (after Spring 2016): 19 students

Spring 2017 (after Fall 2016): 21 students

Academic Suspension

After Spring 2016: 10 students

After Fall 2016: 1 student

International Student Statistics - Fall 2016

Total On-campus	201
Total Off-campus OPT	11
TOTAL	212

Countries represented on campus 24

Stats per country	
Bangladesh	5
Bermuda	1
Brazil	3
China	137
Ethiopia	2
France	2
Germany	1
Hong Kong	1
India	3
Japan	12
Kazakhstan	1
Korea	17
Macao	1
Malaysia	2
Nepal	1
Netherlands Antilles	1
Nigeria	2
Pakistan	2
Philippines	1
Russia	1
Spain	1
Sri Lanka	1
Uzbekistan	1
Vietnam	2
TOTAL	201

Countries represented on OPT 4

Belarus	1
China	8
Italy	1
Korea	1
TOTAL	11

Total Countries 26

Student Status

Freshman	84
Sophomores	50
Juniors	22
Seniors	35
Non-Degree	10
OPT	11
TOTAL	212

Fall to Spring:

- 2 new exchange students
- 2 new degree seeking
- 5 exchange students returned home
- 1 exchange student matriculated

International Student Statistics - Spring 2017

Total On-campus	178
Total Off-campus OPT	11
TOTAL	189

Countries represented on campus 24

Stats per country	
Bangladesh	5
Bermuda	1
Brazil	2
China	118
Ethiopia	3
France	2
Germany	1
Hong Kong	1
India	3
Japan	12
Kazakhstan	1
Korea	13
Macao	1
Malaysia	2
Nepal	1
Netherlands Antilles	1
Nigeria	2
Pakistan	2
Philippines	1
Russia	1
Spain	1
Sri Lanka	1
Uzbekistan	1
Vietnam	2
TOTAL	178

Countries represented on OPT 5

Belarus	1
China	5
Italy	1
Korea	3
Japan	1
TOTAL	11

Total Countries 26

Student Status

Freshman	86
Sophomores	40
Juniors	20
Seniors	26
Non-Degree	6
OPT	11
TOTAL	189

- 13 graduated; 5 graduates, to OPT
- 5 ended OPT
- 1 suspension
- 7 transfers to TC

International Exchange Partners

Partner University	Location	Agreement Date	Agreement renewal date	Students In (international exchange 2010 -2017)		Students Out (UMM Study abroad 2002-2017)		
				Students	Semesters	Students	Semesters	Dates
1. Kansai Gaidai University (ranked 35 of 720)	Osaka, Japan	January 1992	In process	7	14	29	35	2002 – 2017
2. Yonsei University (ranked 3 of 375)	Seoul, Korea	January 1992	In process	3	3	9	14	2006-2017
3. Capital Normal University (ranked 191 of 2310)	Beijing, China	July 2011	Planning to initiate 2017	31	64	6	7	2006, 2007, 2012-13
4. University of Lille (ranked 13 of 562)	Lille, France	April 2014	Planning to initiate 2019	4	8	5	9	2014-2017
5. Shanghai University (ranked 35 of 2310)	Shanghai, China	December 2014	Planning to initiate 2019	12	24	2	4	2012-2013
6. University of Potsdam (ranked 38 of 454)	Potsdam, Germany	May 2015	Planning to initiate 2020	1	2	2	4	2015-2016
7. UPAEP (Universidad Popular Autónoma del Estado de Puebla) (ranked 57 of 929)	Puebla, Mexico	November 2016	Planning to initiate 2021	0	0	1	1	2017
Totals				58	115	54	74	