

University of Minnesota Morris Digital Well

## University of Minnesota Morris Digital Well

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Scholastic Committee

Campus Governance

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11-14-2017

### Scholastic minutes 11/14/2017

Scholastic Committee

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**Scholastic Committee**  
**2017-18 Academic Year**  
**November 14, 2017**  
**Meeting Eight Approved Minutes**

**Present:** Roland Guyotte (Chair), Alyssa Pirinelli, Judy Korn, Brenda Boever, Parker Smith, Leslie Meek, Ray Schultz, Emily Trieu, Jennifer Goodnough, Michelle Schamp

**Absent:** Merc Chasman, Emma Kloos, Dan Magner, Elsie Wilson

**Guest:** Melissa Bert, Office of Institutional Effectiveness

**1. Approve minutes of October 31, 2017, meeting**

Approved as amended

**Approve minutes of November 7, 2017 meeting**

Members requested additional comments be included in the minutes and would like to see a revised copy next week.

**2. Chair's Report**

There are two petitions to be reviewed next week.

**3. SCEP Report**

The Trans and Non-Conforming policy was brought to SCEP and sent out to committees and administration for feedback. There will be changes to the policy coming. The policy is supposed to be broad and general for all students, faculty, and staff. Specifics such as housing will follow.

It was noted that the Trans and Non-Conforming policy is not enough. It was also noted that there was no intention to change the name of the policy to Preferred Name to make it broader.

There are a number of policies and issues SCEP will be discussing and taking action on in upcoming meetings. Goodnough would like the Scholastic Committee (SC) to review next week two policies that will be brought for action by SCEP. First, Morris is not compliant with the "Counting credits toward a University degree" section of the Grading and Transcripts policy. Second, Morris is also not compliant with the criteria for Dean's list. Other items Goodnough wishes SC to discuss are D+ grades, definition of grades, and the shortening of time on incompletes.

**4. Retention Presentation by Melissa Bert**

Melissa Bert provided a presentation (Addendum One) regarding retention at the University of Minnesota, Morris. She reviewed the first-to-second year retention rates for new high school students at public four-year institutions and explained how Morris's three-year average compares.

Morris's 4-year and 6-year retention rates are comparable to other COPLAC and peer institutions. However, Morris's retention rates are far below those of the aspirational group. It was questioned whether the aspirational group matches Morris's student group cohort. Bert had not looked at the demographics of the aspirational group.

Morris's retention rates are also well below those of the Twin Cities. It was noted that the socio-economic status of Twin Cities students has improved along with an increase in ACT scores and support services. Members would like to compare Morris's retention rates with those of the College of Liberal Arts rather than the whole Twin Cities campus.

Morris has been hovering around a 78% retention rate for a number of years. This is far below the goal of 90%.

The Board of Regents retention rate goal for the fall 2017 cohort is 60%. The rate does count students who started at Morris and graduated at the Twin Cities campus. However, Morris doesn't count those students in their internal goal as Morris doesn't receive tuition after they leave.

Bert also reviewed Morris's retention rates broken down by ethnicity. The rate for students of color (SOC) does not include international students.

Of the fall 2016 first-year students who didn't return, nine percent left for academic reasons. Another 24 students transferred to another institution. Four of those students transferred to the Twin Cities campus.

Saint Cloud State University (SCSU) is one of the institutions where students transfer to from Morris. Bert mentioned SCSU is reimagining its first-year initiative and has some new ideas she'll be watching closely.

It was noted that Vice Provost Bob McMaster stated 53 students transferred to the Twin Cities campus last year. Bert added that it was most likely 53 students overall and not just first-year students. However, 53 is a big number that warrants discussion.

When asked if first-generation compounded with ethnicity made a difference in retention Bert noted that there wasn't a dramatic impact.

The Retention Working Group is currently trying to decide what form the exit interview should take. Should the exit interview be part of a process, an in-person conversation, an online survey, or a checklist? Members questioned why an exit interview would be performed? By the time students do the exit interview their minds are made up. Another question the Retention Working Group is tackling is what is the purpose of the exit interview? Is the purpose to help students or to help Morris?

Another question is when should students be given the exit interview? Should the exit interview be tied to the current exit loan counseling done through MyU? Would students then become inundated with exit interviews? Most students won't do more than one exit interview.

An additional question to the interview would be to ask students if they came to Morris with the intention of transferring. Members would like to know how recruiting pre-engineering majors affects Morris's retention.

A member noted that during discussions with several students who were leaving the students stated their reason for leaving was because they didn't like the town of Morris.

Other members noted that the smell of pig dung is driving students away. A member commented that when they were trying to decide between which college to attend they chose against one of the colleges because of the smell of burning alfalfa that was present when they visited the college.

Some time ago Morris hired an outside consultant to provide an exit survey and create a report. It was noted that there is a challenge to exit surveys because students are not as truthful when they're leaving. Students may not want to write that they left because of the dung smell or because their girlfriend/boyfriend were leaving. However, students leave for other reasons too. Sometimes students leave because they get married or they have to return home to take care of an ill parent.

Currently the only method of obtaining reasons why students leave is by manually going through every withdrawal form. The form includes an optional line asking for the reason for withdrawal. However, it is optional so not all students include a reason.

It was noted that at some conferences one of the main reasons students leave is a lack or limited access to mental health resources. Mental health resources are limited at Morris, but there's been a lot of discussion on how to address the issue. Many students at Morris have expressed their frustration with the availability of services. In an effort to provide additional help, Morris has contracted with Boynton Health to provide telemedicine video counseling.

Trying to determine the number of students who leave due to mental health issues is a challenge because of confidentiality. It was noted that knowing this information would be beneficial to advisers and should not be detrimental to the retention rate. There is the moral question of whether students should be contacted to return if it's not in the student's best interest.

It was noted that 40% of the incoming class disclosed some type of physical/mental health need. Not all will seek support, but the percentage is important to note.

Bert also touched on some of the challenges facing Morris students and efforts needed to address the retention issues.

Part of the HLC Quality Initiative was an assessment of current retention initiatives such as the pre-college STELLAR program and first-year focused programs including success coaches, SSS/NASS, IC and WLA.

WLA and IC are Morris's first-year experience. These are the first courses students have with their peers. The assessment looks at the impact they might have on a student's experience.

Members worried WLA is backfiring as a first-year experience because the class can have both students who have completed eight credits of composition with students who have not taken a composition course.

It's difficult advising students who have completed eight credits of composition and explaining to them that they still have to take WLA at Morris when they know their credits would satisfy the writing requirement at every other public Minnesota institution. Some students don't know they'll be required to take WLA until they register for fall courses.

One big reason IC replaced the First-Year Seminar (FYS) was so that students were on a more level playing field and some students weren't doing all the work.

IC is now seen as the luck of the draw. Some students choose their IC course because it had a cool name.

Many members noted they are not in favor of WLA. It is a skills course and has no sense of community building. IC on the other hand is first-year related and community forming. Not many students complain about their IC course or the reason they need to take it.

Members don't believe WLA is helping retention, but they do believe it could be hurting. The criteria for exempting transfer students from WLA is so narrow that Morris can't accept the composition course from Duluth because it is only three credits.

WLA can be an indicator of retention risk. Poor performance in WLA likely leads to students leaving.

The content delivered in WLA sections may be highly different. Students are writing about different things and working differently. While that may be intentional for IC it is not meant to be different in WLA. A student's experience could be affected by the professor teaching the course. It was noted that there are currently two or three sections of WLA without an assigned instructor which means some faculty are going to have to give up teaching a higher level course to teach WLA.

Some disciplines carefully choose who will be teaching IC courses or introductory courses. While some instructors are exceptional at teaching they might not be exceptional at teaching an IC course.

It was noted that during new student registration WLA was promoted as Morris's signature class, but when students take the course they may realize it is the same material they covered at their previous community college.

Another initiative includes expanding orientation past the first week. Some students noted they hated orientation because there was too much to do and it consisted of too many days. Some students figured out it wasn't required.

Can orientation be made mandatory? It was suggested that 0.5 credits be added to orientation and have it run by the library, advising, and a peer mentor.

Due to time constraints Bert was unable to finish her presentation.

Respectfully submitted,

Angie Senger  
Office of the Registrar

Addendum One: [Retention Presentation](#)

# Retention at UMM

2017-18 Academic Year

Scholastic Committee

October 31, 2017

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# Overview

1. Current State: UMM position and retention rates
2. Current Retention Work at UMM
3. Discussion

The background features three large, stylized letters: a yellow 'U' on the left, a pink 'M' in the center, and a green 'A' on the right. The text is centered over these letters.

# Current State: UMM position and retention rates



# Test Scores by Institutional admission selectivity

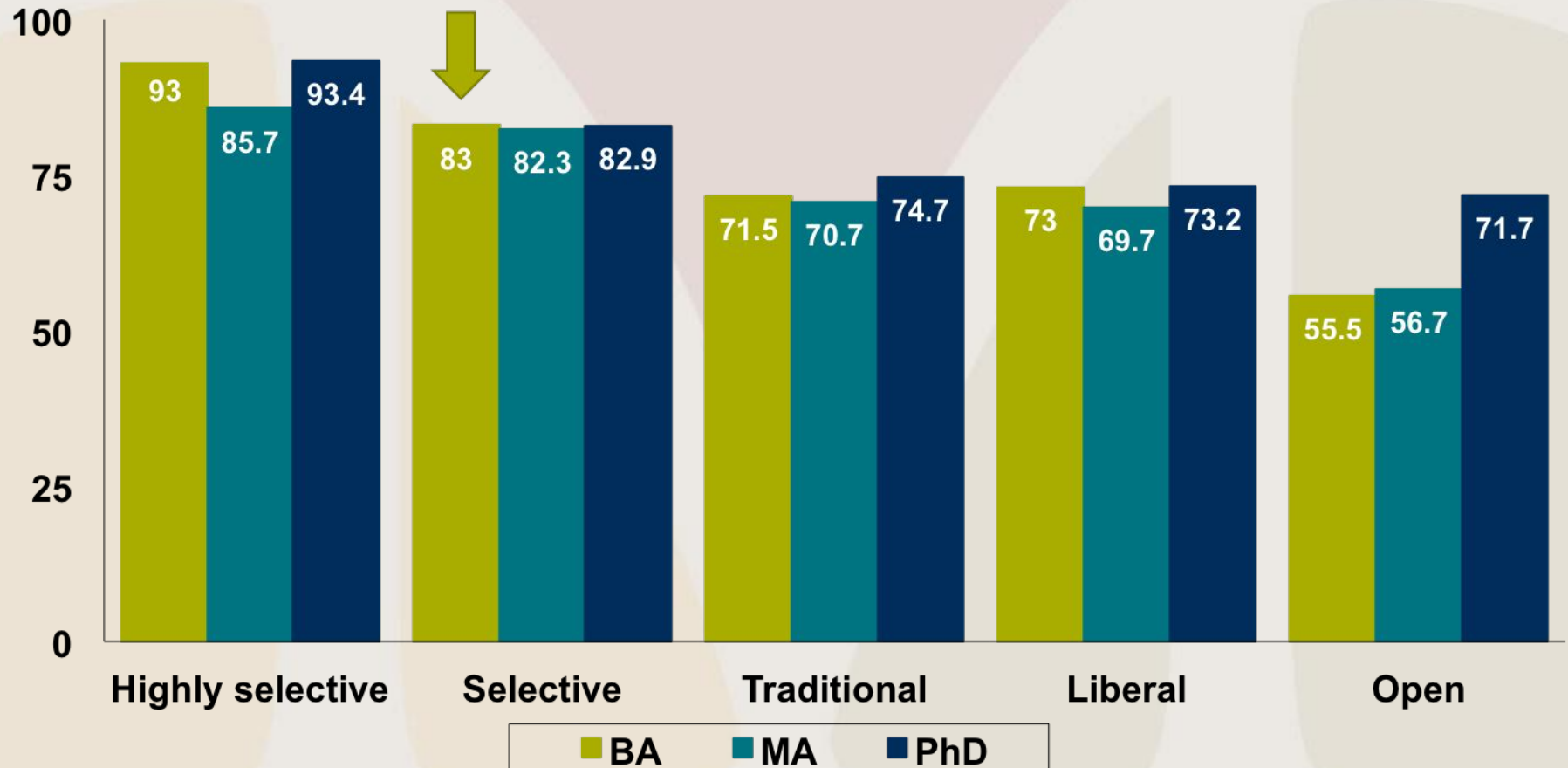
## ***UMM middle 50%: 22-28***

<b>Selectivity Level</b>	<b>ACT</b> (Middle 50%)	<b>SAT</b> (Middle 50%)
Highly selective	25-30	1710-2000
Selective	21-26	1470-1770
Traditional	18-24	1290-1650
Liberal	17-22	1230-1530
Open	16-21	1170-1480

Source: Compiled from ACT Institutional Data File, 2015.  
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# 1st- to 2nd-year retention rates for public 4-years

***UMM three year average: 77.9%***



Source: Compiled from ACT Institutional Data File, 2016.  
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## *First-time, full-time fall entrants: retention and graduation (2014, 2009 cohorts)*

Institution(s)	<b>UMM</b>	UMTC	COPLAC	Peer Group*	Aspirational Group**
Retention rate	<b>77%</b>	85%	75%	78%	91%
4-year graduation rate (2009 cohort, peer/aspirational 2007 cohort)	<b>51%</b>	59%	41%	50%	75%
6-year graduation rate (2009 cohort, peer/aspirational 2007 cohort)	<b>65%</b>	77%	60%	63%	81%

\*Peer Group includes: Albion College, Coe College, Concordia College (Moorhead), Lycoming College, Massachusetts College of Liberal Arts, St. Mary's College of Maryland, SUNY at Purchase College, The University of Virginia's College at Wise, University of Maine at Farmington, University of North Carolina at Asheville.

\*\*Aspirational Group includes: DePauw University, Gustavus Adolphus College, Kalamazoo College, Macalester College, and St. Olaf College.

Sources: UMM and UMTC data from University of Minnesota OIR website. COPLAC data from COPLAC Data Profile. Peer and aspirational group data from IPEDS.

# UMM Cohort Retention/Graduation Rates for First Years

		<i>Returned for next year</i>			<i>Graduated</i>		
		Soph Year	Jr Year	Sr Year	In 4 Yrs	In 5 Yrs	In 6 Yrs
Fall 2010	<b>UMM only</b>	<b>82.5%</b>	<b>71.3%</b>	<b>67.2%</b>	<b>50.5%</b>	<b>62.2%</b>	<b>63.9%</b>
N=418	UMM in All-UM	86.4%	77.0%	72.5%	53.3%	67.0%	69.1%
Fall 2011	<b>UMM only</b>	<b>78.4%</b>	<b>68.2%</b>	<b>65.2%</b>	<b>49.6%</b>	<b>57.4%</b>	
N=462	UMM in All-UM	81.4%	73.2%	71.0%	52.6%	62.1%	
Fall 2012	<b>UMM only</b>	<b>87.0%</b>	<b>75.3%</b>	<b>70.9%</b>	<b>51.8%</b>		
N=373	UMM in All-UM	88.0%	79.0%	75.8%	54.3%		
Fall 2013	<b>UMM only</b>	<b>78.8%</b>	<b>66.7%</b>	<b>63.7%</b>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>Goals:</b></p> <p>4 yr grad <span style="margin-left: 200px;">6 yr grad</span></p> <p><b>60%</b> <span style="margin-left: 200px;"><b>80%</b></span></p> <p>(2017) <span style="margin-left: 200px;">(2015)</span></p> </div>		
N=468	UMM in All-UM	81.2%	71.8%	68.6%			
Fall 2014	<b>UMM only</b>	<b>77.1%</b>	<b>67.2%</b>				
N=411	UMM in All-UM	80.3%	72.3%				
Fall 2015	<b>UMM only</b>	<b>77.8%</b>					
N=414	UMM in All-UM	81.4%					
<i>3-year Average</i>	<b>UMM only</b>	<b>77.9%</b>	<b>69.7%</b>	<b>66.6%</b>	<b>50.6%</b>	<b>61.2%</b>	<b>65.3%</b>
	<i>UMM in All-UM</i>	<i>81.0%</i>	<i>74.4%</i>	<i>71.8%</i>	<i>53.4%</i>	<i>65.1%</i>	<i>70.2%</i>

# UMM Cohort Retention Rates for First Years, by Ethnicity

*Returned for subsequent year*

		N	Soph Year	Jr Year	Sr Year
Fall 2012	American Indian	75	80.0%	69.3%	61.3%
	SOC	39	84.6%	61.5%	61.5%
	White	295	90.5%	83.7%	81.7%
Fall 2013	American Indian	70	80.0%	68.6%	60.0%
	SOC	47	85.1%	74.5%	72.3%
	White	367	80.9%	72.2%	69.5%
Fall 2014	American Indian	80	76.3%	60.0%	
	SOC	47	78.7%	72.3%	
	White	297	81.5%	75.8%	
Fall 2015	American Indian	71	78.9%		
	SOC	48	77.1%		
	White	309	81.9%		

**Fall 2016 1<sup>st</sup> years that did not return (80% retention):**

- **9%** (34) left due to academic issues (e.g., academic probation or suspension)
- **11%** (41) left for a variety of reasons, including 24 with plans to transfer to another college.
- One has enrolled in National Student Exchange, and four are currently enrolled in Multi-I at the UMTC

UNIVERSITY OF MINNESOTA MORRIS campus.

*Known colleges transferred to by Fall 2016 entrants*

- University of Minnesota, Twin Cities (4)
- University of Minnesota, Duluth (1)
- University of Minnesota, Crookston (1)
- North Dakota State University (1)
- Saint Cloud State University (1)
- Anoka Ramsey College (1)
- Winona State University (1)
- Minnesota State University, Moorhead (1)
- University Center: Sioux Falls (1)
- University of Wisconsin-Stevens Point (1)
- Minnesota State University, Mankato (1)
- Augsburg College (1)

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# Current Retention Work at UMM

## *Retention Working Group*

- Met spring 2017
- Generated report (in draft form) for Chancellor Behr
- Faculty and staff participants:

**Melissa Bert**, Senior Director of Institutional Effectiveness; **Jill Beauegard**, Director of Financial Aid/One Stop Student Services; **Raymond Burns**, Project Manager of Native American Student Success Project; **Merc Chasman**, Associate Professor of Mathematics; **Jennifer Zych Herrmann**, Director of Admission; **Gwen Rudney**, Chair of Education; **Dennis Stewart**, Professor of Psychology; and **David Israels-Swenson**, Senior Director of Student Activities, Health, and Wellness



## *Retention Working Group, cont.*

- Group Charge: *The overall charge to this group is to lay the foundation for an action plan, placing our retention efforts within more comprehensive work that aims to ensure the overall vitality of student enrollment at UMM.*
- 1. Cataloging and reviewing current retention initiatives
  - a. Reviewing challenges that may impact student retention
- 2. Considering best practices within the university system and other like institutions
- 3. Reviewing data gathered from a number of institutional sources

## *Retention Working Group, cont.*

### ***Challenges facing some UMM students and their families:***

- Many students lack life/basic “Transition to College 101” transition skills
- Financial concerns
- Mental Health concerns
- Connecting students with existing services in ways that stick
- Student engagement
- Lack of parent engagement
- Intent to transfer
  - In the 2017 administration of the College Student Inventory, 24 new first year students indicated they have intention to leave UMM.

# *Retention Working Group, cont.*

## ***Organizational Concerns***

1. **Need for a strategic enrollment management plan**
  - **Lack of clarity** about who plays what roles on campus related to retention. A need for better direction in **prioritizing how to approach retention and student success needs.**
  - First year experience at UMM has **continuously been a challenge.**
  
2. **Need for clear structure and organization of retention efforts**
  - Those that want to focus on retention **end up doing triage** and not focusing on larger retention needs and campus priorities.

# *Retention Working Group, cont.*

## **3. Need for clearer communication to students**

- UMM's website needs to **provide clearer guidance** for students in transition.
- Students face **institutional roadblocks** (e.g., inaccurate advising).
- Need for **clearer communication among different advisers** (e.g., coaches, advisers).
- **Support for undecided students** is unclear.

# *Assessment of Retention Initiatives, fall 2017-spring 2019*

- Part of the HLC Quality Initiative, which also includes Student Mental Health and Wellbeing and High Impact Practices in the First Year
  - *Co-leads:* Melissa Bert & Barry McQuarrie
  - *Team:* Barbara Burke, Devon Johnson, Hilda Ladner, Jessica Porwoll, Gwen Rudney, Students TBD
- ✓ Focus in fall 2017 **on identifying and prioritizing retention initiatives** on campus, as well as determining **means of assessing** various efforts

# *Retention efforts include...*

## ***Pre-college***

- Gateway
- STELLAR (Summer Transition for English Language and Liberal Arts Readiness)
- Mastering Math: Introductory Algebra Online

## ***First year focused***

- Success coaches
- SSS/NASS
- Intellectual communities (IC)
- WLA

UNIVERSITY OF MINNESOTA  
• Expanded New Student Orientation

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• *Student Activities* Intentional engagement activities Campus

# *Retention Efforts also include...*

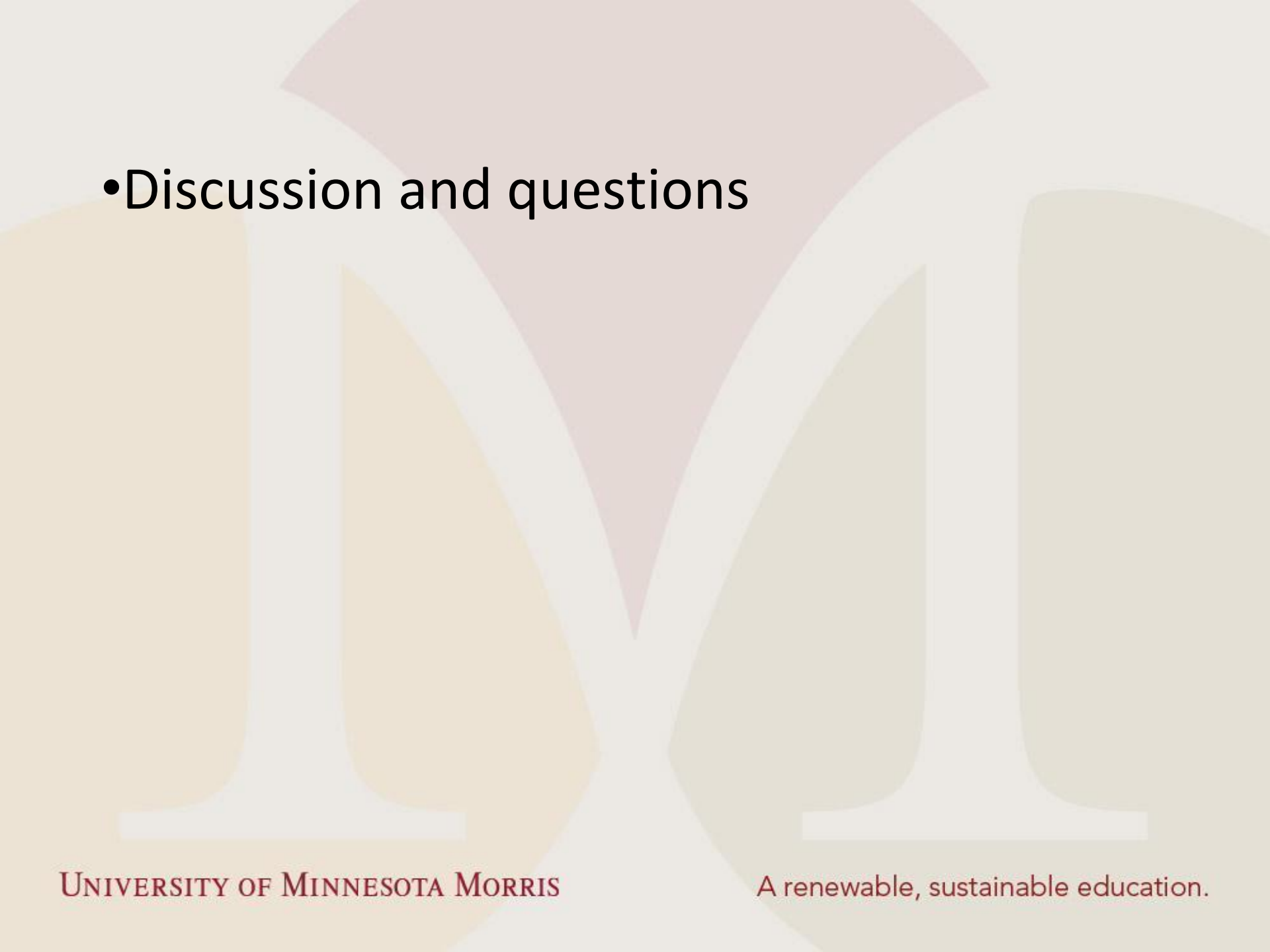
## ***Academically focused***

- Letters sent to struggling students at end of fall semester
- Tracking non-registered students for timely follow-up and outreach
- Ongoing efforts within disciplines
- Advising
  
- Advising reaches out to students with poor grades in sequential courses
- Placement tests
- Curriculum development (e.g. accelerated Spanish class)

## *And...additional retention efforts include:*

- Providing more integrated student support (**One Stop**, established 2012)
- Enhancing communication materials for new students and their families (2015)
- Incorporating more relevant information and activities in **new student registration** (2014)
- Creation of the **Academic Center for Enrichment (ACE) Council**—faculty advocates for engagement impactful practices – study abroad, undergraduate research, honors, national scholarships and other HIPs (2014)
- Creating a **full time study abroad advisor** position (2014)
  
- Creating and implementing **Morris LEADS student leadership development program** (2016)
- Piloting a **student employment** initiative based on data showing a 10% student persistence boost for students who work on campus in their first year (2016)
- Increasing **academic assistance** capacity (2014)
- Fostering more personal relationships with peers, advisors and faculty by implementing **peer mentoring** for first and second-year students and those most at risk (2013-2015), and current TRIO grants
- Adding additional time with a **faculty academic advisor** during NSR (2014) and Orientation (2016)





- Discussion and questions

# Thank You!

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