

University of Minnesota Morris Digital Well

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Scholastic Committee

Campus Governance

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12-11-2018

### Scholastic minutes 12/11/2018

Scholastic Committee

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**Scholastic Committee**  
**2018-19 Academic Year**  
**December 11, 2018**  
**Meeting Seven Approved Minutes**

**Present:** Roland Guyotte (chair), Judy Korn, Bryan Nell, Mitchell Scanlan, Jennifer Goodnough, Emma Kloos, Chris Atkinson, Heather Pennie, Brenda Boever, Elizabeth Ablner, Michelle Schamp, Nancy Pederson

**Absent:** Leslie Meek, Esmira Alieva, Parker Smith

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

**1. Approve minutes of November 27, 2018, meeting**

Minutes approved

**2. Chair's Report**

Leslie Meek, Jennifer Goodnough, and Roland Guyotte met with Twin Cities officials conducting an audit of the new Morris Academic Support Resources unit to discuss the operations of the Scholastic Committee (SC) and its relationship with the Office of the Registrar. The meeting went well and there was a good exchange of views and clarification of thoughts.

**3. SCEP Report**

SCEP will be discussing the academic calendar policy. Goodnough sent a note to Vice Chancellor Janet Ericksen, Scholastic Committee Chair Roland Guyotte, and Judy Korn, Registrar, about summer sessions. The policy on summer sessions states the standard for summer sessions is eight weeks long. Morris has a three-week May session and two eight-week sessions during the summer. It is likely that the policy will be more flexible. Morris can have a conversation about continuing with the two eight-week summer sessions or the possibility of making changes if needed. It was noted that there may be some financial complications with Morris having longer summer sessions.

The academic calendar goes through various stages of approval. The calendar must be approved by the Dean's Office, then it moves to Campus Assembly and SCEP and finally the Faculty Senate. The division chair approves the summer calendar.

It was noted that students on the Twin Cities have easier options for going home for winter break. Having final exams that run until December 21 is not good for Morris students. Campus Assembly has two relief valves to change the calendar. Morris can give up fall break or add a day to the beginning of fall semester.

SCEP also discussed low-cost access to resources for classes and warnings for international travel. The ACE office has been brought in to the discussion about the travel warning.

**4. Petition #1271**

Allow A Level courses that have not been reviewed by the discipline to count towards the 120-credit total based upon institutional responsibility and student hardship. Motion to approve. Second. No discussion. In favor: nine. Opposed: none. Abstaining: none. Petition approved.

5. **Retention [Presentation](#) (addendum one):**

**Melissa Bert, senior director of Institutional Effectiveness**

Bert provided a presentation on retention issues and efforts at Morris. Bert noted that Jennifer Herrmann, Office of Admission, is responsible for enrollment.

**Enrollment Challenges**

- The Board of Regents asked each campus to present information about enrollment on each of the campuses. Chancellor Behr presented a list of challenges Morris is currently facing.

**Morris Student Enrollment 2000-2018**

- Enrollment at Morris has gone up and down throughout the years
- The majority of Morris students are degree-seeking
- Who composes the non-degree seeking group? It includes PSEO students; CIS students; students taking a class or two; students denied admission; and international exchange students.

**Morris Student Enrollment, Fall 2008 -2018**

- There has been a decline in the number of new high school students enrolled in the last couple of years
- New transfer students has declined too, but one reason could be that international students are having a harder time getting a visa to study in the states.
- Morris's ACT composite has continued at 25

**Geographic Student Diversity at Morris**

- A large number of states and countries are represented in the Morris student body within degree-seeking and non-degree seeking students.
- Morris is also serving students across the state.

**Ethnic/Racial Composition of Morris Student Body, Fall 2012-2018**

- Morris's percentage of students of color has increased over the years with the biggest increase in American Indian students.

**Persistence and Graduation Rates**

- In 2016 Morris had an 80% retention rate of new high school students(NHS) from their first year to second year.
- The fall 2017 retention rate of NHS students was 76%.
- Our peer group retention rate for NHS students is 78%.
- The goal is to have a retention rate of 90%

**Graduation Rates for Fall 2010-2013 NHS Cohorts**

- The 4-year graduation rate goal is 60%
- The 6-year graduation rate goal is 80%
- The data is not complete for the year range, but Morris has not been hitting our goals.
- The 80% does not include students who graduated from another U of M campus.

**Retention Rates by Ethnicity, Fall 2013 and Fall 2014**

- The sample size is small in some of these groups
- American Indian students are returning early in their career, but are not being retained as well as students from other backgrounds.
- The pattern remained the same over the year.

### **Highlights of Current Retention Work at UMN Morris**

#### **Higher Learning Commission (HLC) Quality Initiative**

- The HLC Quality Initiative is a three year project part of the accreditation process.
- The HLC report has to be submitted by August 2019
- The work will continue until 2020
- There are three components to the quality initiative including: fostering student mental health and wellbeing; high-impact practices in the first year; and the assessment of retention initiatives.
- Bert is leading the assessment of retention initiatives.
- Tackling the various initiatives
- Talking about advising, IC, WLA,
- A lot of questions have been brought up by the retention working group that are experienced by first year students
- Conducting focus group discussions: talking to NASS/SSS peer mentors, IC/WLA completers, success coaches
- Asking students, “Why/how did you get connected to faculty?”
- How can we help students be identified by faculty?
- Expose students to increased engagement
- There are a lot of students who withdraw from WLA, it would also be beneficial to talk to students who don’t complete the course.
- It might be good to speak with students who don’t enroll in WLA at all
- Where can we find the 20 retention initiatives? They are listed in the U of M Accountability Report on the the Board of Regents website. It is the document that talks about what the system accomplished in past year, plans, graduation rates.
- The report is a snapshot of what is happening across the U of M campuses. The Board of Regents reviews the report and then it goes to legislation.
- The retention initiatives list originated with Bart Finzel and was modified to be part of the retention initiative proposal.

#### **Registration Outreach**

- Completed by SSS/NASS staff, One Stop staff, and Office of Academic Success
- There are many reasons students don’t register; some are happy reasons like marriage.
- Known issues include financial holds. One Stop staff are good at working through the issues with students.
- Some student procrastinate because they don’t want to meet with their adviser
- If they are receiving academic alerts or are on probation they don’t register if they are going to be suspended.
- Outreach is done by email, phone calls, personal contacts
- Some students are not registering because they are participating in National Student Exchange programs, study abroad programs, multi-institutional enrollment
- Some would like to reach out to students before registration session to give encouragement and advise the students ahead of time.
- One Stop staff reaches out to students who haven’t paid their bill

- One Stop staff do triage after billing dates and continue to work with students to find solutions.

### **Assessment of Retention**

- There is an initiative to review data related to specific courses and see if there are any implications about retention for students who receive a D, F, W, or I.
- We are seeing students with a D, F, W, or I are less like to be retained.
- There is a D, W, F, I report at the end of the semester for every course.
- There is concern over a growing number of students not completing micro/macroeconomics.
- This spring, OAS will be doing a PAL session to support these students with funding from the Dean's Office.

### **Questions and Comments**

Troubled by the Chancellor's talk about budgeting and the decline in student enrollment, but no mention on what the campus is doing about it.

OAS, advisers, One Stop, and International Student Programs are all doing good work, but many still want to know what are our efforts to return students to the numbers we once had.

The strategic planning work has not fully identified who we are as a campus. We need to better articulate our identity for ourselves and our outside audience.

Steve Granger described retention at Morris as, "they love us and they leave us."

Can we ascertain how many coming to Morris intend to leave?

If we have students who graduate from the U of M system, Morris should get some credit and highlight those numbers

There is a survey question on the survey given at orientation that asks if a student intends to transfer. However, a student's experience at Morris is different at the beginning compared to that after six weeks or after earning their first D grade.

How do we figure out profile of a student who is going to stay or who is going to leave?

There are clues for students who might be leaving, but there's not always one reason.

The reason for leaving is not always academic.

A potential problem with the retention outreach effort is that some students who haven't registered probably shouldn't register and stay. How do we help those students deal with that and help them come back when they are ready?

Students cannot completely withdraw from all their courses, they have to meet with someone to make it happen. Students used to meet with Jennifer Herrman for an exit interview when she was in charge of retention. Is there anyone else in the retention role? Is that a missed effort?

The Twin Cities has been watching Morris and how we handle complete cancellations. Morris has a minimum credit limit of 0.5 credits. Students cannot drop below 0.5 on their own. They have to seek help to do a complete cancel. The Twin Cities has now implemented a six credit minimum as a retention effort. Students on the Twin Cities campus must meet with their professional adviser if they wish to completely withdraw.

Morris is moving toward having a six credit minimum, but who should students talk to to complete their withdrawal? Morris doesn't have professional advisers that can change a student's credit limit. Is it appropriate for advisers to do that? Should One Stop staff speak with the students if they are talking about financial aid? What if it's an academic problem? Hopefully, there's a plan for next semester.

There's been a lot of conversation with students who will not return due to family issues or mental health.

How can help students exit gracefully before failing? This may not increase retention, but it will help keep the student in good academic standing.

Some students lie on their exit interview especially if they are meeting with someone directly. It might be better to have students take a survey after they have left. They might be more honest about their reasons.

Respectfully submitted,

Angie Senger  
Office of the Registrar

Addendum One: Retention Presentation

# Retention at UMM

2018-19 Academic Year

Scholastic Committee

December, 2018



# Overview

1. Enrollment challenges
2. Morris enrollment today and over time
3. Retention and graduation rates
4. Current retention initiative highlights
5. Discussion





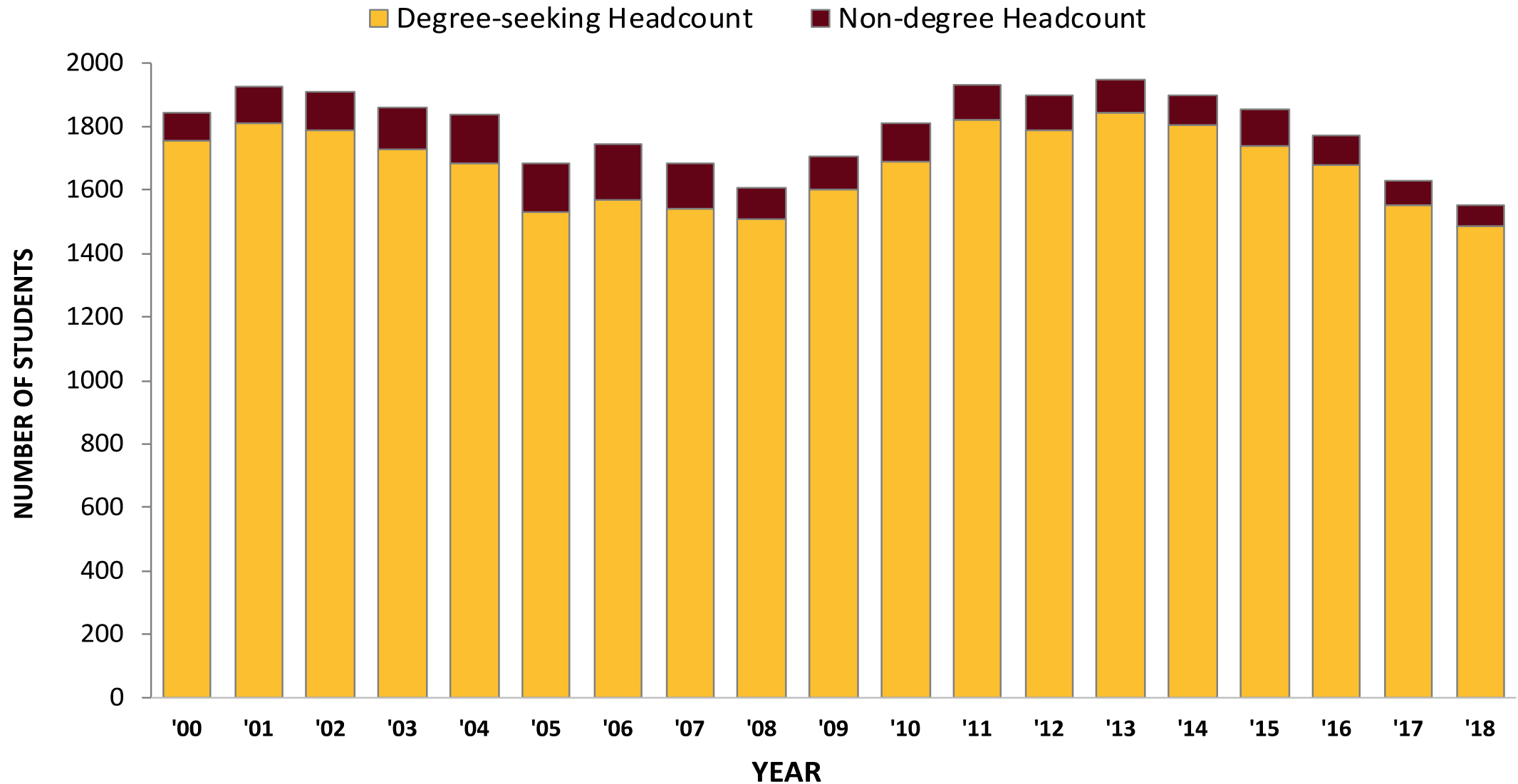
# Enrollment Challenges

(from the Chancellor's enrollment update to the Board of Regents, Nov. 2017)

- Declining numbers of traditional-aged students
- Increasing numbers of students with higher financial and other required support, including mental health needs
- Unique niche = competition from many sectors of the higher education landscape
  - Private colleges, increasingly challenged to make enrollment goals, are heavily discounting tuition
  - Impact of enrollment growth on the Twin Cities campus
- Public perception of the liberal arts
- Awareness of the Morris campus – urban vs. rural
- Student retention
- Determining how to fund our obligation for the American Indian Tuition Waiver



# Morris Student Enrollment, 2000-2018

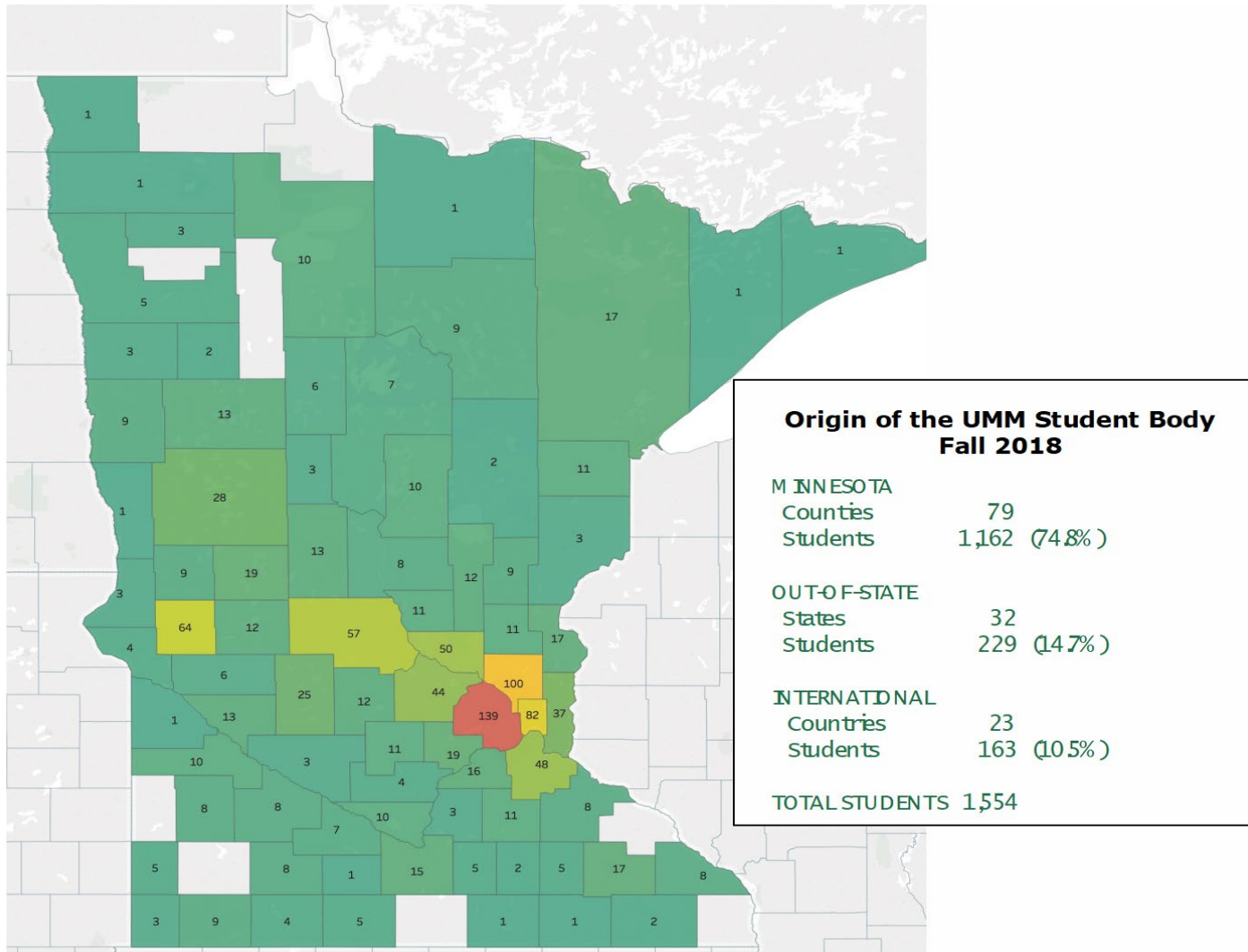


# Morris Student Enrollment, fall 2008-2018

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Fall New High School (NHS)	374	405	419	465	413	469	413	416	376	356	370
Fall New Transfers	79	103	132	126	111	99	119	109	101	92	72
Fall Total Headcount	1,607	1,705	1,811	1,932	1,896	1,946	1,899	1,856	1,771	1,627	1,554
Median ACT Composite	25	25	25	25	25	25	25	25	25	25	25



# Geographic Student Diversity at Morris



- **36%** of students from the Twin Cities and surrounding area
- **39%** of students from greater Minnesota
- **11%** international students
- **32 states** and **23 countries** represented

# Ethnic/Racial Composition of Morris Student Body, Fall 2012-2018

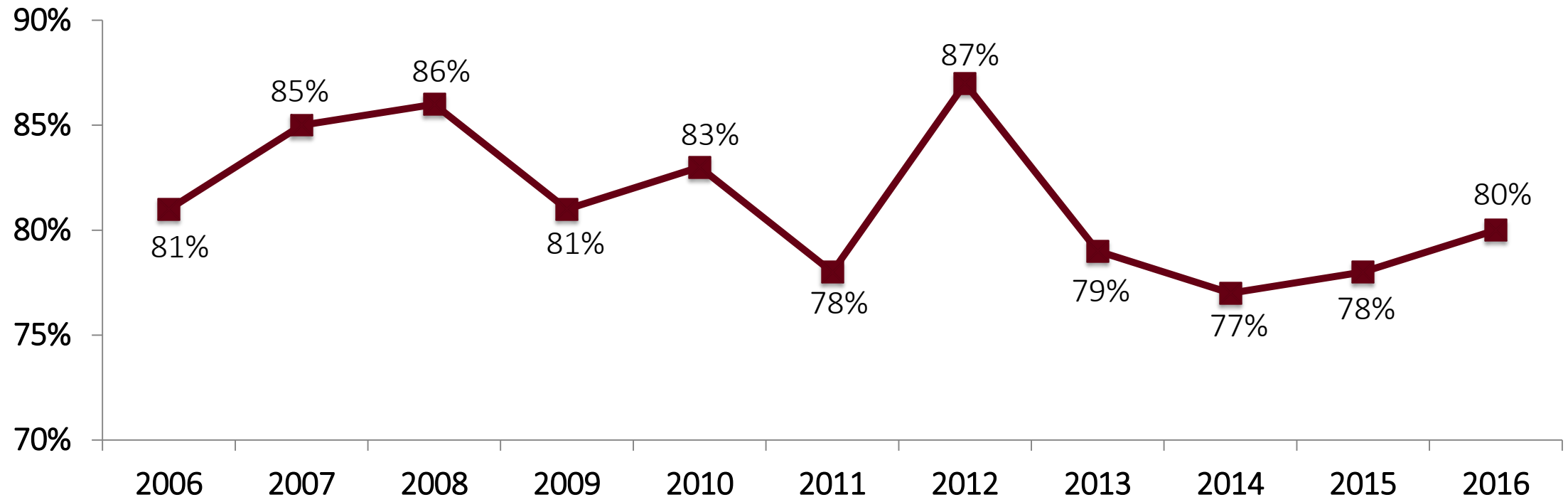
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>American Indian</b>	281	306	326	317	315	321	312
<b>Asian</b>	61	60	67	65	68	65	57
<b>Hawaiian/Pacific Islander</b>	0	4	5	2	1	3	3
<b>African American</b>	39	50	36	41	43	41	36
<b>Hispanic</b>	31	47	51	55	55	55	51
<b><i>Subtotal Students of Color</i></b>	<i>414</i>	<i>467</i>	<i>485</i>	<i>480</i>	<i>482</i>	<i>485</i>	<i>459</i>
<b>% Students of Color</b>	<b>21.8%</b>	<b>24.0%</b>	<b>25.5%</b>	<b>25.9%</b>	<b>27.2%</b>	<b>29.8%</b>	<b>29.5%</b>
<b>White</b>	1,269	1,479	1,227	1,170	1,072	943	909
<b>International</b>	185	179	176	193	201	188	163
<b>Headcount</b>	1,896	1,946	1,899	1,856	1,771	1,627	1,554



# UMN Morris persistence and graduation rates



# Morris First-Year Student Retention



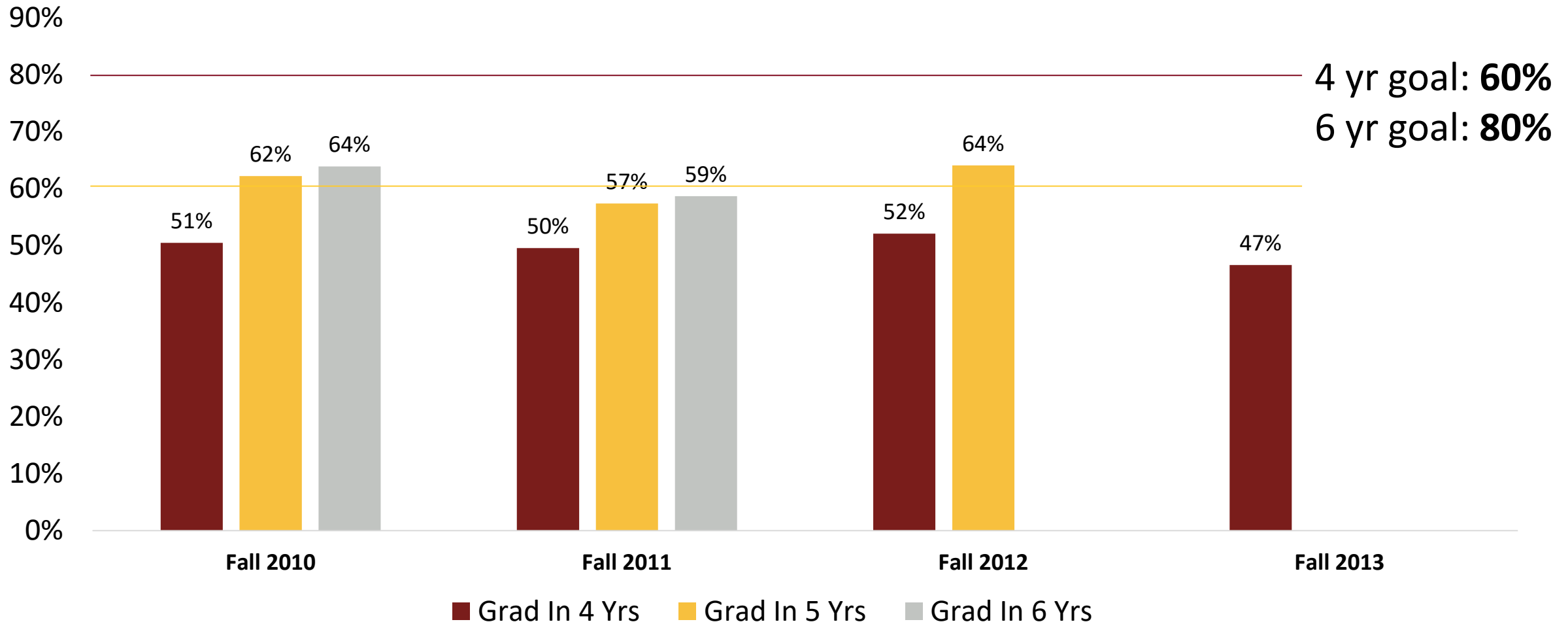
## *Retention rates for comparison groups*

- Institutional peer group (78%)
- Council of Public Liberal Arts Colleges (COPLAC) (75%)
- Aspirational liberal arts college peer group (90%)

**Fall 2017  
retention: 76%**

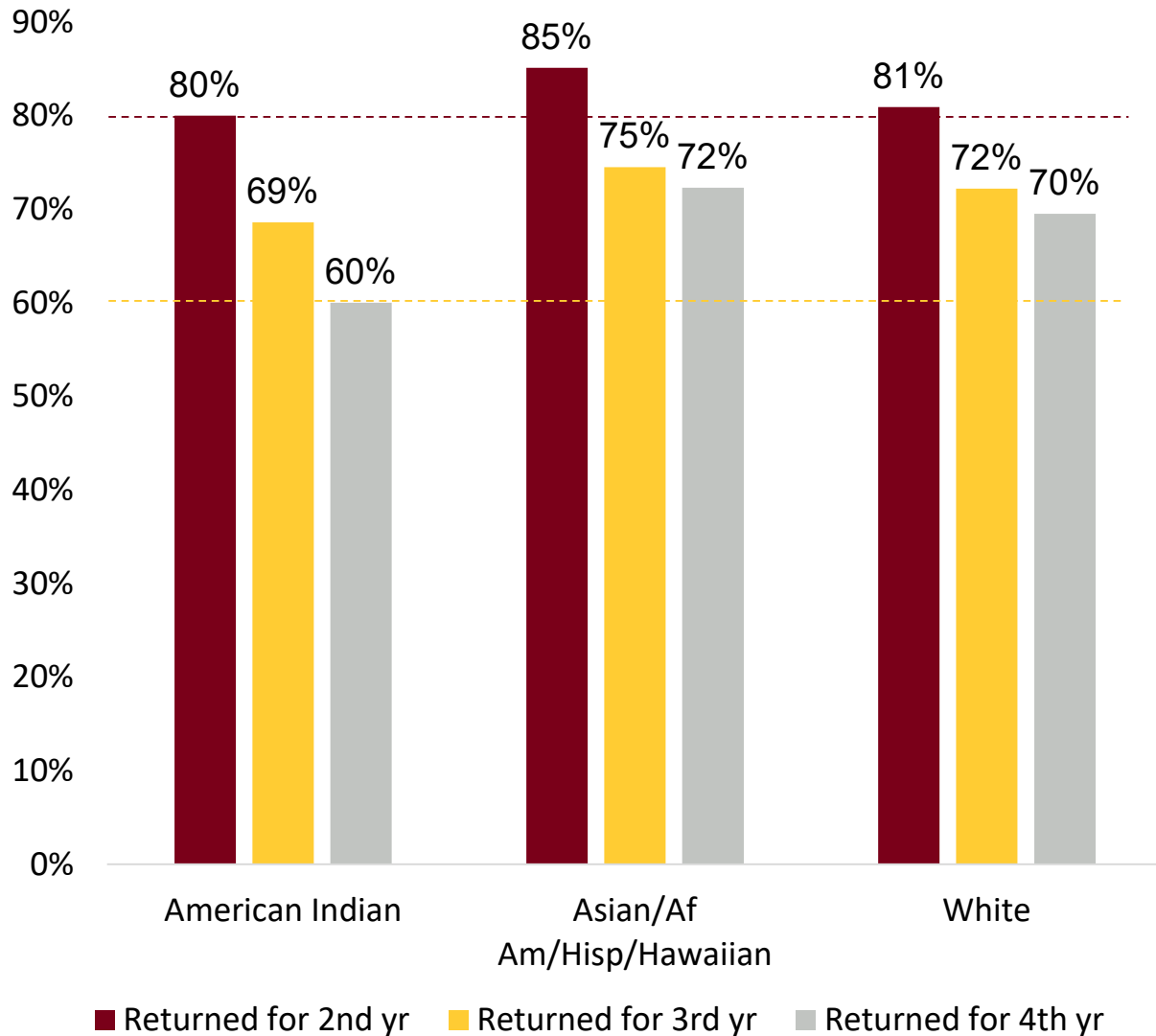


# Graduation rates for fall 2010-2013 NHS cohorts

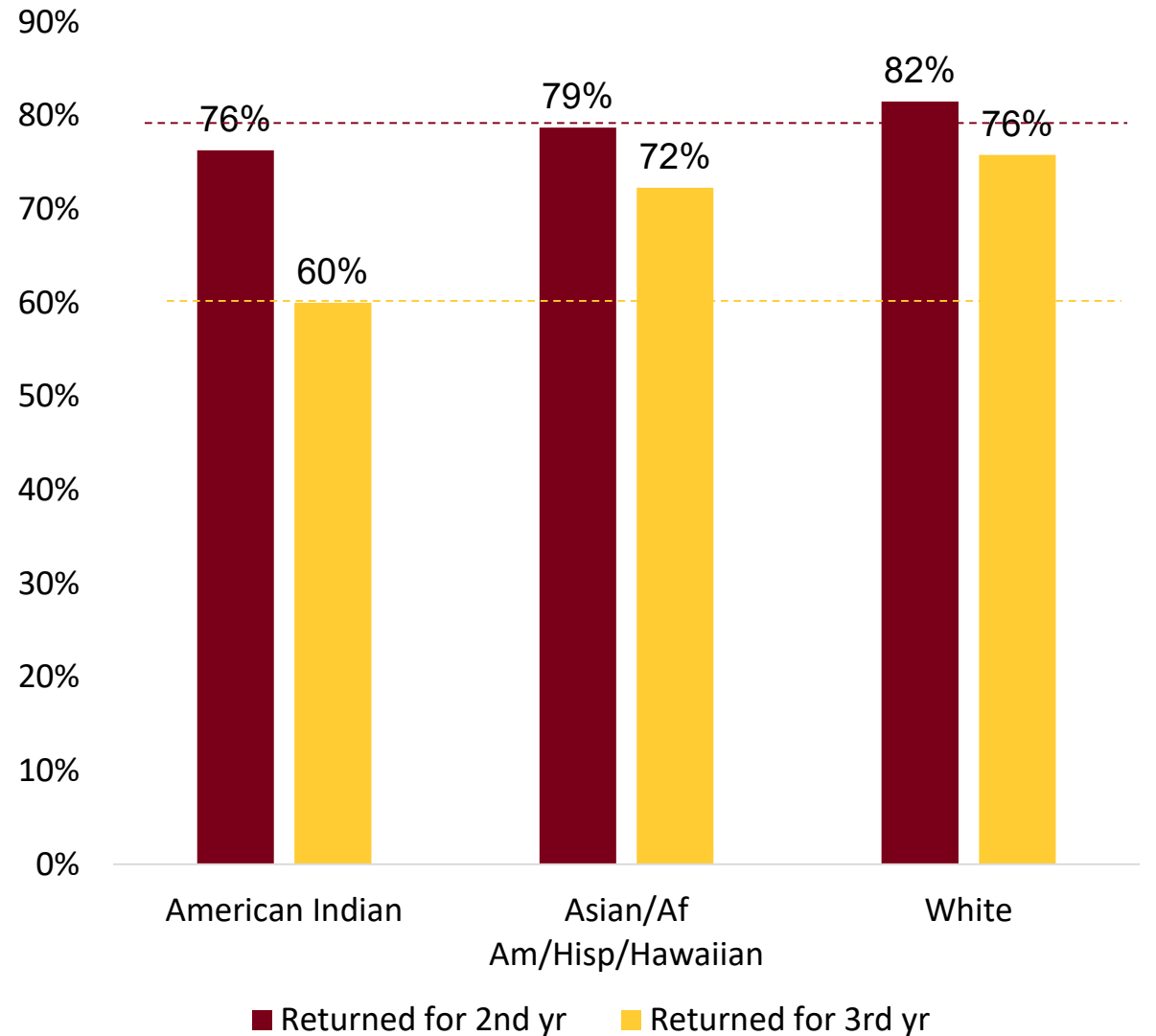




**Retention rates by ethnicity, fall 2013  
NHS cohort**



**Retention rates by ethnicity, fall 2014  
NHS cohort**



# Highlights of Current Retention Work at UMN Morris



# Higher Learning Commission (HLC) Quality Initiative

Project began fall 2017, will continue through 2019-2020 academic year

## *Goals:*

- Become more efficient and effective in our retention efforts
- Identify gaps and opportunities
- Increase retention rates

## Three components:

- Fostering Student Mental Health and Wellbeing
- High-Impact Practices in the First Year
- Assessment of Retention Initiatives
  - Evaluation of over 20 retention initiatives
  - Focus groups: NASS/SSS peer mentors; WLA/IC completers; success coaches
  - Surveys: IC, undergraduate research



# Registration outreach

- All students that did not register during registration week
- Outreach completed by:
  - SSS/NASS staff
  - One Stop staff
  - Office of Academic Success
- Known issues:
  - Financial holds
  - Uncertainty about probation/suspension status
  - Non-academic challenges



- Discussion and questions



# Appendixes



Institution Name	# UG	Cost: out of state, living on campus	Cost: in state, living on campus	# FT first-time undergrads	1st yr retention rate ('16 cohort)
<b>Peers</b>					
Albion College	1,568	\$ 56,750	\$ 56,750	515	79%
Coe College	1,394	\$ 55,240	\$ 55,240	400	81%
Concordia College at Moorhead	2,034	\$ 49,488	\$ 49,488	568	82%
Lycoming College	1,217	\$ 53,870	\$ 53,870	282	80%
MCLA	1,407	\$ 33,580	\$ 24,635	287	73%
St Mary's College of Maryland	1,570	\$ 45,130	\$ 29,678	341	87%
SUNY at Purchase College	4,063	\$ 36,002	\$ 26,352	757	83%
UVA Wise	2,095	\$ 41,379	\$ 24,149	257	65%
U. Maine Farmington	1,811	\$ 32,114	\$ 22,546	437	72%
<i>University of Minnesota-Morris</i>	<i>1,627</i>	<i>\$25,942</i>	<i>\$23,922</i>	<i>352</i>	<i>80%</i>
UNC Asheville	3,826	\$ 36,638	\$ 19,915	647	75%
<b>Aspirants</b>					
DePaul University	14,816	\$ 56,275	\$ 56,275	2539	84%
Gustavus Adolphus College	2,181	\$ 55,800	\$ 55,800	588	89%
Kalamazoo College	1,436	\$ 59,267	\$ 59,267	448	90%
Macalester College	2,136	\$ 66,280	\$ 66,280	543	93%
St Olaf College	3,035	\$ 58,330	\$ 58,330	786	92%

Institution Name	BA within 4 yrs	BA within 5 yrs	BA within 6 yrs	BA within 6 yrs: no sub or Pell	BA within 6 yrs: Pell
<b><i>Peers</i></b>					
Albion College	46%	55%	57%	63%	50%
Coe College	61%	69%	69%	74%	60%
Concordia College at Moorhead	67%	69%	70%	79%	58%
Lycoming College	59%	66%	67%	72%	63%
MCLA	40%	52%	54%	61%	49%
St Mary's College of Maryland	70%	77%	78%	80%	68%
SUNY at Purchase College	56%	65%	67%	67%	65%
UVA Wise	23%	41%	46%	48%	42%
U. Maine Farmington	35%	48%	51%	58%	46%
<i>University of Minnesota-Morris</i>	50%	57%	59%	66%	48%
UNC Asheville	42%	60%	62%	64%	61%
<b><i>Aspirants</i></b>					
DePaul University	59%	68%	71%	72%	67%
Gustavus Adolphus College	77%	80%	80%	79%	81%
Kalamazoo College	82%	84%	86%	89%	82%
Macalester College	85%	87%	87%	88%	83%
St Olaf College	85%	88%	88%	90%	89%



# Transfer Student Retention

- Fall 2012-2016 cohorts (n=538)
  - 67% returned for their second year
  - 14% enrolled at another U of MN campus
- Fall 2012-2015 cohorts (n=437)
  - 49% returned for their third year
  - 14% enrolled at another U of MN campus
  - 9% received a degree



# Recruitment Initiatives Underway at the Morris Campus

- Enhancing athletic recruitment through increased coordination
- Creating articulation agreements with community colleges
- Development of new student pipelines
- Redesigning admissions' communications and visitation experiences
- Coordination of communications and messaging to potential students across campus offices
- Earlier financial aid award notifications – first in UM system (December vs. February)
- Examination of scholarship deployment to assure the most strategic use of scholarship money

