

2-26-2019

## Scholastic minutes 02/26/2019

Scholastic Committee

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**Scholastic Committee**  
**2018-19 Academic Year**  
**February 26, 2019**  
**Meeting Nine Approved Minutes**

**Present:** Roland Guyotte (chair), Judy Korn, Jennifer Goodnough, Leslie Meek, Brenda Boever, Chris Atkinson, Emma Kloos, Alyssa Pirinelli, Heather Pennie

**Absent:** Michelle Schamp, Nancy Pederson, Elizabeth Abler, Mitchell Scanlan, Parker Smith

**1. Chair's Report**

No report

**2. SCEP Report**

No report

**3. Advising First-Year Student [Pilot](#)**

Brenda Boever presented Advising's proposed first-year student advising pilot program. The program would have first-year students who are not assigned an adviser in their discipline be advised by an OAS professional staff member. Morris has always had students assigned advisers outside their major because some majors have more students than can be accommodated, such as biology. The modification to the advising model would allow a more consistent experience for students as the Office of Advising can provide all their professional staff thorough and consistent training in each discipline. Students would continue to be assigned to advisers within their discipline whenever possible (80% of first-year students), but Advising is trying to keep the first-year student load at four to five first-year students per adviser. Students would be advised by professional staff for a semester and a half before being assigned to a faculty adviser in the major. Students who remain undecided would be assigned to faculty with lower advising loads. Members offered the following comments and questions:

- How does Advising decide who gets a professional adviser vs a faculty adviser? Advising will always look at the student's first and second major choices. If a faculty adviser is not available for the first choice then the student will be assigned to an adviser in their second major. If the student doesn't choose a second major or cannot be assigned to an adviser in their second major then they are assigned a professional adviser.
- Do students in the NASS program have faculty advisers? Yes, students have faculty advisers because NASS funding is uncertain.
- Some members expressed concern that some students would have faculty advisers and some would have professional advisers and students would perceive it as an unfairness/inequality in advising. Boever replied that this is already happening with biology students because not all biology majors are assigned an adviser in the discipline. While it may not be faculty vs professional adviser it is biology faculty vs faculty outside the major. In response it was noted that students would see a bigger difference between a faculty adviser and a professional adviser than a

faculty adviser in the major and a faculty adviser outside the major. Economics and management students are already experiencing this as most international economics and management students are advised by professional staff in International Student Programs.

- Will Advising use any scores or statistics such as high school GPA, ACT scores, or SAT scores to determine who gets a faculty adviser vs professional adviser? No, Advising has not thought about using scores for adviser assignments.
- Another concern was not getting to know the student from the moment they arrive at Morris. There is a concern in a delayed connection with the student.
- Morris prides itself in not making students sound like a number, but students might start feeling like a number if they don't get an adviser in their field.
- It's common for students who choose a pre-professional program to pick an instructor they like to be their unofficial adviser. Most of the time the instructor has not known the student from the beginning of the student's Morris career.
- The idea is to switch first-year students to their faculty adviser during the fall before spring planning happens as this is the time when most advisers will stop meeting with their senior advisees who are graduating.
- The proposed pilot does not fix the informal advising taking place that instructors don't receive credit for.
- Parents and students like to hear that all students get faculty advisers.
- What did the disciplines and divisions say about the proposal? Advising has not met with the disciplines or divisions yet. The idea was pitched to the Master Advisers group and was well received.
- There is a lot of outside pressure/comments that Morris should have professional advisers.
- There is a big difference between the Twin Cities professional advisers selected for the TATE award and what we have at Morris. A success coach is not the same as a professional adviser. Professional advisers at the Twin Cities have caseloads of 300+ students and no other duties. The Twin Cities professional advisers are very different than what is being described in the pilot.
- A former student who did not meet with their adviser regularly commented that they would not feel slighted if they did not have a faculty adviser if Advising was transparent with them or if they were offered the choice of a professional adviser or a faculty adviser in a different discipline. The problem with offering students the choice is that advising assignments have to be done in the summer for incoming students.
- Another suggestion included assigning students their IC instructor as their adviser. One issue with this suggestion is that Morris doesn't have core faculty teaching IC courses. Many current IC instructors are not advisers.
- Some students might feel slighted by having adjunct faculty as advisers vs tenured faculty. Some students who have an adviser in their major will still seek out a tenured faculty for advice. Goodnough was sought out because she had the title of Master Adviser. To some students, titles matter.
- A faculty member noted that students at their previous institution sought them out because the students felt like their professional adviser was not good enough

because they space didn't feel collegiate enough. There were no books, papers, or calculations visible in their office.

- A different option would be to have students delay declaring a major until the end of their sophomore year. This would be a major shift to Morris's current model. Others noted that this could create a retention issue as many students value connecting with a faculty adviser in their major as soon as possible.
- Of the 20% of first-year students who cannot be accommodated in the major, how many can be accommodated within the division? None, the 20% are students who cannot be accommodate within the discipline nor the division. The advisee loads for science and math division are around 25 - 28.
- It was noted that math faculty are not at the 25 - 28 advisee load. The current caseload may not be over 18. Maybe the numbers provided were not accurate.
- A lot of first-year students come with 60 or more credits so they may not have to meet with an adviser. New advanced standing students are assigned an adviser in their major. International exchange students are connected with Ray Lagasse, assistant director, International Student Program, who will talk with students about registration and can connect the student with their home campus to discuss course options.
- The intention of the pilot program is to better serve our students. During the first six to eight weeks of instruction, Advising sees dozens of students who were assigned a faculty adviser outside their major because the adviser told the student they couldn't help. Advising then has to send the students back to their advisers.
- Margaret Kuchenreuther liked the pilot program. The Office of Academic Success (OAS) has offered to host training for faculty advisers who have advisees outside their major, but none show up to the training. The training aims to make faculty aware of how different disciplines structure their curriculum, course sequencing, and prerequisites. It was noted that some faculty who are assigned advisees outside their discipline will take time to review the other discipline requirements in the catalog, but they suggest students speak with instructor from their major for information about research opportunities and things not addressed in the catalog.
- However, training faculty on how other disciplines structure their curriculum does not solve the problem of informal advising happening.
- It was highly suggested that Advising bring the problem to the Science and Math Division and give them the option to try and address the issue since many appear to be biology students. Science and math faculty may be willing to take on more students. They should have first choice in solving the problem.
- Biology students might perceive an unfairness if one student is assigned a biology faculty adviser and the other is assigned a faculty adviser outside the major.
- This could be a short-term problem that stemmed from quite a few tenured biology faculty members leaving. There may be under-utilized long-term faculty who could be called upon. The problem may not be as bad once staffing issues have been resolved.
- Can faculty be rewarded if they increase their advising loads? Can they receive course leaves?

- How will OAS handle taking on more students? OAS would divide the remaining students among the professional staff. Who in OAS doesn't already have full-time jobs? How will this impact the rest of the student body? Advisers like to send students to their success coaches if they are having trouble with academic issues. If success coaches are serving as both academic advisers and success coaches, it could change the relationship with student.
- How was the management advising issue resolved? Advising worked with the Dean and management faculty. First-year SUFE students were paired with the STELLAR staff for fall semester because they became familiar with them and then they were assigned faculty advisers for spring planning.
- The international students were grouped together by a characteristic. A cohort does not exist for other student groups.
- Does every student get assigned a success coach? It is different this year because NASS is in transition.
- What is the fall back if the proposed pilot is not accepted? Continue to offer training to faculty. Continue thinking about advising from every point of view.

Boever agreed to discuss the issue with the division chairs.

#### 4. **Incomplete Workshop**

The Incomplete policy changed beginning spring 2019 with the new timeframe in which incomplete symbols turn into a F grade. The previous language had a timeframe of one year, but the new timeframe for the policy is the end of the following term. OAS started a new initiative this spring to meet with students who have an incomplete course. OAS staff meet with students to develop action plans for completing the courses. These meetings are called Momentum Sessions. This spring semester there was a total of 84 students with incomplete courses. Incompletes are often retention risk indicators. The goal is to help students finish the incompletes in a timely fashion.

OAS staff are meeting with students in the library outside of OAS and discuss goals and timeframe. The response from the students has been positive.

#### Data from the Momentum Sessions:

- 84 students total had incompletes to finish
- 69 students with incompletes were invited to join Momentum Sessions
  - Students were only invited if they were registered for Spring 2019 classes (15 students were excluded from invitation)
- 14 students expressed interest in attending Momentum Session and indicated which group they wanted to join
- 7 students have actually been attending Momentum Sessions
- 2 Momentum Session groups. They had their first session on 2/6/19.
  - Group 1: meets M & W from 4-5pm

- Group 2: meets W & F from 8-9am

We have had 16 contact hours with students (student attended session), 12 no-shows (student did not attend and did not notify tutor in advance), and 3 intended absences (student did not attend, notified tutor in advance).

Could a line be added to the incomplete form for instructors to check if they think students would benefit from attending a momentum session? It is a systemwide form so it is not likely that this change could be made. OAS is informing faculty of this new opportunity.

It was noted that the meeting times might be a problem for science students as many lectures at 8am and labs that are scheduled past 4pm. Brenda is going to check in with OAS staff leading the momentum sessions next week.

**5. Probation and Suspension Reports - tabled**

[Probation Report](#)

[Suspension Report](#)

Respectfully submitted,

Angie Senger  
Office of the Registrar

## First Year Student Adviser Assignment Pilot Proposal

### **A pilot program in Fall, 2019: Modification in first year adviser and success coach assignments**

Proposal: Some first year students will be assigned to a OAS professional staff who will serve as both academic adviser and success coach when needed\*

Rationale: Some of our first year students are advised outside of the Division of their declared major because we do not have the capacity to serve all students with discipline based faculty advisers. This modification would allow for greater consistency in the advising experience for students and provide consistent training for staff working with these students.

- Adviser assignments will continue to be connected by major when possible
- Limit of 4 or 5 new first year students per faculty adviser (total max load: 25-28 students)
- All others not accommodated in the major will be assigned to a professional staff/success coach
  - The professional staff will serve as both adviser AND success coach for these students
- Hybrid model supplies students with holistic advising and transitional support
- Success Coaches providing academic advising will be thoroughly trained in academic planning for specific majors; students will be assigned to staff with professional experience working in or supporting students in major areas
- Summit Scholars will continue to be advised by Summit Master Advisers
- Students will be connected to faculty advisers in the major prior to annual planning in the spring
  - Many students will have finalized major choices and will be ready to meet with faculty in the major for long-range planning

#### **Pros:**

- Thorough training for professional staff on academic planning for specific majors
  - Course sequencing
  - Prerequisites
- One point of contact for registration appts/holds
- Staff will provide advising, while also providing personal, social, and transition support

- More clarity for students seeking support; most questions can be answered by one person, fewer referrals to other supports
- More clarity on alert response; eliminates the issue of who responds to academic alerts when more than one person is assigned.
  - Improved communication with faculty who alert
- Faculty will have fewer first year advisees; allows for concentration on high impact activities with advanced students

**Cons:**

- OAS does not have the capacity to advise all NHS
- Uncertainty in staff for grant-funded programs

**Adviser Assignments made in August, 2018 for first year cohort**

<b>%</b>	<b>Total (468)</b>	<b>Adviser Assigned in Major</b>
52.60%	246	Yes
<b>20.1% *</b>	<b>98</b>	<b>No</b>
<b>14.5 % *</b>	<b>68</b>	<b>Undecided so No</b>
4.1 %	3	NA NON-DEGREE (Ray L)
	9	INTL (Ray L or Leslie L)
	7	UNDECIDED SO NO; INTL (Ray L or Leslie L)
3 %	14	GATEWAY (Clement Loo)
4.9 %	23	PSEO (Chlene Anderson)
<b>20.1% (98) * students could be assigned to OAS staff</b>		

**Proposed:**

- This group will be assigned to OAS staff to serve as both adviser and success coach
- Identified NASS students will be assigned to faculty in the major when possible, with a NASS Success coach

- Summit Scholars: assigned to Summit Master Advisers + Summit Success Coach (no change for this group)
- Undecided students typically go to an adviser who is teaching one of their first semester courses

**Tracking first year student major changes: Fall Semester 2018**

Total # of Overall Changes (from Fall 2018 To The Beginning of Spring 19 semester)	Total # of Division Changes	FALL 2018
88	57	
<b>64.8% to diff division</b>		
<b>Division Changes</b>		
<b>Total changes in semester by division</b>	<b>Total per division at end of semester</b>	<b>Difference</b>
SS=20 (ie SocSci had 20 changes F18)	SS=23 (23 are SS at end of semester after all changes)	3+
S/M=14 (14 changes occurred throughout semester)	S/M=14 (eventhough changes occured, there are still)	0
HUM=14	HUM=15	1+
EDU=5	EDU=6	1+
0=20 (undecided)	0=7	13-

**NOTE: First Year Adviser Changes in Fall semester 2018: 18**

**What questions does the Scholastic Committee have about this proposal?**

**New OAS initiative in Spring, 2019: Outreach to students with Incompletes**

Process: Staff in OAS meet with students to develop SMART GOAL action plans for completing courses.

Data from the Momentum Sessions:

- 84 students total had incompletes to finish

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