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Scholastic Committee

Campus Governance

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Scholastic minutes 03/12/2019

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Scholastic Committee
2018-19 Academic Year
March 12, 2019
Meeting Ten Approved Minutes

Present: Roland Guyotte (chair), Judy Korn, Jennifer Goodnough, Michelle Schamp, Emma Kloos, Brenda Boever, Elizabeth Abler, Chris Atkinson, Alyssa Pirinelli, Heather Pennie
Absent: Leslie Meek, Nancy Pederson, Mitchell Scanlan, Parker Smith

1. Approve minutes of February 22, 2019, meeting

Minutes approved as amended.

Approve minutes of February 26, 2019, meeting

Minutes approved.

2. Chair's Report

No report.

The chair is still looking for a faculty member to serve on the Student Academic Integrity Committee and would be glad to accept names of volunteers or recommendations.

3. SCEP Report

Jennifer Goodnough reported that SCEP will meet on Wednesday, March 13 and the Morris academic calendar for 2022-23 is on the agenda. Also on the agenda is a resolution from the Disabilities Issues Committee. The committee would like to require mandatory training for instructors for students who need accommodations. Goodnough is hesitant about mandatory training, but agrees it's important that accommodations are being met for students who need them. It was asked, "How do you deal with a student who is unwilling to speak when that is part of the course?" Goodnough responded that students must have reasonable accommodations. Some students require service animals, but sometimes there are students who are allergic in the same class. It is recommended that the faculty member have a conversation with Disability Resources.

SCEP will have an initial discussion on priority registration. Currently, there is no systemwide priority registration policy. Each campus uses priority registration in a variety of ways. Morris uses priority registration very little. The Twin Cities and Duluth campuses use priority registration more commonly such as with veterans and athletes. Rochester uses priority registration for pre-med and nursing students. Morris uses priority registration for seniors graduating in the fall that want to attend commencement. Judy Korn was asked about Morris' policy on priority registration, but Morris does not have a policy. Crookston and Duluth both have policies regarding priority registration. Korn suggested the Scholastic Committee work to shape the conversation about priority registration for the Morris campus.

4. Probation and Suspension Reports

- a. [Probation Report](#)
- b. [Suspension Report](#)

Members requested the addition of the total number of first generation students be added to the spreadsheet. The committee would also like to see a breakdown of first generation students by academic level.

MinnPost featured an article graduation rates by Pell and non-Pell students. The articles fails to mention the institutes' comparative data. The data shows Pell recipients have lower six-year graduation rates than students who did not receive Pell grants. Members pointed out that the data doesn't state the total sample size for each institution. The data is irrelevant without knowing the number of students. If an institution only has 15 Pell recipients then it's easier for that institution to sheppard those students through obstacles than it would be for a school with 100 Pell grant recipients.

The data does prompt members to think again about having more students required to meet with their adviser especially with the increase in new high schools students entering with more credits. Students with 60 or more earned credits are not required to meet with their adviser. Some new high school (NHS) students come in with 60 credits and only have to meet with an adviser the day of new student registration. Brenda Boever will follow up with the committee on the number of NHS students with 60 or more credits. It was recommended the committee revisit the discussion on advising holds. Boever spoke with Jeri Squire, Office of the Registrar, about how to add advising holds for NHS with a large number of credits, but there is some complication with the parameters needed to add the holds. Members questioned whether a real problem exists with NHS students entering with 60 or more credits or if it is a perceived problem. It was noted that while some students bring in 60 credits not all those credits apply to the major and it may give students a fall sense of how close they are to completing their degree. It was noted that there have been students who arrived at new student registration with an associate of arts, but no fundamental courses for the major.

The committee would like to see ACT admissions data broken down by score. It appears that more and more students are not meeting the ACT exemption option to basic skills entry exams in the elementary education major. Admissions has noted that Morris' average ACT has not changed, but that's an average. It would be helpful to have the broken down ACT data when creating sections of Fundamentals of Writing.

There is a disconnect when talking about the campus' goal to increase the student population with transfer students, but our transfer student count is at an all-time low. Morris had 28 domestic transfer students last fall. The Twin Cities campus has a transfer population of about 30%.

The Twin Cities shared socio-economic data regarding estimated family contribution for fall 2017 full-time undergraduate students that showed a high percentage of their students have parents with an income level of 100K+. The Morris student profile is very different.

Morris students are more likely to face financial stresses and are more likely to be working while attending school. These factors need to be considered when comparing graduation and retention rates across UMN campuses and outside institutions.

5. Strategic Visioning Process

“I invite the campus community to help us move toward those objectives by providing feedback on the draft reports from the aspirational taskforces. The [complete draft reports](#) for Aspirational Statements 1, 3, 5, and 6 are available for review; these provide context and detail about each taskforce’s work. Because there is a lot of material and many details, I recommend that you read each of the reports before looking at the extracted recommendations. The [recommendations](#) from each of the taskforces have been extracted from the full reports for convenience. I encourage governance committees to have collective discussions and provide input as a committee (as your agendas allow) as well as ask for individuals to provide feedback.”

All committees were asked to discuss the aspirational statements and provide input.

Aspirational Statement 1.1 Build a simpler, more integrated set of general education requirements by designing requirements that are more easily understood and explained. The SC should not be left out of the conversation as SC oversees transfer of general education courses, hears petitions for general education requirements, and better understands the Minnesota Transfer Curriculum (MNTC). Korn has mentioned the SC’s purview on general education at Curriculum Committee meetings.

It was noted that wherever the conversation about general education requirements goes, transfer students want to have confidence that their transfer courses are going to satisfy Morris’ general education requirements. Morris will always have students who come here to complete their gen eds and then transfer to the UMN Twin Cities campus so if Morris is considering changing its gen ed categories they should not stray far from those on the Twin Cities campus. The goal is to simplify. It is also important to keep transferability between campuses. Currently, the Twin Cities campus allows double-dipping in their liberal education requirements between the writing intensive, core, and theme areas. However, the Twin Cities is currently reviewing their general education requirements and it seems as though they may be moving away from the core and theme areas and not allowing double-dipping and more toward Morris’ current gen ed model. The Curriculum Committee is talking about moving toward a core and theme model similar to the Twin Cities’ current model.

It was noted that there are a number of schools making big changes to their gen eds and are having catastrophic failures.

The new Progress Toward Degree (PTD) audit encoding being implemented might be driving the gen ed conversation on the Twin Cities campus.

Some members favor keeping Morris' gen ed similar to the Twin Cities, but also close to the MNTC so students have an easier time transferring credits.

Boever noted that she is currently working on a project to help advisers understand the writing options for incoming students to satisfy the WLA requirement. It is proving challenging to simplify the correct course incoming student should take.

Aspirational Statement 3.2.1 Create an enrollment management plan.

So far, the Strategic Visioning plan has focused a lot on retention, but not a lot about admissions. There has been an ask for money for staff, but it doesn't fall in line with efforts. The Strategic Visioning plan talks about an enrollment plan, but that does not equate to an assessment of admissions. Members noted that admission is also under the SC purview and suggested the committee request to hear about changes or improvements the Office of Admissions has made to increase our enrollment.

When talking about Morris' low retention rates others don't take into account the inputs such as the number of Pell grant recipient, Native American, low-income, and first-generation students.

Aspirational Statement 3.1.1B Clearly define staff and faculty job retention effort expectations and goals. When necessary, rewrite job descriptions to reflect changed duties and responsibilities.

Some members expressed concern about the wording of the statement and questioned whether job descriptions would include "work to retain students" as part of their job responsibilities. It was noted that some schools suggest the best strategy for increasing employees of color is to "grow" your own workforce, meaning hiring their own graduates back as faculty or staff so it's people who know the strengths, limits and cultures of the college.

The idea about working at all costs to help retain our student body is fine as an aspiration, but it's clear that for some students college was not the right fit for them and they don't help retain other students. All should help retention issues, but it needs to be clearly stated how. Faculty challenge students to do their best, but if the student can't handle the workload or stresses maybe it is not best to retain them.

"Does anybody know where the target enrollment of 1700 students came from? How did they arrive at that number?"

There's been a lot of conversation on assessing retention efforts, but no one has provided a comprehensive list of what our current retention efforts are. There was talk about a list provided to the regents when the Chancellor talked about our enrollment plan, but no list could be found. Korn has asked Melissa Bert, Office of Institutional Effectiveness, for the list of retention efforts, but she not provided it. So what are the Quality Initiative committees assessing? The points being raised at SC should be part of the retention conversation.

In the past, a retention task force brought in an outside consultant and they found that Morris' biggest problem was that it was trying to be everything for everyone. But, it is unethical to try and retain a student who wants to get a B.S. in nursing. Morris prides itself on being affordable, but sometimes a student's expected family contribution is too high and they would need to get a substantial loan each year to attend. It is unethical to ask these students to find any co-signer for their loans.

The committee agreed to continue the discussion at a later meeting.

Respectfully submitted,

Angie Senger
Office of the Registrar