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Scholastic Committee

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Scholastic Committee
2019-20 Academic Year
October 4, 2019
Meeting Four Minutes Approved

Present: Merc Chasman (chair), Alyssa Pirinelli, Jennifer Goodnough, Joseph Beaver, Brenda Boever, Mike Cihak, Jason Ramey, Kimberly Novotny, Dennis Stewart, Anika Finzen, Marley Lund

Absent: Heather Pennie, Michelle Schamp, Emma Kloos

1. Approve minutes of September 26, 2019, meeting

Minutes approved as amended.

2. Chair's Report

Merc Chasman provided a report at Campus Assembly about the topics discussed and addressed by the Scholastic Committee(SC).

3. SCEP Report

No report.

4. Delegated petitions

[SC Delegated Petitions](#)

In the past, the Scholastic Committee has delegated the review of certain petitions to the Registrar and the Scholastic Committee Coordinator because the committee was seeing too many repetitive petitions. Some petitions included errors with entries in PeopleSoft and it was more work to bring the petitions to the committee. With the interim Director of the Office of the Registrar not able to attend Scholastic Committee meetings, the committee is reviewing the process of delegating petitions for continuity and consistency.

Angie Senger, transfer evaluation coordinator, is currently handling most of the petitions with the exception of petitions to drop classes after the last day of the term. Senger informed the committee that she was assigned as the Scholastic Committee coordinator with the approval of former SC chair Roland Guyotte, former SC vice chair Leslie Meek, and former SC coordinator Judy Korn. Members questioned where the SC coordinator position came from. What does the position mean? Can the committee assign the SC coordinator any tasks? Who evaluates the SC coordinator? The position is not written in the campus constitution. It evolved from the SC secretary to its current title. The committee agreed this was best left as a topic for another meeting.

A motion was made: With the exception of petitions 4, 5, 6, and 7 (petitions beginning with “act on”), the transfer evaluation coordinator will continue to act on the remaining petitions and report back to the SC in May with the number of petitions approved/denied. For petitions 4, 5, 6, and 7, the transfer evaluation coordinator will work with two other members of the committee; one faculty and one student. Petition delegations will be reviewed again at the end of the academic year. Motion to approve. Second. Further discussion needed.

The committee discussed the motion. The committee agreed to allow the transfer coordinator to act on some of the more “black and white” petitions so as not to add more work by having to

bring them to the committee. It was questioned whether the review of the delegated petitions was more of a reflection on the lack of a permanent registrar versus a permanent process. It was noted that the motion made may not change next spring even with a new, permanent registrar. The delegation of petitions should be reviewed every year with a possible expiration date included.

Motion to approve. Second. No further discussion. In favor: ten. Opposed: none. Abstaining: none. Motion approved.

There was a call for volunteers to serve on the subcommittee to review petitions. Joe Beaver volunteered to serve as the faculty representative and Anika Finzen volunteered as the student representative. Other faculty members volunteered to serve as backups, but it was agreed that the first faculty member to respond would be the one to vote on the petition.

5. Finalize questions/requests for Admissions

The committee would like to hear more about the current and future infrastructure of the Office of Admissions. They would also like to know how the committee can help Admissions moving forward. Transcripts have been a recurring issue discussed at SC and the committee would like to hear suggestions on how to solve the problem. Melissa Bert, interim vice chancellor of Enrollment Management, is aware of the issue. Senger was asked to make sure Steven Schuetz, interim director of the Office of Admissions, was brought up to speed on the issue.

The committee is also requesting the raw data of ACT scores accepted at the UMN Morris for the past three years. The committee would like to have the data reviewed by a source outside of admissions. The committee might request the data for prior years if needed.

The committee also requested data on the number of credits students are bringing in when they arrive at Morris. The incoming student profile includes more students with Post-Secondary Education Options (PSEO) and College in the Schools (CIS) credits. The UMN Twin Cities is reviewing their liberal education requirements. It was mentioned that the College of Engineering students were facing a hardship due to the liberal education requirements. However, with a higher number of students entering with college credits that satisfy the lib eds, it is unlikely that their argument will stand.

Can we get a percentage breakdown on those with PSEO vs CIS? No, there is no distinction noted on the transcript whether the course was PSEO or CIS. We can distinguish AP versus PSEO/CIS.

Is there anyway to see students a breakdown of students whose credit was accepted versus not accepted? How many courses come in as non-equivalent? It's important to find out how credit is being accepted at Morris because it not only affects the students, but also has to do with K-12 education funding. High school counselors are helping students make course decisions. If they are providing incorrect information a student could lose credit or be forced to take other courses at the receiving institution. Some students took a CIS chemistry course that did not count toward the chemistry major at Morris. The student had to take another introductory chemistry course. They were not aware that the course they took as a CIS course would not satisfy the major requirement until they were at Morris registering for fall courses.

Is there a way to find out how many students with college credit took those courses with the intention of graduating in a shorter time frame or making time to be able to study abroad? One

student noted that they came in with 30 credits and they got to study abroad. They are planning on graduating in four years, but they were also able to take exploratory courses that were outside their major.

Some students believed they would be done in three years because they came in with a certain number of credits, but that is not always possible due to course sequencing and non-equivalent transfer courses. It was noted that some student athletes take CIS/PSEO courses so they can lighten their load during the term their sport is active.

Some students are coming in with a significant number of credits that they are starting to hit the financial aid limit of 180 credits.

The committee requested Bert and Schuetz pick three questions to answer and dedicate 15 minutes per question. The committee also wanted to hear from Schuetz and their perspective on the status of the Office of Admissions. What are your initial observations? What are the issues that need to be addressed? What is currently working? Is Admissions working with AACRAO? The committee is looking for a discussion rather than a presentation. Previous presentations did not answer the committee's questions or concerns.

6. PSEO students coming in on probation

Success Coach Coordinator Jessica Porwoll ran a query to find new high school students who were admitted fall 2019 while on probation. This occurs when students take CIS/PSEO courses through a University of Minnesota campus and have a cumulative or term GPA lower than 2.000. Brenda Boever, director of the Office of Academic Success, asked Senger to run another query to make sure all new high school students on probation were identified.

Last year, Boever met with these students to discuss their academic status and what it meant. She also provided a letter (see addendum one) drafted by the SC with information regarding their status, resources available at Morris, and an explanation of GPA requirements. Boever would like to know how we should proceed with this students. Members agreed that students should be informed about how their grades will affect their academic status. Who should inform the students? Should Admissions talk to the students? It should be someone from the campus hosting the course. Admissions could also talk to students when discussing admission at Morris.

Students who are suspended from another UMN campus should not be admitted at Morris, however, one student did get admitted this fall semester. Boever had to contact the other campus to ask if the hold could be removed so we could admit the student. This should be done by the student before applying to Morris.

The committee suggested reviewing the decision from last year, but agreed that Boever should meet with these students and provide an updated letter with updated dates and resources.

It was suggested that the conversation should be continued at a future meeting.

Respectfully submitted,

Angie Senger
Office of the Registrar