

University of Minnesota Morris Digital Well

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Scholastic Committee

Campus Governance

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2-27-2020

### Scholastic minutes 02/27/2020

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**Scholastic Committee**  
**2019-20 Academic Year**  
**February 27, 2020**  
**Meeting Ten Minutes**

**Present:** Merc Chasman (chair), Brenda Boever, Marcus Muller, Joe Beaver, Emma Kloos, Jason Ramey, Dennis Stewart

**Absent:** Alyssa Pirinelli, Jennifer Goodnough, Heather Pennie, Mike Cihak, Marley Lund, Kenzie Marquette, Kimberly Novotny

**1. Approve minutes of February 20, 2020, meeting**

Minutes approved as amended.

**2. Chair's Report**

The AACRAO who were scheduled to meet with the Scholastic Committee in March will instead be meeting with the Consultative Committee, since they have not yet met with the consultants during this process.

**3. SCEP Report**

No report.

**4. Petition # 1280**

Request: Substitute LANG 1063 Academic Culture and Oral Skills in the American University (2 cr) to satisfy the Intellectual Community (IC) requirement. Motion to approve. No discussion. In favor: five. Opposed: none. Abstaining: none. Petition approved.

**5. [Advising hold proposal 2020](#)**

Brenda Boever, director of the Office of Academic Success, presented a proposal to change the credit threshold for advising holds from 60 earned credits to 90 earned credits in an effort to improve advising for students admitted with a high number of transfer credits. Boever met with master advisers, other advisers and students to talk about the proposal. One of the comments from those discussions was a concern about faculty workload. However, after reviewing advising assessments from graduating seniors from 2007-2018, it was determined that about 40 percent of students reported meeting with their advisers once a semester. The data also showed that at least 36 percent of students reported meeting with their advisers more than once a semester. It is believed that since many students are already meeting with their advisers anyway the workload for faculty may not be as considerable as originally thought.

With CIS and PSEO credits coming from a varied number of institutions for many students, it is believed that students are simply collecting college credits rather than being mindful about what they take and how that will affect their progress toward their degree. It was noted that it would be most beneficial for students coming in with 60 or more credits to have an additional meeting or two with their adviser. Some first-year students come in with an associate of arts degree (60 credits) and are only required to meet with an adviser in the summer when they register for the first time.

A member countered that Advising should focus on those first-year students coming in with a large number of credits rather than trying to impose the new threshold on all students. It was noted that the proposal might be considered as too much hand holding and not transfer-friendly by adding an obstacle for registration. It was suggested that instead of using credits as the threshold for the registration hold that instead four semesters from a student's admit term be used at the threshold. Boever discussed the semesters option with Jeri Squier in the Office of the Registrar and understood that the logic needed to use semesters to add the registration holds would be complex due to the various elements needed for the query. Chasman commented that at a recent conference, Lead Success Coach Jessica Porwoll learned that at most peer institutions, students are required to meet with their advisers all throughout the academic career.

A faculty member expressed some frustration with the current process for removing holds stating that having to send emails to remove the hold is cumbersome. If the number of students needing holds removed increases then the issue will be exacerbated. Is there a way to do this process through APLUS? Unfortunately, APLUS does not currently have the function to remove advising holds. Faculty members noted they have advisees with advising holds that don't require in-person advising because they are well prepared for registration, so in order to expedite the process advisers send emails to have holds removed for these students without meeting with them in-person. If the threshold for advising holds was increased to 90 earned credits, then advisers will need to send more emails to remove holds for students that do not require in-person advising. It was noted that while some advisers don't meet with some students in-person to remove advising holds it is not considered best practice. It is always encouraged that students meet with their advisers. Some students don't know that after earning 60 credits they no longer have to meet with their adviser. For example, a member noted that during their junior year their adviser told them to stop attending advising sessions because they didn't need to meet anymore.

Over the last decade there's been a drop in student knowledge of the existence of the catalog and what that means. Most students are simply looking at their APAS to find out what they need, but sometimes the APAS is hard to understand. When students look at the catalog with the narrative they find the requirements easier to understand.

Members requested data from our peer institutions about their requirements for meeting with advisers.

Discussion tabled.

Respectfully submitted,

Angie Senger  
Office of the Registrar

February, 2020

**To: Scholastic Committee**

**From: Brenda Boever, Coordinator of Advising  
Director, Office of Academic Success**

**RE: Proposal to raise the credit threshold for advising holds from 60 to 90 credits**

### History and Process

Endorsement from the Scholastic Committee, which has oversight for advising on the campus, is sought for a modification to the advising and academic planning policy. The history for support of advising on the campus is well documented and stresses the desire to provide strong faculty advising to promote student persistence. Significant review of the advising policy was last completed in 1988, prior to the campus conversion from the quarter to semester system. The key outcome of that review ensured that, despite fewer registration opportunities in a semester based system, all students would have consistent and regular opportunities to discuss degree completion and avoid planning mistakes.

Since 1998, the student population has changed and they now have greater access to opportunities for earning credit prior (i.e. transfer credit from enrollment at other institutions, AP, PSEO, and CIS). Many of these students are close to or beyond the 60 credit threshold when they arrive and are not required to meet with an adviser after their initial enrollment at Morris. This change in the higher education landscape demands that the policy be revisited to protect students who have earned credit prior to their arrival at Morris. Best practice is to provide on-going advising support to all students.

### Proposal

Raise the credit threshold for advising holds from 60 to 90 credits beginning in Fall 2020. This will require advising meetings for all students with fewer than 90 completed credits. An advising hold will be placed on the student record prior to each registration cycle. As is our current practice, advisers will “lift” holds after meeting with students by sending an email to the Office of the Registrar ([holds@morris.umn.edu](mailto:holds@morris.umn.edu)) to signal completion of this advising requirement.

**Implementation date: September 1, 2020 for all students registering for Spring 2021.**

### Rationale for change

Advising plays a critical role in student persistence. Students with transfer credit need direct advising support to understand how their credit works toward the Morris degree requirements. Nuances in course sequencing and course equivalences are not always easily understood. Complete transfer credit information is often not available prior to the initial student registration

so students need a careful review of their entire academic record to ensure that they are on track for timely graduation.

Extending the period of required advising conversations with faculty will improve the understanding of the degree requirements, help to avoid planning mistakes, strengthen the relationship students have with the faculty and the University, and improve student persistence.