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Scholastic minutes 04/23/2013

Scholastic Committee

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**Scholastic Committee
2012-13 Academic Year
April 23, 2013
Meeting Twenty-Two Minutes**

In attendance: Jennifer Goodnough (chair), Chad Braegelmann, Judy Korn, Jess Larson, Nic McPhee, Steve Gross, Pete Wyckoff, Luciana Ranelli, Ellery Wealot, Jen Zych Herrmann

Not in attendance: Melissa Hernandez, Zach Kroells, Clare Dingley, Kent Blansett, Hilda Ladner, Brenda Boever

1. Minutes For Review

April 9, 2013 minutes were tabled.

April 16, 2013 minutes were approved.

2. Chair's Report

The Morris Academic Integrity guideline grid was shared at Campus Assembly on April 22, 2013. The subcommittee of Wealot and Goodnough made slight modifications to the Twin Cities Office of Student Conduct and Academic Integrity (OSCAI) version that Morris used as a template. One comment was made at Campus Assembly that will be addressed. The language faculty would like the grid to include a reference to translators. The Chair will work with the language faculty on the revision, and it is expected that if the sanctions remain the same, the grid will be revised to state "unauthorized assistance and/or collaboration."

Korn and Goodnough will meet with English faculty regarding Writing for the Liberal Arts (WLA). The Chair shared that the English faculty had not reviewed the Dean's WLA message before writing their WLA memo. Next fall's SC should expect to meet before the essential deadline for fall 2013 regarding WLA general education requirement.

Goodnough will serve as SC Chair for 2013-14, but she will not serve for academic year 2014-15. Next year, the SC should have a vice chair who would then serve as chair for 2014-15.

3. SCEP Report

SCEP meets tomorrow, and the committee will review the TC honors program and discuss assessment. The last SCEP meeting for the academic year will include a panel on e-learning.

4. Petition # 1215 tabled until Boever is present.

5. Retention Coordinator Report continued from April 16, 2013

Per Morris's strategic plan, our institutional goals are:

Retention from first- to second-year, 90 percent;

Graduation in four years, 64 percent;

Graduation in five years, 75 percent; and

Graduation in six years, 80 percent.

Our most recent first- to second-year retention rates are:

Fall 2012, 2011 cohort, 78.3 percent;

Fall 2011, 2010 cohort, 82.5 percent;

Fall 2010, 2009 cohort, 81.4 percent; and

Fall 2009, 2008 cohort, 85.5 percent.

Morris has applied for a grant that would provide support for underserved students, defined as low-income students, students of color, and first generation students. Research based on PeopleSoft and UMR reports data has identified these three characteristics, as well as college preparation gaps, as risk factors for not completing degrees. The risk factor increases for students meeting two or three criteria.

The committee discussed topics related to first-generation students. Morris could provide more information to parents and also seek to fully inform new students regarding all options that impact success, for example, the pros and cons of withdrawing from a course. First-generation students and their parents may not fully understand the implications of “trying to graduate early,” to save time and to save dollars. Parents may be pressuring students to study in areas perceived as advantageous for career success.

Advisers play a critical role, as do placement exams, which should be honored.

The committee discussed possible options for students to be able to take less credits during the academic year, for example, summer scholarships or alternative curricular pathways.

Some colleges do not allow students to choose a major until after spring semester. The first semester is dedicated to reading, writing, math, curricular conversations. For courses such as general chemistry, this approach would need thorough discussion, but investigation of data supporting this student academic schedule may be warranted. Retention is often linked to underserved, unprepared, and/or unorganized student characteristics. Did the student earn an F while struggling with the material, or did the student earn an F by not going to class?

Student assessment is necessary and difficult. Retention is impacted by mental health, chemical issues, family situations. Some students are successful in spite of these types of challenges, while others are not.

Herrmann was able to repurpose, for retention purposes, financial aid packaging information gathered by Noel-Levitz Higher Education Consulting. Of the approximately 100 students who did not continue at Morris, 21 students received financial aid. Herrmann stated that Morris is meeting financial need well, but other factors are leading students to leaving Morris.

The committee discussed other situations that may lead to students leaving Morris: bottlenecks in registration; a student’s lack of financial management; short term student decisions that have long term impact; state funding. Morris is working via the One Stop on a financial literacy component. Parents may need education, too, about good debt and bad debt.

The health of Morris is tied to retention, and retention research benefits all students. Morris’s most current cohort data, although not yet meeting Morris’s goal, reflects higher retention rates than national rates for both private and public colleges and universities.