

University of Minnesota Morris Digital Well
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Planning Committee

Campus Governance

1-27-2016

Planning minutes 01/27/2016

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To:	Planning Committee:	Oscar Baldelomar, Brook Miller, Seung-Ho Joo, Sandy Kill, Jana Koehler, Mike Cihak, Helen Juarez, Austin Tipper, Rachel Evangelisto, Bryan Herrmann (ex-officio), Gwen Rudney (ex-officio), Jim Hall (ex-officio), Matt Senger Melissa Bert, Alison (West) Campbell -(secretary)
	Present:	Brook Miller, Seung-Ho Joo, Sandy Kill, Jana Koehler, Mike Cihak, Austin Tipper, Gwen Rudney (ex-officio), Melissa Bert, Oscar Baldelomar, Matt Senger, Alison (West) Campbell - (secretary)
From:	Engin Sungur, Chair	
Subject:	Meeting Agenda	
	Date:	January 27, 2016 (Wednesday)
	Start:	2:30pm
	End:	3:21pm
	Place:	Imholte Hall 115

AGENDA:

1. Approval of December 8, 2015 Minutes, see Appendix 2(5 min.).
Action: Approval of the minutes - yes
2. Agenda items for Spring 2016, see Appendix 2 (15 min)
Action: Discussion
Meeting will now end at 3:20 instead of 3:30

APPENDIX 2. Possible Agenda Items for entire semester

TOPICS	YES	NO
<i>Metrics and Strategic Planning (Melissa Bert)</i>	x	
<i>Regents Scorecard(Draft)</i>	x	
<i>City Water Treatment Plan-Implications for Campus (Morris City Manager)</i>	x	
<i>Pre-designs for the Projects on the Bonding Bill</i>	x	
<i>HEAPR Discussion-Future Years, Priorities (Bryan Hermann)</i>	x	
<i>PE Center (RFC)-Discussion on Future Planning (Cost, Feasibility, ...)</i>	x	
<i>Renewable Energy and Energy Monitoring Future Plans</i>	x	
<i>Balancing Majors – planning tools and disciplines, data on declared majors</i>	x	
<i>Strategic Planning – 15 min each meeting</i>	x	
<i>Data Flow Planning – 15 min each meeting</i>	x	
<i>Preparation for New Chancellor – 15 min each meeting</i>	x	
<i>Added: Include conversation with the Finance Committee. Budget deficit of \$1.5 million? – Budget meeting March 4. Engin will contact Finance Committee chair to get involved or Bryan Herrmann/Melissa Bert can talk to Planning Committee because they go to the FC meetings</i>	x	
<i>Added: Sightlines Team presents March 23rd</i>	x	

3. Metrics and Strategic Planning (40 min. Melissa Bert)

- 3 types of Progress Cards: Gold/Maroon/Student
 - Gold – well understood and agreed upon data sources/able to set quantifiable goals/reasonable historic data and accuracy/university can take action to influence
 - Maroon – directional goals or goal may change/may only need to be monitored/may need to be developed, added, deleted/university action alone does not significantly influence
 - Student – Green, highlights metrics related to the student experience at UMM
- Would like to hear if these progress cards are a good representation or what else should be on them. There is overlap with parts of the strategic plan - some of these are difficult to quantify – how do we set goals and how do we assess them?
- Gold Measures:
 - First to second year retention rate for UM System will be higher than for only UMM
 - Some are hard to track: 4-6 year grad rates of Morris athletes
 - Trying to get a better handle on when students are participating in athletics – whether or not students participate their entire 4 years or is it just one year or one semester
 - UMM Gold progress card changes:
 - We added students of color and broke out American Indians - Separate even further
 - Student headcount – are we interested in degree seeking or total head count? – do we want to separate those out?
 - Add gender into measures
 - 4- year graduation rates are different from Twin Cities and Morris
 - Students get multiple majors and minors at Morris and mostly only one of each in the Cities
 - Can we reflect the number of graduation years per major/minor?
 - Does that prolong their graduation date? If it takes students 5 years – is that a good or bad thing and why? What are we going to do with that info?
 - We used to encourage our students to get all the majors they want but it has a cost to them – not sure if their future success and happiness is improved
 - Debt would be the first impact – is that something we want to add to student debt measures – what are we putting in place? – just information to know or are we implementing change to decrease debt when they leave
 - Getting more majors is closely related to our mission – what a Liberal Arts education is about – Is there another way to access student success/retention and have a Liberal Arts experience?
 - What if the student doesn't take the entry level comp classes in their first year – are these students also avoiding Gen Eds – already half out the door?
 - What about the “murky middle” students with 2.5-3.0 GPAs that are getting lost – are there programs in place to help them succeed because they might not be doing as well as they did in high school?
 - In reference to the Strategic Plan - how do we measure success?
 - Focus on students and student learning – if goal was to restructure academic programs
 - ASLC saying how we measure the success of these programs – is it related to strategic plan? – goal of institution is to learn – does not need to be on a progress card but keeping the student experience in mind is important as you're talking about higher issues

- How many times do students change their majors?
 - It shows how flexible we are
 - Students don't have to get permission to change their major
 - Its different when students just decide without meeting with advisor and going through the steps
 - Hard to collect data because they change constantly – would be great to ask students why?
- Designing own major at Morris Campus:
 - We advertise “You are in charge of your education” – student have ability to design their own field of concentration when other universities don't have that option (do we have statistics on this?)
 - Trying to showcase what makes UMM different – is there a way to quantify this? – not sure if this is going to help us in terms of planning
 - Need to get to the basics of what is going to help UMM move forward
 - Focus on the problems like retention
 - This could be because the curriculum for the 1st and 2nd year is not flexible enough
 - How do you asses that? – ask in an exit interview (unreliable because they could tell you something else other than the real reason)
 - Are we keeping track of where they are going when they leave UMM? Yes- National Student Clearing House Data to track if they go to another UM campus and 90% do – don't see patterns on what locations they change to