

2-25-2016

## Consultative minutes 02/25/2016

Consultative Committee

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## Consultative Committee Agenda/Minutes

Meeting date: 02/25/2016  
Meeting location: Moccasin Flower  
Time: 4 p.m.  
Note taker: Kelly Asche

### Members present:

|   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Kelly Asche     | <input type="checkbox"/> Brenda Boever            | <input checked="" type="checkbox"/> Rita Bolluyt  |
| <input checked="" type="checkbox"/> Rachel Brockamp | <input checked="" type="checkbox"/> Julie Eckerle | <input checked="" type="checkbox"/> Lisa Harris   |
| <input checked="" type="checkbox"/> Megan Jacobson  | <input checked="" type="checkbox"/> Jane Kill     | <input checked="" type="checkbox"/> Lori Kurpiers |
| <input checked="" type="checkbox"/> Michelle Page   | <input checked="" type="checkbox"/> Ted Pappenfus | <input checked="" type="checkbox"/> Elsie Wilson  |

### Agenda

Visit from Chancellor Jacquie Johnson & Dean Finzel

Chancellor: Wanted to talk with committee about what was discussed with Julie and Jayne last month.

In late Fall, Dean Finzel and the Chancellor had a request from central admin to develop a proposal for retention programming that would be invested in by Twin Cities central admin. Dean Finzel and the Chancellor sat with Twin Cities admin to learn about some of their retention strategies that are working well.

The proposal included

- Expand number of academic success coaches
- Expand academic success positions from 10 months to 12 months. Specifically Matt Hoekstra and Chris Dallagher.
- \$75,000 to expand on-campus work opportunities.
- Funds to support CAI.
- Funding to support a lead success coach.
- An additional career professional.

\$1.4 million was set aside by the Twin Cities for all campuses outside of Twin Cities.

Will go back to the budget compact meeting to ask for some of the things that didn't get funded.

Dean Finzel: This was presented as a grant opportunity so it was an opportunity to present our retention ideas. It made sense to model after some of the strategies being used in the Twin Cities. This will really "beef up" the academic success office.

Substantial work will be done in the summer to survey incoming students to get their initial concerns. This data can be used to incorporate into future programming. Student information such as: financial challenges, career concerns, etc.... Having someone that can implement that over the summer will be very helpful.

Chancellor: The last two grants we received last summer and this September are focused on a particular income. This programming/model that is getting funded will help support all students and not have financial parameters tied to students. This request assumed that all first-year students could use some sort of support.

Michelle: Is this like a grant or is the money recurring? What is the difference from what faculty advisors do?

Dean Finzel: This is hard money/recurring. In terms of roles, they are working on this. They will propose this to the Academic Success Director. The main priority proposed is that coaches focus on Freshman, specifically first semester. There needs to be more attention paid to students during first semester, especially before Thanksgiving.....reaching out, contacting, following-up and assisting these students. Referring them to various service providers depending on the issue. Coaches are really early and intense. Hooking them up with service providers.

They then hope there will be a clear pass over to advisors. Coaches will make sure they have a good relationship with their faculty advisors. There might be some parallel planning among coaches before passing to faculty advisor.

Chancellor: This will be a work in progress.

Dean Finzel: There will be a series of programs so coaches and faculty members can sit down and figure out who's doing what and get on the same page. There will be some confusion in the Fall, but they are trying to get out now.

Jane: Will there be overlap with Onestop?

Dean Finzel: I don't see the overlap; Onestop isn't out on the ground doing a lot of these connections.

Lori: This is really the first I've been hearing about the plan. Success coaches have a caseload while Onestop has to serve everyone.

Dean Finzel: Onestop might be more of a service provider whereas coaches assist students with getting connected with the service providers on campus.

Chancellor: Coaches and faculty don't always have deep depth in the knowledge of financial issues and some of the other issues that students face, nor should they be bogged down in those types of issues outside of academic and career advising, but the coaches and faculty advisers will need to direct students to the people who can help and have expertise in some of these other issues. Coaches and advisors will be more referral when it comes to those pieces.

Jane: There are many positions here labeled as "counselors". The work that goes on in student counseling is therapy, but yet we have a lot of positions labeled as "counselors" .....admissions counselor for example. The work at the student counseling is very important, and sometimes it gets watered down when we use "counselor" for so many positions.

Chancellor: The new positions will be labeled as coaches.

Jane: Do the people in the positions understand that they are not "counselors"?

Julie: It probably depends on the person, but there seems to be a lot of respect for what the counselors/therapists do for students and there is no intention to water down these labels.

Lisa: Have they give any hard money for infrastructure and office space?

Dean Finzel: In the request there was put forward F&M expenses but was not funded. They are requesting funding for that in the next meeting.

Ted: Why do you think the Twin Cities model has been so successful?

Dean Finzel: They are doing a lot of things; on the admissions side, programmatic side, strategic interventions for certain student populations. They identify high-risk students and put a lot of resources towards those students.

Chancellor: The student demographic is also very different. They are trying to elevate incoming student SAT scores, higher economic status, eliminated their General College. There are differences between colleges as well. Carlson only has professional advisors, but faculty don't do advising (for example). Rochester use Success Coaches and they stay with their students for the full four years. We are not trying to take away faculty advising because it is at the heart of this institution.

Dean Finzel: Several of the colleges have a peer mentoring program. One of the grants on campus here is funding a peer mentorship program.

Ted: Regarding what the Twin Cities is doing on the admissions side for retention, will some of the money you requested be used in admissions?

Dean Finzel: One reason the Twin Cities can retain students is that they get way more applicants and they also get to admit students that they think they will be able to retain.

Chancellor: Our student admissions is very different than the Twin Cities. We pride ourselves on providing private school quality for a lot of student populations.

Elsie: How will you determine which students will get success coaches?

Dean Finzel: All students will be given success coaches when they start. From there some of the students will be assigned to disability services, while some might be in career services, etc..... We are hoping to serve all the students in some way, but it's a work in progress to figure out exactly how we do that.

We will also use the survey upon entry which will reveal what types of services they will need.

Megan: In previous presentations, it looks like we can't find any trends for retention. So how much of the programming will be determined based on data?

Chancellor: National Survey of Student Engagement does contain some of the data. Our retention rates are really good, compared to other public 4-year institutions we are better except Twin Cities. We try to recruit students that we think are a good fit and will succeed. The message is that we are not doing poorly, but we can do a little stronger in retention. We can hit our goals for recruitment.

There is a lot of data we are trying to look at. We keep looking for that model/formula, but it just isn't very simple. We are looking at best practices and mine the data as much as we can.

One of the most chilling data points is that there are a significant number of students that come-in and don't believe they will finish. There are various reasons, and we need to use this data to match up resources with these concerns.

We've been gathering the data, but we haven't had the resources to act on the data.

Dean Finzel: It's just a small sample, but we will never have a large enough sample size to empirically predict student behavior. Anecdotal, focus groups, and student participation will be the most helpful.

Rachel: How involved will the academic coaches be in the students' lives? In previous experience with the coaches, I didn't feel very connected to these coaches. How accountable will the coaches be to the students?

Chancellor: My hope is that it is the type of relationship that is worked out case-by-case. In that first semester, there aren't that many points of contact between student and faculty advisor, so hopefully coaches can fill-in.

Dean Finzel: I hope that coaches will ascertain right away which students will need more contact.

Michelle: timing will be very important. In previous programs, all the contacts were reaching out to students at the same time. It was clumped together.

Megan: Students' major points of contact are other students. It might be a good idea to train CAs and other student leaders to refer and be able to direct students to the coaches or student services.

Lisa: How many Freshman live on campus?

Chancellor: About 96%

University of Iowa Grow Program - any unit that employs students have some sort of training to assist students and refer to services. A 10% increase in retention rate for students that work on-campus. We would like to expand on-campus employment and that \$75,000 will be used for that.

Kelly: Will Melissa Bert be helping units develop evaluation instruments/strategies that are consistent across campus?

Chancellor: Melissa Bert is working on these pieces and will assist units/campuses

Elsie: We need to make Freshman aware of the campus employment. It is easily overlooked.

Chancellor: The employment website was updated recently and concerns have been raised. They are working on addressing these issues.

Dean Finzel: That could be a part of the coaches' script for in-coming students.

Chancellor: We need to do better, absolutely.

Last comments

Dean Finzel: I have one worry. That we will have success coaches that don't know their role well. And that we may have faculty advisors that believe they are off the hook. We need to communicate the roles of each.

Chancellor: We need some of these pieces in place this summer to start collecting information with the idea that everyone is in place this Fall.

We will be coming back to the committee for further feedback.