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Scholastic minutes 02/04/2015

Scholastic Committee

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**Scholastic Committee
2014-15 Academic Year
February 4, 2015
Meeting Ten Minutes Approved**

Present: Roland Guyotte, Megan Jacobson, Chad Braegelmann, Hilda Ladner, Judy Korn, Jess Larson, Tisha Turk, Leslie Meek, Jennifer Rothchild, Steve Gross, Marcy Prince, Merc Chasman

Absent: Brenda Boever, Yee Thao, Laddie Arnold

1. Agenda review. Roland Guyotte, chair, conducted the meeting.
2. January 28, 2015, minutes approved
3. Chair's Report
Some upcoming events include Jennifer Herrmann, retention coordinator, giving a presentation next week as well as a request from Consultative Committee regarding students wishing to use electronic online student rating of teaching. Later this month, Judy Korn and Guyotte will meet with Chris Dallager, Disability Services coordinator, to discuss alternative ways to fulfill the second language requirement and whether Morris should follow a similar model to the Twin Cities.
4. SCEP Report
The minutes from the previous SCEP meeting are not yet available. SCEP will meet next Wednesday, February 11, 2015.
5. Brief Universitywide PeopleSoft upgrade update
There is good news. The date for the Upgrade has been decided. April 10, 2015, will be the cut-off date. The decision was mainly based on registration. Registration dates have changed, but they have been moved to dates similar to previous years. Registration will begin March 30 and continue through April 2. The query to determine appointment times will pull from PeopleSoft 9.0. More information can be found in the email that was sent from Chancellor Johnson.

The news about the change in registration times produced some questions and concerns from committee members. There were concerns about the new online catalog being in place before students begin looking for fall classes. Korn shared that the new online catalog was already available. Leslie Meek and Jennifer Rothchild informed Korn that the current online catalog was still showing the old requirements for the Gender, Women, and Sexuality Studies major. Korn stated she would discuss the online catalog with Jeri Squier and Nancy Helsper both of whom work on the catalog in various aspects.

6. AP and IB recommendations to Scholastic Committee from language faculty
Korn presented the AP and IB recommendations from language faculty using an Excel spreadsheet (See Addendum one). There were few changes in the IB exams with most of the changes relating to Spanish. Most of the review involved AP course changes.

Discussion about how credit is awarded for AP exams followed. Korn explained that students with a score of three or higher are awarded college credit. College Board defines a score of three as qualifying to earn credit at a receiving college. Students with a higher score are not necessarily awarded more credits. A higher score may result in an evaluation that may substitute for a Morris course. It was also noted that disciplines may choose to accept the credit for the major in different ways.

The University of Minnesota Twin Cities (TC) campus does not accept all AP credit. Prospective Morris students are being told that it is a Universitywide policy.

How many students would be affected if the minimum score for awarding credit was raised to four? The data to determine the impact would be very hard to query as the scores are sent directly to the Twin Cities campus and not to Morris. The transfer database is not queryable. As of now, the impact is unknown. The data on the average AP score was also requested.

The Scholastic Committee moved to endorse language faculty recommendations. The motion was approved by an unanimous vote.

7. Fall 2014 suspension and probation report

<http://www.morris.umn.edu/committees/scholastic/reports/cumulative/>

Suspension:

The suspension report builds on the data collected by Admissions.

The Class category is created by number of credits earned. First-year students are rarely eligible for suspension unless they arrive at Morris with credit from another University of Minnesota campus and earned less than a 2.000 GPA.

PSEO students would not be allowed to continue enrolling in classes if their GPAs fall below a 2.500. This SC decision was made to protect students from jeopardizing possible University of Minnesota futures by earning low GPAs and not being eligible for admission as degree-seeking students. Chlene Anderson advises PSEO students.

There was a request for data on first-generation students on suspension.

Probation:

The probation report class section is also based on credits earned.

The past three fall semesters, Jennifer Herrmann, retention coordinator, has sent letters to first-year students based on admit year, which differs from freshman by credits. The emphasis of the letter is to encourage students and to note all the Morris academic resources available for their use. Students with a significant discrepancy between their high school GPAs and their Morris GPAs are sent a letter of encouragement as well.

Korn believes that Herrmann also tracks first-generation students on probation.

Are international students being counted as students of color? The data coincides with the information provided by the student in the Admissions process. Korn will confirm.

What percentage of the overall student body is on probation? How does that compare to other schools? For the fall 2014 semester 10 percent of students enrolled were on probation.

The committee discussed the logistics of probation status occurring after students have registered for the upcoming semester. The new probation hold does not impact student maximum credits until the following semester. Students recently placed on probation could have registered for 20 credits. In addition, students could have failed a prerequisite course for a consecutive class offered the next semester. The registration system does not identify these situations. Korn sends an email to advisers with a list of students on probation. The probation letter the students receive recommends that they take 16 credits or less, but advisers cannot make the student drop courses. Korn informed the committee that students can be administratively dropped from a class if they failed the prerequisite in the previous semester.

The number of students on probation that scored well on the ACT was discussed. Steve Gross found the number suspicious. Other committee members provided a response.

- Students who functioned on their own in high school may not have the skills to build a social/academic network in college.

- Students who did well in high school did not need to seek help, and therefore do not know how to seek academic help if it is now needed.
- Students don't know when they need help.

Tisha Turk commented that research shows mandating the Writing Room as part of Writing for the Liberal Arts does not work. There are students that like help and become “frequent fliers.” These students benefit from the Writing Room because it becomes a part of their routine. Students who are mandated to visit the Writing Room but who refuse to participate receive no benefit and demoralize staff. Students who receive institutional support and a strong directive about what they should be doing at the writing center are better benefitted than those mandated. The Writing Room works best if the student chooses to be there and if more students know about it.

Respectfully submitted,

Angie Senger
Office of the Registrar

Addendum One [AP/IB language faculty recommendations](#)