

2-23-2009

## Scholastic minutes 02/23/2009

Scholastic Committee

Follow this and additional works at: [http://digitalcommons.morris.umn.edu/schol\\_com](http://digitalcommons.morris.umn.edu/schol_com)

---

### Recommended Citation

Scholastic Committee, "Scholastic minutes 02/23/2009" (2009). *Scholastic Committee*. 147.  
[http://digitalcommons.morris.umn.edu/schol\\_com/147](http://digitalcommons.morris.umn.edu/schol_com/147)

This Minutes is brought to you for free and open access by the Campus Governance at University of Minnesota Morris Digital Well. It has been accepted for inclusion in Scholastic Committee by an authorized administrator of University of Minnesota Morris Digital Well. For more information, please contact [skulann@morris.umn.edu](mailto:skulann@morris.umn.edu).

University of Minnesota, Morris  
Scholastic Committee  
Minutes #12, 2/23/2009

The Scholastic Committee met on 2/23/2009, in IH 217.

Members present:

K. Barron, S. Boyd, C. Cole, J. Deane, D. DeJager, S. Haugen, D. Magner, B. McQuarrie (Chr), L. Meek (Secy), J. Nellis, J. Pelletier, A. Raymond, J. Schryver, C. Strand

Guest: Jennifer Goodnough, Coordinator of Academic Alert

1. Minutes from 2/2/09 were approved.
2. Announcement: From the office of the Dean, transfer guidelines are going forward from campus this spring for use in Admissions. We have 5 disciplines who have approved these guidelines and they are focused on aiding transfers from three community colleges: Ridgewater, Fergus Falls and Inver Hills.
3. Announcement: Annette Schewe in the office of Academic Assistance has contacted all first year students who went on probation at the end of the fall 08 semester and has made appointments with them.
4. Announcement of a meeting held 2/10/09 with James Morales, Jennifer Zych and Bryan Hermann (Admissions), Annette Schewe (Academic Assistance) and Jeff Ratliff-Crain (Assistant Dean), Leslie Meek (Scholastic) and Dorothy De Jager (Scholastic). We met to discuss the issue of conditional admits, who are students who meet our admissions standards but who have been identified as having a potential barrier to academic success at UMM. For 08-09, 80 students were admitted conditionally. All were given the condition to achieve a 2.0 GPA their first semester or risk not being able to attend UMM. Some were also given the conditions of taking only 14 cr and or taking a class, Learning to Learn. The problem is that so many students were placed into this group, and so many told to take Learning to Learn, that the class was overwhelmed. Also, Schewe, who took over Academic Assistance and the class in August, stated that the class, as currently configured could not help many of the students placed into it, since some had no books or tests (depending on the classes they took first semester), and many were very angry at being told to talk the class. She suggested offering the class second semester and allowing students to self-select into it. It would be focused on helping those students who did need some education on how to succeed academically. It was also suggested by Scholastic that the 2.0 condition be removed, since they will be placed on probation anyway if they do not achieve a 2.0, and tracking these students and informing them that they may not return in a timely manner was almost impossible following Fall 08 (the first time Scholastic tried to do so). In addition, it was suggested that the credit limit be removed, since most freshmen only take 15 – 16 credits anyway. The group agreed that giving every entering NHS (new high school student) a diagnostic test was a reasonable way to proceed, and that this diagnostic would give Academic Assistance information on how to proceed with different populations of students. Noel-Levitz produces such a diagnostic and we could raise our application fee by \$10.00 to pay for it.
5. Jennifer Goodnough, co-coordinator of Academic Alert, presented a mini-report to Scholastic. She announced that Jess Larson would be joining as another co-coordinator. Last fall, there was a large increase in the number of students alerted, as well as many more faculty using the system. There was also an big increase in the number of midterm alerts.

# Mini-Summary of Fall 2008 Academic Alert/Midterm Alert

**Table 1 – Historical Summary of the Number of Unique Students receiving an Alert (AA or MA)**

	Fall 04	Spring 05	Fall 05	Spring 06	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08
# of unique students alerted	242	255	308	259	238	184	251	204	293

In Fall 2008, 293 different students were sent at least one midterm or academic alert. If a student received both a midterm and academic alert, they count as one unique student. If a student received 4 academic alerts, they count as one unique student.

**Table 2 – Historical Summary of the total number of alerts**

	Fall 04	Spring 05	Fall 05	Spring 06	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08
Midterm Alerts	174	161	99	125	103	71	104	48	131
Academic Alerts	84	194	290	232	194	213	227	221	303
<b>Total</b>	258	355	389	357	297	284	331	269	434

**Table 5 – Historical Summary of number the Faculty who sent at least one alert**

	Fall 04	Spring 05	Fall 05	Spring 06	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08
Academic Alert	31	52	63	34	45	34	51	44	61
Midterm Alert							20	13	30
Both							9	5	?

AA row counts the number of faculty who sent an academic alert and does not exclude those who may also have sent a midterm alert.

MA row counts the number of faculty who sent a mid term alert and does not exclude those who may have also sent an academic alert.

Both row indicates how many faculty used both systems.

**Table 6 – Weekly Meeting**

Starting in Fall 2007, a weekly meeting was held to discuss students in need of possible intervention by one of the meeting’s participating offices. Regular meeting participants included people from: VC for Student Affairs Office, Academic Alert Chairs, Counseling Services, Residence Life, Athletics (starting spring 08), MSP, Disability Services, Academic Assistance, Scholastic Committee. The Assistant Dean receives copies of the minutes. (Admissions was invited to participate in S08 but did not.) Students came to the attention of the group via the alert system when they had multiple alerts or one alert that was particularly troubling. Students could also be brought up for discussion by meeting participant.

	Fall 2007	Spring 2008	Fall 2008
# of alerted students discussed at triage	39	48	54
# of non-alerted students discussed at triage	55	12	16

**Table 10 – GPA and Demographic Data – Very Tentative**

In this table a student is only counted once regardless of how many alerts they may have received.

	Alerts				
	Fall 2007	%	Spring 2008	%	Fall 2008
Average Term GPA	1.947		2.045		
Average Cume GPA	2.206		2.376		
Number of Athletes	45		42		61
Number of Native American	47	26%	30	19%	
Number of Other Minority	41	27%	28	18%	76
Number of International	8		6		7
Number of Transfer	44		32		2
Number of Out of State (non-international)	30	10%	30	12%	
PSEO					7

## **F Grades**

Fall 2008: 15 UMM students, taking more than one class, earned all F's for the semester. Nine of those students had at least one academic or midterm alert. An additional one was a triage case. Three people who got no alerts had no 1000 level classes. One student who had no alerts had three classes, all were 1000 level.

## **Conditional Admits**

Fall 2008: There were 80 Conditional Admits who finished the fall semester. 37 (46%) were alerted. 23 (29%) had a term GPA >3.00. 17 (22%) had a term GPA <2.00.

Spring 2009: 4 more students have been admitted conditionally

There was a discussion of whether alerts should be done only for degree-seeking students, but the consensus was that it would take more time to identify those students than actually doing the alert, since there are very few of them alerted. The Vice Chancellor for Student Affairs would like to know how many alerted students ended up on probation and suspension, and the Secretary will look that up, since it might be a way to predict who is going to end up on probation. One member noted that grades on tests also serve as alerts, and students need to take responsibility to understand how they are doing in a class (although tests may not serve as a timely alert if students suddenly fail at the very end of the semester).

The meeting was adjourned. The next meeting will be in 3/2/09 at 9:15 in IH 217.