

2-20-2008

Scholastic minutes 02/20/2008

Scholastic Committee

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Scholastic Committee, "Scholastic minutes 02/20/2008" (2008). *Scholastic Committee*. 129.
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University of Minnesota, Morris
Scholastic Committee
Minutes #8, 2/20/2008

The Scholastic Committee met on 2/20/2008, in IH 217. Members present: S. Boyd, J. Deane, D. DeJager, K Gonier Klopfleisch, S. Haugen, B. Janzen, J. Jost, D. Magner, B. McQuarrie (Chr), J. Schryver, T. Soderberg, T. Sommers, C. Strand

1. Minute #7 from February 6 were approved.

2. Petitions

#1182—Waive 3 credits of the 48-credit maximum in a discipline. Unanimously approved.

#1183—Waive 5 credits of the 48-credit maximum in a discipline. Unanimously approved

#1184-- Waive the ArtP requirement based on completion of Engl 3032, Creative NonFiction.
Unanimously approved

3. Continued discussion of IS 1061 Learning to Learn and proposal to require it for first-term probation students.

- K. Gonier-Klopfliesch (coordinator of Academic Assistance and instructor of IS 1061 presented summary information on GPAs of students who take Learning to Learn. Enrollment has increased over the past five years, partially due to the probation workshops that were instituted in fall 2006 (not offered spring 2008 because of staff shortages). [The tables tracking GPA and academic progress were prepared using the cumulative GPA as of May each year.]
- As a general rule, students who take IS 1061 in fall do better throughout the year than students who do not take it until spring semester. The fall students start out more resistant to taking the class: for some it is a condition of admissions, others do not think they need it, based on their high school experiences.
- The attitude of students who take the course in the spring is more solution motivated; their poor performance the previous fall served as a wake-up call.
- Fall participants are more likely to meet academic progress requirements for the academic year. Example: a fall GPA of 1.0 followed by a spring GPA of 3.0 results in the GPA necessary for successful academic progress.
- Although attitude/motivation is better in the spring, 70% of IS 1061 fall registrants enroll the following fall term. Only 50% of spring registrants register for the following fall.
- Students who take the class in spring tend to make tremendous gains in that semester, but their beginning GPA is so low that their cumulative stays below 2.0. In 2003-04, 70% of the spring students improved their GPA; the average change was +.694 GPA points.
- Regardless of why students are struggling academically in their first year, the fact is that these students are coming here and we must deal with them.

The discussion identified questions and issues to be broached in a meeting with Admissions staff.

- Target resources to particular high schools whose students have been mostly successful at UMM, and less actively recruit students from schools whose students have poor performance records.
- More carefully recruit students with ACT composite scores below xx
- Recruit ACT 23 and 24 students
- Seek evidence of a good work ethic and study habits, even for high ability students

Other suggestions: incorporate more academic learning emphasis into new student orientation. Assess the academic readiness of everyone: 1) during new student registration, or 2) during orientation, or 3) during the second or third week of classes, when the students have some slight college experience. Enforce enrollment. AAC has developed surveys that test reading, test preparation, body rules, and the results are quite consistent. Students who do poorly in body rules and in assessment of their progress have difficulty.

NCAA rules changed in Fall 2007 to requiring term-by-term eligibility, rather year-long eligibility. Even though UMM would allow a new high school (NHS) student to participate in athletics spring term despite a fall GPA below 2.0, the NCAA will not. It is important to have resources in place to assist struggling students--the current trend seems to be that schools are generous in allowing students to transfer with a low GPA, so we may lose them unless we clearly express that we care.

The Scholastic Committee should have the opportunity for input to the First Year Experience report. Be thinking about suggestions.