The CLA Advising News

Weeks 1 - 7

January 18
Martin Luther King Holiday, Campus Closed
- Last day to register without late fee

January 19
- Spring 2010 semester begins
- $50 late fee for spring 2010 semester

January 20
- Last day to register for courses without permission numbers

January 21
- Permission numbers needed to register for courses

February 1
- End of 2nd week
The last day to...
- register/add a class
- change grading option
- use a course permission number
- drop a course without receiving a “W”
- file an Application for Degree and Commencement Attendance Questionnaire for Spring 2010

February 22
- Last day to drop Spring 2010 4th half classes

March 1
- Begin May/Summer 2010 registration

March 22
- End of 8th week
- Last day to drop a class and receive a “W”
- Preferred deadline for UMD Change of College for Fall Semester 2010

Toward Developing Self-Authorship

In CLA SAAC, one of our student learning outcomes for assessment includes measuring our students’ progress toward self-authorship (see page 2 for a complete list of CLA/SAAC student learning outcomes). Self-authorship, according to Marcia Baxter Magolda (2008), is the capacity to internally generate beliefs, values, identity, and social relations (pg. 8). She reminds us in this article that students enter college having little knowledge of their own values and beliefs because most have been told how and what to think up to this point (2008). Through academic advising we have the opportunity to help our students toward self-authorship. Magolda (2008) proposes the following questions in this spirit.

Getting Acquainted
1. What did you expect college would be like for you this year?
2. How has your college experience gone for you so far? To what extent does it match your expectations?
3. What has surprised you most about your college experience so far?
4. What has disappointed you most about your college experience so far?

Encouraging Reflection
1. Tell me about a significant experience you have had in college?
2. What has been your best experience thus far?
3. What has been your worst experience thus far?
4. Tell me about some challenges you’ve encountered. How did you approach them?
5. Have you had to face any difficult decisions?
6. Have you encountered new perspectives?
7. Are there aspects of college that you find stressful?
8. Tell me about aspects of your college experience that have brought you the most joy/satisfaction.

Encouraging Interpretation
1. How have your experiences affected the way you see yourself? Your academic goals?
2. How do you think your college experience here has affected your beliefs and values?
3. What have you learned about relating to other people from your college experiences?
4. In what ways do you see yourself as the same as when you began college? In what ways do you see yourself as different?
5. What questions does this raise for you to explore in the future? How might you do that?

Concluding Thoughts
At the end of the conversation, affirm the value of students sharing their stories and of thinking through experiences to discern lessons and implications for one’s beliefs, values, identity, relations with others, and academic decisions (pp. 9-10).

ANNOUNCEMENTS:

Welcome:
Cheryl Tilman,
Administrative Director for CLA

Suzanne Lyndon will be Coordinating the Learning Community Program for the Fall 2010 Semester

College Success Strategies Hour

Wednesdays, 11:30-12:30pm
Cina 106
Starting: January 27, 2010

Please refer advisees to this one hour weekly session for study skills assessment and assistance as appropriate.

Contact: Gail Mentzel gmentzel@umn.edu

About This Newsletter

The intent of The CLA Advising News is to provide CLA faculty with timely information pertaining to student records and advising issues. Faculty input is welcome. Please forward your comments and suggestions for future issues to SAAC at gmentzel@umn.edu.

The following are CLA/SAAC Student Learning Outcomes:

1. Students competently seek out relevant and credible information through multiple resources.
2. Students employ critical and creative thinking skills in managing their academic lives.
3. Students reflect on and make meaning of their college experiences toward developing self-authorship.
4. Students effectively engage with others in accomplishing goals.
5. Students are aware of campus and community opportunities and understand how these contribute to their educational and life goals.
6. Students clarify their own goals and plan and implement strategies to accomplish them.

Academic Warning vs Academic Probation holds

P1 – Academic Warning hold
CLA SAAC implemented a proactive measure to assist students in academic difficulty. This strategy was to identify students whose term GPA was less than 2.00, but whose cumulative GPA was 2.00. After fall 2009 we identified 122 CLA students. This population has been contacted by email to inform them they are on Academic Warning. A P1-Academic Warning hold has been placed on their records. These students will be required to meet with their advisor at least once during the term to discuss their progress. Students must turn in a Midterm Progress Report form to our office. The hold will be released to allow registration for next term. These students will not be subjected to academic dismissal after the term.

PB – Academic Probation hold
Students whose cumulative GPA fell below 2.00 after fall 2009 were placed on Academic Probation. After fall 2009 we identified 102 CLA students. This population in the past received the P1 hold on their record. Now they will receive the PB hold to clarify that these students are subjected to academic dismissal after the term.

NOTE: Both populations are required to submit the Midterm Progress Report form to our office.

Spring 2010 Tuition Refund Schedule

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