Convocation Information—Spring 2006

**Academic Programs:** Recommendation from the Department of Economics and International Business that the proposal for the doctorate in economic development be approved. (A copy of the proposal has been sent out electronically by Jim Peach.)

**Undergraduate Committee:** (1) Recommendation to require BLAW 313, Sports and the Law, for BLAW 316, Legal Environment of Business, for students in the Sports Marketing and PGM options. (2) Recommendation that BLAW 316 be the required business law core course for all other undergraduate majors, including accounting, which currently requires BLAW 317, Business Law I, and BLAW 318, Business law II. (3) Recommendation that students receive credit toward a business major for only one of BLAW 313 and BLAW 316. (4) Recommendation that the College’s existing requirements of MATH 115, MATH 185 or 230, and MATH 142G be replaced with MATH 120, MATH 121, and MATH 142G. In addition, MATH 230 is strongly recommended for IS majors as an elective outside the College.

**Faculty Council:** Recommendation concerning make-up exam policy for university authorized absences

Students shall be required to submit written notification of their university authorized absences to their instructors at least one week in advance of the absence. An official letter from the student's advisor shall be submitted to the instructor at least two days in advance.

Students will be required to make up any and all work missed, and the make-up work should be comparable in task and scope to the missed work. In particular, a comprehensive exam is not considered to be comparable in scope to an earlier missed exam.

**Retention:** How can the College of Business increase its retention rate by 12 percentage points?

**Demographics of retention at NMSU (measured from first fall to second fall for first time freshmen)**

- Retention rates at NMSU have varied between 70% (fall 1999 cohort) and 76% (fall 1996 cohort) over the last ten years.
- Generally retention rates for women exceeded those for men though the differences have been small.
- Retention rates for American Indian students are the lowest (most recently 57%) followed by Hispanic students at 71% and white/other at 76%.
- Students with the lowest composite ACT scores tend to have the lowest one-year retention rates while students with the highest scores tend to have the highest retention rates. Between the extremes, rates vary. Those scoring between 17 and 21 are retained at a slightly lower rate than those scoring above 21.
- Nearly 20% of students who score above 26 on the ACT were not retained from Fall 2003 to Fall 2004.
- Students who earned less than a 2.5 high school GPA are least likely to be retained but the retention rate is volatile. Students who earned at least a 3.75 high school GPA had the most consistent and highest retention rates.
• For the College of Business retention within the university was 79% for the 1994 cohort. Most recently our rate was 71% but it was 78% for the 2002 cohort. Our rate of retention within the college was 71% for the 1994 cohort but only 60% for 2003 cohort. The lowest rate during the period was 57% for 1997 and the rate was 67% in 2001.

• Recently our retention rate within the college has been lower than Agriculture, Education and Engineering and higher than Arts and Sciences.

• The average ACT score of our graduates is about the same as the average ACT score of our entering students.

Presentation by Vincent Tinto, Syracuse University, November 11, 2006

• Though student success is “everyone’s business,” it is the business of the faculty in particular. They must be involved in campus efforts to enhance student success.

• We must be intentional, proactive and intrusive. We cannot leave the success of our students to chance.

• There is no one cause for students leaving and no one “cure”. The reasons for students leaving don’t match what helps students stay and succeed.

• Only 34% of students wind up in their initial major. Developmental advising is needed to address this.

• We should send letters to those who don’t return.

• Support is more effective in the first year when it is connected to classes (BUSA 111, BCIS 110)

• Early warning is preferred (within the first few weeks rather than at mid term)

• One minute papers improve student learning of content and can provide anonymous feedback; ask students to identify the most interesting material or topics about which they want more information or the most confusing concept.