Session Topic: What do we do with repeaters & Students on Probation?

Facilitator: Gregory Busch, North Central SC

Recorder: Deborah Hardy, Lakeland CC

What are we doing that is working? 30minutes

Value of this topic – the funding model is changing to a completion model. Student success is the focus.

Student Success Center Approach – Learning center is housed here. There is a hold on registration until students finish assessments.

 Build student awareness helps with student success. Assessments (LASSI) are used to assessment placement of students. Students identify strengths and interventions/strategies can be implemented.

Three touch process. Learning Style inventory to develop studying strategies based on their styles. Staff members work with students to review the LASSI. Go over strategies with student individually. Work with student to tailor an approach that works for the students. 12-15 reinstated students/semester will go through this process.

Disabilities are assessed to better help students. Services are designed to build connections for the students.

Early alert system should be done before the fail the course.

Early alert for Athletes

Mandatory tutoring while they are still in the course.

Boot camp programming to prepare them for course work. They take COMPASS after the boot camp.

Intervention for students should be done before they repeat the course.

Advising/Success Mentor - intrusive advising model if they fail a course three times, they have to meet with the success mentor. They cannot register until they meet with the success mentor.

Academic Warning – must see financial advisor/advisor before they go on probation that helps identify the problem and advise them appropriately. Financial advisor refers to financial aid advisor. This relates to federal law related to academic progress, new rules come out of the financial aid office. Advisor refers to academic advisor. Financial advisor/advisor work together or in concert to address the academic warning based on financial aid implication and academic coursework.

Advisor create an academic plan: identify strengths, career assessment, need to form a viable future, need expanded options for their future goals Career Services are instrumental in this process. With this personal assessment the student can create a plan which creates motivation for the student.

Career Services provide service to assess students in Dev. Ed. They assist in developing a student education plan. E.g., 5 years to complete Dev. Ed. can help the student focus

5 year study – in math Dev. Ed., being an undecided student was a key characteristic identified. We need to focus on career development process. (The discussion on math Dev. Ed. and undecided student was related to a national study that a participant mentioned. The undecided students were identified as a population in the study. Need more details to clarify the implication related to this activity.)

Probation workshop required, Improve your GPA workshops

Reinstatements have higher retention with the one-on-one approaches. Career piece helps focus the students.

WHO's Taking OWNERSHIP of these processes: Everyone is focused on completion (Student and Academic Affairs); multidisciplinary approach; nursing program dean focus on student completion plan; faculty teaching on semester gives you more time to help the student – incorporate more assessments in the class, this is how to read a textbook, this is how to study, basics to homework completion).

Students go to instructors for help

First year experiences in the high school helps to prepare students for college

DISMISSED FROM COLLEGE, EMOTIONAL, BEHAVIOR, PSYCH, VETERANS: hyper-vigilant/vigilant population HOW ARE WE DEALING WITH THEM?

Military liaison on campus

Behavioral intervention/crisis intervention

Therapist and Social Worker on campus, security, student development make up intervention team

Veteran Center with computer, liaison, services, safe space

Some schools have a system to re-enroll, one school planning a process. Professional development training for faculty and staff

Where are we struggling to make the practice/policy/intervention more successful? 15 minutes

Grades are not inputted in a timely manner. Students are not aware that they are failing

Few schools doing mid-term grades, Optional mid-term grades

Frequent and immediate feedback, mid-term grades would force the issue (D&Fs are mandatory submission)

Students are completely unaware of their grades

Students are not checking email or their grades

Generations focus on grades differently.

Email is formal, texting is informal. Students want texting

Students complete an agreement to receive texting related registration, from coach,

How should we move forward from here? Next Steps? 15 minutes

We need Promising practices and models – it needs to have sound research/data and shared with schools

Individual interaction with students - Mentoring programs for students

Faculty and Peer Mentoring Programs are good, but may have low enrollment

Institutional Research Department review data to determine prerequisites viability. E.g., Sociology now has prerequisite which has resulted in better success rates

SUCCESS CENTER SUPPORT

Website to see best practices, need a forum to share best practices

Discussion on readmission – develop procedures asking questions about felons, disciplinary issues, team will follow up with students; CSCC and Edison are doing work in this area.