

Group Focus 1: Student issues and obstacles: How do we identify these students?

Programs currently used:

- Study skills review for math and English
- Remedial levels of chemistry and biology for pre-nursing students
- Learning Communities: use of same instructor for math and English for two semesters (the LC's would also include the same students for the two semesters)
- Students identified as needing extra assistance are not separated from their cohort group, but given the support they need without the separation.
- Students are targeted while they are in High School (based on ACT/SAT scores)
- Group study based on University Placement Test Scores

Obstacles:

- Student lack of funds to pay for education
- University time and money
- Personnel to assist the students
- Students understanding the value of Liberal Arts classes/education
- Personnel

Group Focus 2: University Strategies

- Mandatory group Study
- Orientation Part 2: Session 2 will discuss important academic issues
- Letter to students: Option 1: student need to change major
Option 2: Student needs to sign contract
Option 3: No response- students are dismissed/suspended
- Have university reps from 4 year institution go to two year colleges to talk to students who may transfer to their institution about the "reality" of their impending transition
- Make "probationary intervention classes" mandatory
- Pair students with faculty and staff mentors so they see the payoff of someone in their career field.
- Create a Summer Bridge program that will target students whose high school is labeled as a school in "Academic Emergency"
- Have Faculty/staff mentors as opposed to peer mentors
- Focus on student success rather than continuously emphasize the fact they are "at risk" students
- Make sure students know the future consequences of their actions
- Give AFFIRMATIONS! Encourage your students

Group Focus 3: Assessment Process

- Have a formal advising piece to see if programs will actually work long term.
- Look at your method gathering your data and make sure it is consistent.
- Make sure you have a control group to accurately assess your program: Look at those students not enrolled in your program (In the case of PASS at WSU, look at students who were supposed to sign up for the class, and did not. Compare their academic progress against students who completed the class.)
- Make sure you make an effort to collaborate with other departments so that students understand how to use offered resources
- Make sure that you have year by year expectations for your programs.

