

Mid-Term Grade Outreach Plans  
College of Arts, Humanities, and Social Sciences  
October 18, 2013

Department of English

I. Students with One D, F, or U Mid-term Grade

a. Immediate Retention Efforts – Classroom instructor

- i. **Midterm letter** – Between issuance of midterm grades and drop date, the course instructor (English 92, 101, 102) emails midterm-grade letter (attached) to identified students in their sections.
- ii. **Follow up** – By Thursday before drop date, the instructor follows up with a message to student reminding the student to read the letter, make an appointment with instructor or with the Writing Center, or other service.
  1. Instructor should be ready with a plan laying out for the student what the student has to accomplish and by when in order to pass the class.
  2. Please supply Writing Center with any assignments or other information that the staff needs in order to help the student.
  3. If student responds that s/he does not intend to continue with the class, please try to elicit student's reason for dropping.
- iii. **Keep records** – By end of the week following drop date, instructor records students' initial responses to these appeals or lack of response, and passes along this list to Director of Freshman English to compile. **I think we should make a spreadsheet for faculty to use; otherwise, the data will be inconsistent.**
  1. Record dates of appointments or planned appointments with instructor.

2. For unresponsive students who've already stopped attending class, please record number of absences and the most recent appearance in class. If the student at any time volunteered a reason for not attending, please report in general terms.
- b. Continuing Retention Efforts at Intervals within the Semester
    - i. **Continue to keep records** – Record dates of appointments or planned appointments with instructor.
    - ii. If the next grade is failing, repeat the resources available to students, and report the efforts made.
  - c. **Writing Center** – Office of Technology must respond to repeated appeals by Writing Center and Center for Student Excellence to resolve problems with installation of TutorTrak appointment software, which was acquired as part of a 2012 Large Project Technology Fee award.

## II. Students with Multiple D, F, and/or U Mid-term Grades

- a. Immediate Retention Efforts: **UG ENGL and ENGE Coordinators**
  - i. Coordinators can immediately report any special efforts tied to midterm grade reporting, such as the CSE's "Midterm Tuning" sessions on October 23.
  - ii. Within week following drop date, for majors in the Department, the UG coordinator, with aid of CSE, will contact students for appointment, in order to review messages sent by the respective instructors concerning failing grades, and review an overall plan for efforts at passing.
  - iii. If students report difficulties interfering with studies, assist student in following up with Financial Aid, Counseling, or other services as appropriate.
  - iv. Record dates of interviews along with comments in general terms.
- b. Continuing Retention Efforts at Intervals within the Semester
  - i. At intervals, Coordinators can email instructors in courses in which the student is failing to report on student's progress. If student is neglecting plan for remediation, Coordinators can call in the student for a follow-up interview.

- ii. Record these contacts and interviews.

### III. Further recommendations

- a. We encourage revisiting the positioning of the Drop Date within the semester. If students can continue to shop courses so late in the semester, students feel no pressure to perform in the early weeks – surely a major cause of procrastination leading to indifference or despair over catching up with assignments.

### Department of Fine and Performing Arts

Neither Music nor Art has a student with one D,F, or U midterm grade

### II. Students with Multiple D, F, and/or U Mid-term Grades Visual Arts

#### a. Immediate Retention Efforts

- i. Visual Art Administrative Assistant will look up each student's declared art concentration and forward results to Department Head.
- ii. Department Head will consult with the Area Coordinator of each student's declared concentration and request that he/she immediately contact each of their students for a meeting to determine cause(s) of low academic performance.
- iii. On the basis of this communication, Area Coordinator will supply information leading to low academic performance.

#### b. Continuing Retention Efforts at Intervals within the Semester

- i. Area Coordinators/advisers will have follow-up meetings with these students during upcoming advising period, to make necessary alterations and/or accommodations in spring 2014 course planning.

### Music

#### a. Immediate Retention Efforts

- i. Music Undergraduate Coordinator will look up each student's declared concentration and individual designated instrument/voice type and applied professor, and supply this information to the Department Head.
- ii. Music Undergraduate Coordinator will immediately arrange for individual meetings with each student to determine cause(s) of low academic performance.

iii. On the basis of this communication, Undergraduate Coordinator will supply information leading to low academic performance.

b. Continuing Retention Efforts at Intervals within the Semester

4. With the assistance of Undergraduate Coordinator, Department Head will communicate these results to each student's individual applied professor and request that applied professors briefly consult with their affected students on a weekly basis, as part of their private lesson sessions.

5. Undergraduate Coordinator or individual advisers will have follow-up meetings with these students during upcoming advising period, to make necessary alterations and/or accommodations in spring 2014 course planning.

Department of General Studies

I. Students with One D, F, or U Mid-term Grade

No GENS majors (48) had a U/D or F grade in only 1 class. This seems to indicate a problem with the student's approach to his studies more than a problem with an individual class.

...II. Students with Multiple D, F, and/or U Mid-term Grades

Of the 48 General Studies majors, 90% are enrolled in one or more of the following classes: SE 101, DVMA 92, MATH 155, and ENGL 101 (a few are in 102). Therefore, these students will have been contacted by 2, 3 or more individual instructors about their class standing.

Further, all of these students are still advised by CSE, which means that they have never been advised in the General Studies department. We have never seen them.

a. Immediate Retention Efforts

i. The 8 students enrolled in Career Planning 104 have been contacted by their instructors. Data on their efforts will be submitted.

ii. The majors should be contacted by at least 2 or more other instructors.

iii. The General Studies office has sent an email to all 48 students outlining the steps they should take (contact CSE advisor, contact Instructors, make use of tutoring and lab services, etc.). We have also given the contact information for our office.

b. Continuing Retention Efforts at Intervals within the Semester

i. We are now advising for Spring 2014 registration. If a 1<sup>st</sup>-year major is remaining in General Studies, he/she must meet with a GENS advisor. We do no online advising so students will have a lengthy personal meeting to discuss their plans and problems.

ii. We are limited in our responsibility to and ability to assist these students because the majority of them are actually undecided about a major and will not be continuing in the General Studies program. We will never see them.

iii. I will mention that the General Studies office was inundated with late requests for enrollment in a Term 2 Career Planning 104 class. I overflowed as much as I could while being fair to the Instructors of an online class with extensive writing requirements, but had to turn down enough students that I could have filled at least one additional section if I could have predicted the “rush” and hired an adjunct. Most of these students will lose TOPS or Financial Aid if they drop a class (because they only carry 12 hours). Therefore, many will stay enrolled in a class (or classes) that they know they are going to fail. Freshmen have not yet learned to “over-schedule” as a hedge against this eventuality. Overall, Term 2 offerings are always very minimal, which is why students turn to CPL 104. We always schedule sections in Term 2, and I think that more departments (especially those who teach core classes) should do this.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

I. Students with One D, F, or U Mid-term Grade

a. Immediate Retention Efforts

i. Individual HIPS faculty will continue the existing practice of announcing in class that all students who wish to improve their grades should visit their instructor during office hours or schedule an appointment to discuss ways of doing so.

- ii. Individual HIPS faculty also will email students with one D, F, or U mid-term grade to encourage them to do likewise.

b. Continuing Retention Efforts at Intervals within the Semester

- i. Individual HIPS faculty will continue the existing practice of announcing in class prior to the date for each assignment or exam that all students needing assistance should visit their instructor during office hours or schedule an appointment.
- ii. Individual HIPS faculty will continue the existing practice of announcing in class after returning each assignment or exam to students that all students who wish to improve their grades should visit their instructor during office hours or schedule an appointment to discuss ways of doing so.
- iii. Individual HIPS faculty also will email students who have D, F, or U average after each assignment to encourage them to do likewise.
- iv. The Department Head will encourage students with a D, F, or U mid-term grade to meet regularly with the Undergraduate Coordinator for the remainder of the semester so that she may monitor and assist with the student's progress.

II. Students with Multiple D, F, and/or U Mid-term Grades

a. Immediate Retention Efforts

- i. The Department Head will email students with multiple D, F, and/or U mid-term grades to schedule an appointment with him to discuss how to improve their grades.
- ii. The Department Head will encourage students to meet with the instructors for each of the classes in which they have a D, F, and/or U mid-term grades, as described above in I, a.

b. Continuing Retention Efforts at Intervals within the Semester

- i. The Department Head will encourage students with multiple D, F, and/or U mid-term grades to meet regularly with the Undergraduate Coordinator for

the remainder of the semester so that she may monitor and assist with the student's progress.

Department of Languages and Communication:

I. Students with One D, F, or U Mid-term Grade

a. Immediate Retention Efforts

- i. Faculty are contacting these students and asking them to come in to office hours.
- ii. Undergraduate coordinator has emailed each student reminding them of the drop date, CSE free tutoring, and the importance of academic effort/success.

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c. Continuing Retention Efforts at Intervals within the Semester

- i. Departmental advisors will counsel students on the importance of academic success, make them aware of relevant campus services (e.g. counseling and free tutoring) (October and November).
- ii. Departmental advisors will expressly communicate "we want you to return and succeed" as part of the advising process.

iii. Undergraduate coordinator will follow up with a motivational email and explanation of academic options (ie how probation works, how suspension works) in December

II. Students with Multiple D, F, and/or U Mid-term Grades

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### Department of Psychology

#### I. Students with One D, F, or U Mid-term Grade

##### a. Immediate Retention Efforts

i. Instructors are contacting students to encourage them to visit them during office hours to discuss the student's progress and to suggest ideas for improvement.

ii. The department is sending students study tips specific to our introductory psychology courses and information on the upcoming mid-term help session "Mid-Term Tune Up" conducted by the CSE.

##### b. Continuing Retention Efforts at Intervals within the Semester

i. Instructors will post or otherwise make available to students grades on exams and assignments such that any student will be able to determine his or her standing at regular intervals throughout the semester.

ii. Faculty will meet to discuss strategies to increase regular attendance in classes and will be encouraged to adopt these strategies.

#### II. Students with Multiple D, F, and/or U Mid-term Grades

##### a. Immediate Retention Efforts

i. Instructors are contacting students to encourage them to visit the instructor during office hours to discuss the student's progress and to suggest ideas for improvement.

ii. The department is sending students study tips specific to our introductory psychology courses and information on the upcoming mid-term help session "Mid-Term Tune Up" conducted by the CSE.

iii. The department is requesting these students meet with either the undergraduate coordinator or the department head to discuss the student's progress, to strategize, and to suggest ideas for improvement.

##### b. Continuing Retention Efforts at Intervals within the Semester



- i. Instructors will post or otherwise make available to students grades on exams and assignment such that any student will be able to determine his or her standing at regular intervals throughout the semester.
- ii. Faculty will meet to discuss strategies to increase regular attendance in classes and will be encouraged to adopt these strategies.
- ii. The department is requesting these students meet with either the undergraduate coordinator or the department head to discuss the student's progress, to strategize, and to suggest ideas for improvement again later in the semester.

### Department of Sociology

For the Soc-CJ approach to students with D, F, & U grades we will not differentiate between those with one such grade and those with multiple such grades.

#### a. Immediate Retention Efforts.

- i. The initial part of the plan focus on contacting the student, providing them with relevant information, and inviting them to seek appropriate guidance and/or assistance. Professors send e-mail notifications of mid-term grades to such students enrolled in their class sections, reminding them about office hours, inviting them to set an appointment to discuss ways in which to improve their grades, and reminding them of the last day to withdraw. Each professor will keep a 'contact' spreadsheet to document the utility of this approach.
- iii. the Department sends out e-mail notifications to the Department majors with such grades asking them to contact their professors to discuss ways in which to improve their grades, and/or contact their CSE and/or Department advisors for advice and guidance, and/or to seek appropriate counseling and/or tutoring provided by the University and Departments. Further, it recommends that they discuss academic performance and progression towards their degree with academic advisors once advising begins in early November. Additionally, this notification refers them to the SELU General Catalogue to read sections concerning probation and suspension, and reminds them of the deadline to withdraw from classes.

#### b. Continuing Retention Efforts at Intervals within the Semester

The second part of the plan is somewhat less structured:

- i. Advisors will be asked to pay special attention to such students during academic advising sessions along with those students who are currently on probation and those who are returning from suspension--this includes making sure they enroll in appropriate classes, maintain reduced work loads

- until their performance improves, reminding them of academic rules and policies which affect them, and recommending that they seek counseling and tutoring as needed in order to be successful.
- ii. The Department will continue to refine academic programs to be academically challenging and rigorous to give students a sense of accomplishment while preparing them for the job market and/or graduate school.
  - iii. This rigor will be accompanied by streamlining paperwork issues / bureaucratic policies which tend to overwhelm, frustrate, and de-humanize students.
  - iv. Advisors will continually discuss issues among themselves that impact students to create a greater level of awareness and refine advising to make it more clear and effective.
  - v. The Department will continue to provide extra-curricula activities that complement academics and provide students with a sense of agency and reduce isolation and impersonalization--student organizations, speaker series, school-to-job workshops, study abroad programs, academic conferences.
  - vi. continue to push for financial support from the College and University to revive and revitalize internships as an important academic, rather than service, component of the Department and then informing students of the importance of internships to their future employment as well as the importance of good grades to qualify for internships.

**Mid-Term Grade Outreach Plans**  
**College of Business**  
**October 18, 2013**

**College of Business**

Our retention initiatives will be the same for students with one or multiple DFU mid-term grades.

**I. Students with One or Multiple D, F, or U Mid-term Grade**

**a. Immediate Retention Efforts**

- i. E-mail from the Dean encouraging students to contact CSE and/or instructors for conversations about their performance and to develop a recovery plan (if feasible) or consideration for course withdrawal if deemed appropriate.
- ii. Hold two Academic Success Workshops for COB students with one or more DFU mid-term grades. Workshops will be held on Tuesday, October 22 and Wednesday, October 23.

**b. Continuing Retention Efforts at Intervals within the Semester**

- i. Students who attend workshops will be encouraged to schedule a one-on-one follow-up meeting with faculty advisor in their major department, department head, or Lynn Stirling
- ii Each department will follow-up with e-mails or phone calls to their majors who do not attend the workshops to encourage a one-on-one advising meetings.

**Mid-Term Grade Outreach Plans**  
**College of Education**  
**October 17, 2013**

Mid-Term Grade Report  
Department of Teaching and Learning

**I. Students with One D, F, or U Mid-term Grade**

- a. Immediate Retention Efforts
  - i. Department faculty advisors will contact the student for an individual appointment
  - ii. Department faculty will meet with the student and document the meeting or document that the student did not keep the appointment.
  - iii. ECE 106 faculty who have students in this category will individually meet to ascertain challenges and solutions
  
- b. Continuing Retention Efforts at Intervals within the Semester
  - i. Faculty will communicate with students as a follow-up to the appointment
  - ii. The department head will send an email to all students
  - iii. The Teacher Development Lab will offer a professional development session on Time Management and Organization for all students. Attendance will be noted.
  - iv. ECE 106 faculty who have students in this category will follow-up with students periodically as a supportive measure.

**II. Students with Multiple D, F, and/or U Mid-term Grades**

- a. Immediate Retention Efforts
  - i. Department faculty advisors will contact the student for an individual appointment
  - ii. Department faculty will meet with the student and document the meeting or document that the student did not keep the appointment.
  
- b. Continuing Retention Efforts at Intervals within the Semester
  - i. Faculty will communicate with students as a follow-up to the appointment
  - ii. The department head will send an email to all students
  - iii. The Teacher Development Lab will offer a professional development session on Time Management and Organization for all students. Attendance will be noted.

**III. ro-Active Measures**

- a. During the Spring 2014 semester, EDUC 203/212 faculty will conduct a pilot of the student who have mid-term course grades of D or F. The EDUC 203/212 faculty will meet individually with students receiving grades of D or F.
- b. All STAR Students who are incoming freshmen will be invited to an Informational Meeting for education teacher candidates who receive credit for EDUC 203/212 through the high school STAR Program. We will monitor these students as they are a special population of freshmen in our department/college.

- c. The Teaching and Learning Department Head has communicated with Jeff Temple regarding the idea of having a SPRING 2014 Pilot for one section of SE 101 for EDUCATION MAJORS ONLY that will be offered in the Teacher Education Center. We look forward to this possibility.

**RETENTION OF FRESHMEN ACTION PLAN  
COLLEGE OF NURSING AND HEALTH SCIENCES**

<b>Action</b>	<b>Timeline</b>	<b>Comments</b>	
Work with CSE to review survey to go out to at-risk freshmen October 16-18th	October 15th	Review and provide feedback on survey to be conducted with students in CNHS	This survey is currently used with Athletes
Import and analyze data collected by CSE	October 18-19th	Analyze and document trends	
Send blast email to all at-risk students reminding them to see advisor in CSE	October 21st		
Send blast email to all at-risk students reminding them to work with faculty in courses	October 21st	Develop strategies for communicating with faculty	Needs to be developed
Send blast email to ALL freshmen regarding available resources on campus	October 21 <sup>st</sup>		This is resource guide developed by the Student/Alumni Tracking committee
Work with CSE to document and track the number of at-risk students who met with advisors in the Center	October 25th		The Center will provide data on which at-risk students followed up and met with advisors following survey and email reminders.
Meet with Student Organizations in the college to plan a "Social/Career day event for all	October 22 <sup>nd</sup>	Lunch with organizational leaders to plan a college wide social/career day	Collaborate with the CSE using data from Entering Freshmen Survey and Survey sent by

CNHS freshmen		for all freshmen	CSE October 15th
Host a Social/Career Day event for all majors in the college	TBD		
Work with CSE to plan sections of Health Science SE 101 for next semester	October 14 <sup>th</sup> .	Dorothy Burton to coordinate and schedule for next semester as pilot	
Enroll faculty in the Student Contact Log used by CSE to keep track of student advising.	To pilot next semester	DH will work with Pat King to enroll faculty.	Will improve continuity between CSE advising and faculty advisors after 30 hours.
Train faculty in the use of Student Contact Log	Jan 2014	Pilot with new freshmen coming to the college to improve advising and follow through	
Train faculty in the existing at-risk policy for the CNHS	Jan 2014	Follow through and documentation to dean's office for tracking	

Mid-Term Grade Outreach Plans  
College of Science & Technology  
October 18, 2013

**College of Science and Technology**

Our retention initiatives will be the same for students with one or multiple DFU mid-term grades.

**I. Students with One or Multiple D, F, or U Mid-term Grade**

**a. Immediate Retention Efforts**

- i. Faculty will directly contact all students in their classes with a D, F, or U grade
- ii. Students will be required to meet faculty during their office hours, and students will be consulted individually and given advice to help improve their performance e.g. tutoring, more time spent in math labs, regular meetings with the faculty during office hours.

**b. Continuing Retention Efforts at Intervals within the Semester**

- i. The department head (and/or undergraduate coordinators) will contact the students and tell them to meet with their advisors. This will help to address issues that the students may have in courses that are outside of their department.
- ii. Depending on the circumstance that the student is in, advisors will encourage them to seek more assistance (e.g. a Biology major who is failing math will be told by the Biology advisor to use the math tutoring lab), and also discuss the option of pursuing a different major that is better suited to the student.