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ABSTRACT

Designed for students at Florida Community College at Jacksonville (FCCJ) placed on academic warning, probation, or suspension, the seven sections of this booklet provide a self-directed approach for identifying some of the factors contributing to students' academic difficulties, and describe resources available to students at the college. The first section reviews FCCJ's Standards for Student Success, describing the college's minimum expectations of reasonable academic progress for credit and non-credit students; the conditions warranting academic warning, probation, suspension, and reinstatement; and suggested activities for returning to satisfactory academic standing. The next section presents a self-evaluation exercise for identifying personal and social strengths and liabilities related to academic success, while the following section provides an academic check-up for students to assess their goals and motivation; academic skills; time management; memory; note-taking; and test-taking. This section also lists print and computer resources to address each of these areas. A description of academic services follows, including FCCJ's counseling and advising services, learning assistance centers, enrollment services, and other specialized services. Next, a list of key factors covered during an appointment with an academic counselor or advisor are presented. The next-to-last section describes 18 common sense things students can do to increase their chances of success (e.g., developing a clear goal, registering early, talking to instructors), and the last section, called "Taking Action" presents a worksheet for students asking them (1) to identify three of the most important things they can do to pave the way for a positive change in their academic progress; and (2) to sign a pledge of commitment to those objectives. (PAA)

ACADEMIC OPTIONS

for Students Affected by the Standards for Student Success

ED36011



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INTRODUCTION

As a student placed on Academic Warning, Probation, or Suspension, you are probably concerned about what this status means and what you can do about it. The purpose of this booklet is to help you identify some of the factors contributing to your lack of academic progress. In addition, College resources are described which may be useful as you address such factors.

Although this booklet is intended as a self-directed activity, it should not replace an appointment with a counselor. Your counselor can help you decide what must be done to return to satisfactory academic status and can guide your career and academic planning. After you finish this booklet, make an appointment with a counselor to discuss your educational plan (bring this booklet along).

This booklet is divided into seven (7) main sections:

- 1) **Understanding the Standards for Student Success** - a review of the Standards for Student Success and a presentation of some suggestions to help you return to satisfactory progress
- 2) **Self-Evaluation** - an exercise to help you sort out the factors related to your academic progress
- 3) **Academic Check-Up** - a brief evaluation to help you identify areas where you need assistance and to identify possible resources that provide this assistance
- 4) **Academic Resources** - a description of key academic resources available for your use
- 5) **Academic Advising** - a basic description of what advising can do for you
- 6) **Common Sense College Success** - a list of common sense ways to work toward academic success
- 7) **Taking Action** - an exercise that asks you to decide what steps you will take to return to satisfactory academic standing

Carefully read each section of this booklet. Please be sure to complete the exercises and to explore the described resources; they can often make a significant difference in your academic progress. If you have questions as you go along, stop by or call your campus Counseling and Advising Center.

UNDERSTANDING THE STANDARDS FOR STUDENT SUCCESS

Purpose of the Standards

FCCJ instituted the Standards for Student Success (SFSS) to establish minimum standards of academic progress. The SFSS are described in detail in your College Catalog. The relevant section of the FCCJ (1993-94) Catalog follows:

Standards for Student Success

The College is dedicated to providing its students with the highest quality educational experience possible. The Standards for Student Success were developed to help assure this quality and to communicate the College's minimum expectations of reasonable academic progress.

Students Who Will Be Affected

College credit students enrolling for the first time during or after the Fall Term 1990 will be affected by this policy. Also, any student receiving financial assistance, except scholarships and veteran's benefits (which have their own set of standards — see appropriate catalog sections), will be affected by this policy. Students affected by this policy will be notified of their status with each grade report they receive. The specific standards of this policy are as follows.

Cumulative Semester Hours of FCCJ Enrollment	Required Percentage of Hours Successfully Completed at FCCJ	Required FCCJ Cumulative GPA
12	50%	1.00
13-24	55%	1.25
25-36	60%	1.50
37-48	65%	1.75
49-60	70%	2.00
61-72	75%	2.00
73-84	80%	2.00
85	85%	2.00

College preparatory studies courses (those with a leading zero in the course number) are covered by a separate policy (see section on "College Preparatory Studies") and will not be included in the determination of a student's status in relationship to these standards.

Non-Credit

In order to maintain eligibility for state and federal financial aid, non-credit students must achieve satisfactory progress toward educational goals by receiving a satisfactory institutional evaluation at the end of the term. Grades of "S" or "SI" are considered satisfactory. Non-college credit students must maintain satisfactory attendance as specified by their professors. If satisfactory attendance is not maintained, financial aid disbursement to students will be discontinued.

Satisfactory Progress. Students who meet or exceed the above standards will be considered to be making satisfactory academic progress.

Academic Warning. Students who fall below either the completion percentage or the GPA criteria will initially be placed on academic warning. Students so warned should immediately meet with a College counselor or student affairs adviser to determine what action is necessary to return to the satisfactory progress category by the following term. The College has many resources to provide assistance in this effort.

Probation. Students who are on academic warning and who do not meet the standards at the end of the next term of their enrollment will be placed on probation. Students on probation will be limited in the number of hours for which they may register (12 credit hours during fall or winter terms or spring/summer cross term; six credit hours for spring or summer term alone). Again, every resource of the College will be available to such students to assist them in re-establishing satisfactory progress.

Suspension. Students who are on probation for a semester and who do not meet the standard for satisfactory progress at the end of that term will be suspended from the College and will not be allowed to enroll for one full semester. During this period of suspension, such students will be encouraged to remedy the causes of their lack of progress. College counselors and student affairs advisers can be quite helpful in this process.

Reinstatement. Reinstatement will not be considered until the student has completed a one semester suspension. Students who have been suspended for academic reasons must complete the following procedure.

1. The student must make application for reinstatement at least two weeks prior to the beginning of classes in the semester for which the student is eligible to return by completing the required appeals form in the campus student affairs office.

2. An appointment to appear before the Academic Standards Appeal Committee will be given when a completed appeals form along with documentation is submitted to the campus student affairs office.

3. Failure to keep the appointment to appear before the Academic Standards Appeal Committee or apply by the the deadline will result in having to reapply and wait until the next semester.

4. Written notification of the Academic Standards Appeal Committee's decision will be given within five days following the appeals hearing.

Exercise

Please carefully review this catalog information before you go on. **If you have any questions or want a more thorough explanation of how this policy can affect you, make an appointment to talk with a counselor.**

Suggested Actions

Your grade performance during this term determines your status for the next term. It is important that you plan the courses you take to maximize your chances of returning to satisfactory academic progress. Some things that you can do to achieve this goal are listed below:

- * **Meet with a counselor to develop a comprehensive educational plan.**
- * **Carefully consider how you got to where you are.** What things must you change to succeed in college? How can you change them? Who can help you? This booklet can help you answer some of these questions.
- * **Take a reduced course load.** If you take fewer courses, you can concentrate more study time and effort on those courses you do take.
- * **Retake courses with low grades.** The impact upon your GPA will be greater by repeating a "D" or "F" course (and making a higher grade) than if you made the same grade in a course you haven't taken before. This is because when you repeat a course, only the last grade counts in your GPA.
- * **Select classes that utilize your academic strengths.** Also, you should be taking action to strengthen those areas of weakness (e.g., using learning labs).
- * **Enroll in the SLS 1101: Dynamics of Student Success course.** This course can help you develop skills and attitudes that contribute to academic success.

SELF-EVALUATION

It is often helpful to sort out strengths and liabilities related to your academic success. This will give you a better idea of what is working against you and what you have going for you as you try to do better in school. Be as honest with yourself as you can in this exercise; try thinking about how someone who knows you well might answer if asked these questions about you.

Exercise

Read each item below and circle your response. Circle "?" if unsure.

Personal Factors

Do you have clear goals you are working toward?	Yes	No	?
Are you motivated to be in school?	Yes	No	?
Do you generally act in a responsible manner?	Yes	No	?
Do you have enough money to cover your expenses?	Yes	No	?
Are you in good physical health?	Yes	No	?
Are you free from any destructive habits or addictions?	Yes	No	?
Are you disciplined in the way you approach school?	Yes	No	?
Do you have a dependable means of transportation?	Yes	No	?
Do you generally make wise decisions?	Yes	No	?
Do you feel positive about your future?	Yes	No	?
Do you generally feel calm and stable?	Yes	No	?

Social Factors

Are your family and friends supportive?	Yes	No	?
Can you meet all your responsibilities without difficulty?	Yes	No	?
If you work, does it leave you enough energy for school?	Yes	No	?
Do you have a stable relationship with someone special?	Yes	No	?
Can you stand up against peer pressure when necessary?	Yes	No	?
Do you enjoy socializing without it interfering with school?	Yes	No	?
Is your social life rewarding and satisfying?	Yes	No	?
Are you generally able to get along with other students?	Yes	No	?
Do you relate well to your instructors?	Yes	No	?

Exercise

If you answered "No" or "?" to one or more of the questions above, you should think about how these factor(s) may be affecting your academic progress. There are many other such factors; the examples above should give you an idea of what you are looking for.

What are the three (3) most important personal and/or social things you must try to change to be more successful in school?

- 1) _____
- 2) _____
- 3) _____

If you have a personal or social concern that you want to discuss with someone, make an appointment with a counselor in the Counseling and Advising Center.

ACADEMIC CHECK-UP

There are many different factors that influence academic progress. The purpose of this section is to help you figure out which factors are most important to you.

Read each item and circle either "Yes" or "No" in response. After each series of questions, a list of resources is suggested for your use. If you answered "Yes" to one or more of the questions, you should strongly consider including some of the listed resources as a part of your plan to return to satisfactory academic progress. **The books that are listed (call numbers are provided) are available through the FCCJ Learning Resources Center (on your campus or from another one); ask a librarian to help you locate these and other related resources.**

One resource that you will see listed in almost every category is a book - The Master Student by David Ellis. This book is an excellent resource for self-study; it is also the primary text for the SLS 1101: Dynamics of Student Success - copies of this book are available in the campus bookstore. For more information about any of the listed resources, stop by or call your campus Counseling and Advising Center.

Goals, Motivation, and Meaning

Are you undecided about a major and/or a career?	Yes	No
Do you often lack the motivation to study?	Yes	No
Do you wish your life had more meaning and a clearer purpose?	Yes	No

If you answered "Yes" to a question above, these resources may be helpful:

SLS 1301: Career Planning - a two-credit course that takes you through a systematic career planning process.

Career Options - a free booklet (available in the Counseling and Advising Center) that guides you through career exploration at your own pace.

MicroCHOICES - a computerized career exploration system.

Academic Planning Services - available in the Counseling and Advising Center

The Master Student: Chapter 1

Academic Skills

Do you have difficulty keeping up with reading assignments?	Yes	No
Would you be more successful if you had stronger writing skills?	Yes	No
Could you use some assistance with your mathematics skills?	Yes	No

If you answered "Yes" to a question above, these resources may be helpful:

Learning Assistance Center (LAC) on each campus

Further assessment to decide proper course placement (see a counselor)

The Master Student: Chapter 4 (Reading)

Time Management

Are you overwhelmed by too many commitments?	Yes	No
Does it seem like you never have enough time to do what needs to be done?	Yes	No
Do you generally wait until the last minute to get things done?	Yes	No

If you answered "Yes" to a question above, these resources may be helpful:

The Master Student: Chapter 2

Clarification of values to figure out priorities (see a counselor)

Getting Things Done - Kristine Brewer (HD38.B748)

Get It All Done and Still Be Human - Tony Fanning ((HN90.T5 F36)

Personal Time Management - Marion Haynes (HD69. T54 H389)

Memory

Do you have trouble memorizing facts for exams?	Yes	No
Do you often forget things that you want to remember?	Yes	No
Do you wish you knew some more effective memory techniques?	Yes	No

If you answered "Yes" to a question above, these resources may be helpful:

The Master Student: Chapter 3

Your Memory, A User's Guide - Alan Baddeley (QP406.B33)

Your Perfect Memory - Tony Buzan (BF 371.B88)

Your Memory: How It Works and How to Improve It - Kenneth Higbee (BF385.H48)

Remembering Made Easy - Arthur Logan (BF 385.L68)

Note-Taking

Do you have trouble understanding notes made in class?	Yes	No
Do you have trouble knowing how much detail to write down in your notes?	Yes	No
Do your notes often leave out important points that you need to know?	Yes	No

If you answered "Yes" to a question above, these resources may be helpful:

The Master Student: Chapter 5

How to Survive in School: Note-taking and Outlining Skills (Video / VT189)

Test-Taking

Do you tend to panic during a test?	Yes	No
Do you feel like testing doesn't reflect what you know?	Yes	No
Are you often unpleasantly surprised by what is on a test?	Yes	No

If you answered "Yes" to a question above, these resources may be helpful:

The Master Student: Chapter 6

SLS 1223: Stress in Today's Society

How to Beat Test Anxiety - James Divine (LB3060.32.S35 D58)

Test Without Trauma - Bette Erwin (LB 3060.57.E78)

ACADEMIC RESOURCES

FCCJ has many resources that can help you achieve your academic goals. They are usually provided free of charge and you are encouraged to take advantage of them.

Counseling and Advising

Your campus Counseling and Advising Center is a good place to begin when you are seeking assistance. The staff is prepared to help you with a variety of services, including:

- * personal counseling
- * career planning
- * academic and educational advising
- * referral to other resources
- * standards of academic progress

If you have been suspended, wish to request testing, or desire personal counseling, you should request an appointment with a counselor rather than an advisor. You may make an appointment by dropping by or calling one of the offices listed below:

<u>CAMPUS</u>	<u>LOCATION</u>	<u>TEL#</u>
Downtown	A-1100	633-8212
Kent	B-100	381-3611
North	E-124	766-6761
South	U-113	646-2424

Learning Assistance Centers

The campus Learning Assistance Center (LAC) is a centralized resource that offers direct assistance with a variety of academic skills. The LAC staff is on hand to help you in areas such as:

- * mathematics (basic math, algebra, geometry, calculus, and statistics)
- * reading (comprehension, main idea, vocabulary)
- * writing (grammar, sentence structure, composition, research)
- * accounting (homework, practice sets, problems)

Your campus LAC's location and telephone number is listed below:

<u>CAMPUS</u>	<u>LOCATION</u>	<u>TEL#</u>
Downtown	A-2155	633-8166
Kent	C-100	381-3441 (Math) 381-3419 (Communications)
North	D-221	766-6718
South	G-200	646-2169

Enrollment Services

Your status as a student on Academic Warning may have present or future implications for the continuance of any financial assistance you may be receiving through the College or from the Veteran's Administration. It is very important that you make an appointment to talk to a student aid advisor or a veteran's representative so that you will be fully aware of what these implications may be. These persons may be found within your campus Enrollment Services Office:

<u>CAMPUS</u>	<u>LOCATION</u>	<u>TEL#</u>
Downtown	A-1139	633-8240
Kent	B-102	381-3577
North	E-124	766-6700
South	U-122	646-2020

Other Specialized Services

African-American students are encouraged to contact the **Black Student Success Office (BSSO)**. The BSSO offers many programs (student ambassadors, mentorships, assistance with student aid, and educational planning) that can help students achieve their educational goals. Call 381-3692 for more information.

ACADEMIC ADVISING

Academic advising is an important part of establishing satisfactory academic progress. FCCJ counselors and advisors know about the resources available for your use and can help you develop a plan to improve your grades. Your counselor or advisor will cover a number of key factors during an educational planning appointment. Some of these factors are listed below:

- * **Determination or verification of a career goal** is very important. This provides the basis for academic planning and the selection of a major. Also, having such a goal can also significantly affect your motivation for academic success.
- * **Clarifying your degree objective** is also important. This will be determined by your career goal - different careers have different educational requirements.
- * **Selecting a transfer university** is necessary if you decide to pursue an Associate in Arts (A.A.) degree. Different universities have different prerequisites and admissions criteria for a given major.
- * **A review of your academic progress** will help you determine exactly where you stand in terms of standards for academic progress and can often reveal a pattern of behavior that underlies academic problems.
- * **Developing an educational plan** will provide you with some concrete goals and suggestions that will lead you back toward satisfactory academic standing.
- * **A review of your graduation status** will tell you what you need to do to reach your degree objective and will cover things like CLAST requirements (for A.A. students and A.S. students in articulated programs), course prerequisites, and graduation application deadlines.
- * **Transfer requirements** will also be covered if you are an A.A. student. University prerequisites related to your major, limited access criteria, foreign language requirements, immunization requirements, and application deadlines are some of the items you will discuss with your counselor or advisor.

It is a good idea to meet with a counselor or advisor on a regular basis, especially anytime your major, program of study, or choice of transfer institution changes. It can also be to your advantage to meet with the same person each time in order to assure some continuity. Call the Counseling and Advising Center on your campus (listed in the previous section) for an appointment.

COMMON SENSE COLLEGE SUCCESS

Success in your college studies is determined by many factors. The following list summarizes some practical things you can do to increase your chances of success.

Exercise

As you read the items in this section, put a check-mark beside those items that you think might be especially helpful for you to consider more carefully.

- Develop a Clear Goal.**
See a counselor for information about career planning resources.
- Have an Academic Plan.**
Your counselor or advisor can help you decide what courses you need to take for a given program of study, major, and university (if within the state of Florida).
- Set Clear Priorities.**
You should have a clear sense of "what comes first" and should monitor your own activities to make sure they reflect this set of priorities.
- Take an Appropriate Class Load.**
Twelve (12) credit hours is a minimum full-time class load. If you work 20 or more hours a week, you should probably be taking from 3 to 9 credit hours (one to three classes).
- Review Your GSS.**
Your Graduation Status Sheet (GSS) will be mailed to you every term after you have completed at least nine (9) credit hours. It summarizes your progress toward your degree and lets you see what requirements you have yet to finish.
- Register Early.**
The earlier you register, the better selection of classes you will have to choose from. It is a good idea to seek academic advising before the beginning of registration, so you will be properly prepared when registration begins.
- Use College Resources.**
FCCJ has many resources that can help you succeed. You should familiarize yourself with these resources and make use of them as needed.
- Know College Rules and Procedures.**
The procedures for dropping or withdrawing from classes, the grading system, deadline dates, the student code of conduct, and grade appeal procedures are some things you need to know about that are found within your Catalog.

- [] **Sharpen Your Learning Skills.**
Taking the SLS 1101: Dynamics of Student Success course is an excellent way to obtain such skills.
- [] **Speed Up Your Reading.**
No matter how well you presently read, you will benefit by increasing your reading skill.
- [] **Be Prepared for Class.**
Being prepared for class means having your assignments done on time, completing the required reading in your text, and giving some prior thought to the day's topic of discussion.
- [] **Carefully Read Your Course Syllabus.**
Your instructor will provide you with a course syllabus that summarizes the requirements of the class, the basis for assigning grades, the attendance policy, and other relevant information.
- [] **Talk to Your Instructors.**
If you are having difficulty in a class, make an appointment to talk to your instructor.
- [] **Start or Join a Study Group.**
This gives you a convenient way to ask questions about assignments, share insights, compare notes, and quiz each other in preparation for exams.
- [] **Ask Questions.**
Instructors usually appreciate questions as a way of clarifying what they are teaching.
- [] **Use Supplemental Textbooks.**
If you are having difficulty following the material presented in a text, you can often find another text that covers the same material in a different way.
- [] **Get to Know Yourself Better.**
SLS 1201: Personal Development, SOP 1502: Dynamics of Behavior, or DEP 2401: Adult Psychology are good courses to use for this kind of exploration.
- [] **Assume Responsibility for Your Success.**
Each decision you make will either bring you a step closer to your goals or take you farther away from them.

TAKING ACTION

By now you should have an idea of some things to do that may increase your chances of success in college. An idea is the beginning place; how you carry out this idea is what will determine your success.

In this section you will be asked to make a commitment to do some things. These things will be of your own choosing - what you think you need to do to make a difference in your academic progress.

Exercise

List three (3) of the most important things that you can do that will pave the way for a positive change in your academic progress.

- 1) _____
- 2) _____
- 3) _____

A Pledge to Yourself

I hereby make a commitment to the listed objectives. I will make every reasonable effort to accomplish these objectives within the indicated period.

Your signature _____ Date _____

Exercise

Make an appointment for an academic planning session with a counselor or advisor.

Counselor/Advisor _____ Date _____ Time _____

CONCLUSION

The staff of FCCJ is ready to help you achieve your educational goals. Please take advantage of their interest in your future and of the many College resources available for your use. We hope that this Academic Options booklet has been of some value in considering what you must do to achieve your goals.