SHORTER COLLEGE

Comprehensive Plans for

DEFAULT MANAGEMENT
RETENTION
STUDENT SUCCESS
CAREER SERVICES

Dr. O. Jerome Green, President

Contents

Implemented Fall 2016 - Last Revised April 2019

SUMMARY

Shorter College's current three-year preliminary Cohort Default Rate (CDR) for FY2016 is 23.6%. The official cohort default rate for FY 2015 was 27.8. The official rate for FY2014 was 23.1 which signified our lowest default rate. Shorter College understands the importance of having a CDR as low as possible, specifically under the 30% threshold. We are diligently working to lower the CDR default rate in reaching our desirable goal of 15% and lower.

Just as importantly, we understand the possible sanctions of having a CDR of 30% or higher; and as a result of such, in Fall of 2016 the Shorter College family developed a Default Management Task Force and a Default Management Plan to identify, address, and implement strategies that will lower the CDR. With support and approval from the President, the College has willingly participated in establishing best practices that will include involvement and support across the campus.

It was initially thought there was a need for a full-time person for default management. Instead, the College hired a Financial Aid Coordinator with 75% default management responsibility, with the other 25% of their responsibility serving in Financial Aid.

When the first unofficial CDR came out in February of 2017 (Spring 2017), Shorter College took the following steps toward putting the manpower, tools and processes in place to lower the default rate.

- Submitted five data challenges, after reviewing all borrowers that possibly could have been included in or excluded from the cohort.
- Requested that the Department of Education, during its visit, speak to the school on default management being a campus-wide initiative.
- Developed a Default Management Taskforce.
- Developed a draft Default Management Plan.

The Default Management Taskforce has implemented the following tasks to reach the institution's default rate goal of 15% or lower:

- Initiated calling center to contact current delinquent borrowers.
- Searching for borrowers through resources such as Facebook, Twitter, Instagram, and with any and all resources available.
- Monitoring online access to all four servicers; Ascendium formerly called Great Lakes, Navient, Nelnet, Corner Stone, ESA/Ed Financial, Fed Loan Servicing (PHEAA), Granite State (GSMR), and MOHELA.
- Reviewing Enrollment Reporting, withdrawals for nonattendance, educating current borrowers and Shorter College community along with policies and procedures internally going forward. Implement changes immediately.
- Sending a list of current delinquent list of borrowers to all faculty and staff, etc. for additional contact information.
- Monitoring Default Management Plan initiatives to ensure we are achieving desired goals.
- Scheduling monthly meetings and training sessions with the Department of Education.
- Implementing effective communications among institutional offices.
- Utilizing various efforts in contacting delinquent borrowers (phone-a-thon, email, correspondence) and hired a third-party vendor to assist in locating delinquent borrowers.
- Campus-wide suggestion boxes to receive feedback from students.
- Host FA chats to hear concerns from the student body.

- The most recent initiative involved engaging in partnership with Ascendium Education Group formerly called Great Lakes to offer assistance with our default management efforts which will include aggressive delinquent campaign calling and a money management interactive website.

MISSION

The Mission of Shorter College is to provide accessible, affordable and high-quality education for students to accomplish their academic goals by offering programs that meet the learner's needs in a challenging and nurturing Christian environment

VISION

The Vision of Shorter College is to remain a fully accredited two-year residential, Christian College that excels in providing a challenging teacher-learner environment with flexible curriculum offerings of academic, basic and career-oriented courses; and working in partnership with the community, create opportunities for students to develop leadership abilities, life skills and to increase their employment potential. It shall continue its special mission to help students overcome the persistent obstacles of inadequate academic preparation and financial need. It shall seek out persons desirous of obtaining a college education and maintain an open-door policy. It shall remain an educational institution committed to academic excellence while simultaneously serving as the intellectual, spiritual and cultural reservoir of African American History and tradition.

DEFAULT MANAGEMENT TASK FORCE

Roderick Dunn……………………………………….…….Default Management Chair/SAP Committee
Janice Ivory ……………………………………………………………………………………….Financial Aid
Cindy Conley...Registrar
Jackie Johnson ……………………………………………………….Student Services/SAP Committee
Dr. Margaret Boyd-Owens ……………………………………………….Assistant Dean Student Services
Dr. George Herts……………………………………………………….Dean of Academic and Student Affairs
Kimberly Lockhart …………………………………………………….Faculty Representative/SAP Committee
Gwendolyn Henry …………………………………………………………….Fiscal Affairs/SAP Committee
George Mackey …………………………………………………………………………………….Fiscal Affairs
Dr. Demetrius Gilbert ………………………Associate Dean Academic/Student Affairs/SAP Committee
Dewayne Hines.…………………………………………………………………..Campus Safety and Security
Dr. Howard Gibson………………………………………………………………….Institutional Support
Daven McCoy ……………………………………………………………………………….Career Services
Diana Guevera……………………………………………………..Miss Shorter College/Student Representative
William Boyd…………………………………………………….Mr. Shorter College/Student Representative

DEFAULT MANAGEMENT TASK FORCE ASSIGNMENTS

Admissions – Arnella Carter/Antonio Swygart & Institutional Support – Dr. Howard Gibson:
Where students are from
Transfer or First-time Freshmen
First Generation or not

Age/Non-traditional/Demographics

Academics – Dr. Gilbert & Registrar – Cindy Conley:
Students who withdrew or were dismissed (please indicate)

Academics – Dr. Gilbert & Registrar – Cindy Conley:
Pull transcripts and see how many semesters students were under a 2.0
What is their major?

Academics – Dr. Gilbert, Registrar – Cindy Conley & Financial Aid – Roderick Dunn:
Number of students who were on SAP
How many students appealed and were approved

Academics – Dr. Gilbert, Registrar – Cindy Conley:
Number of students who were on probation or academic warning

Business Office/Fiscal Affairs – Gwen Henry:
Number of students who still have delinquent bills

Financial Aid – Roderick Dunn:
Provide list of students who are delinquent with loans

Student Services – Dr. Margaret Owens, Jackie Johnson & Police Department – Chief Dewayne Hines:
Provide if students had any disciplinary issues

Registrar – Cindy Conley & All other Faculty & Staff:
Provide if any students went to a 4-year school

Student Representatives:
Charged with engaging in default management initiatives and matters from the student perspective.

STUDENT DEFAULT PREVENTION/RETENTION PLAN

THE FOUR C's *of the* SHORTER COLLEGE EXPERIENCE

COMPETENCY: "Having the necessary ability or skills: able to do something well or well enough to meet a standard"

CHARACTER: "The way someone thinks, feels and behaves: someone's personality"

CULTURE: "The beliefs, customs, at, etc., of a particular society, group, place or time: a way of thinking, behaving, or working that exists in a place or organization"

CITIZENSHIP: "The fact or status of being a citizen of a particular place: the qualities that a person is expected to have as a responsible member of a community"

ACTIVITIES

Activities that will take place in order to bring default prevention awareness to students, faculty, staff, and administration include:

Orientation

Default Management plays an instrumental role in all orientation sessions held at Shorter College.

William D. Ford Stafford Entrance Counseling and the Master Promissory Note (MPN)

Students interested in obtaining loan funds are required to complete entrance counseling by visiting website studentloans.gov. Entrance Counseling reminds the student of their responsibility in taking out Stafford Loans. The Master Promissory Note (MPN) is the agreement between the student and William D. Ford Loan Program loan funds must be repaid with interest. Loan funds will not be requested until students have successfully completed above requirements. Introduce to the students the impact of not defaulting on their loans and consequences that may occur.

Exit Counseling/Withdrawal Process

Students that participated in the William D. Ford Loan Program and are no longer enrolled must complete exit counseling by visiting studentloans.gov. Exit Counseling reinforces the borrowers' responsibility in repaying their loans and options available to keep from defaulting on their William D. Ford Stafford Loans. Please refer to the academic catalogue for official withdrawal process from Shorter College.

Challenges and Choices
- More than 98% of our students are on federal financial aid, with an expected family contribution of zero. These students normally have issues at home and feel the need to be home and/or work in support of their family versus an education.
- This activity includes a discussion with the students regarding issues they are facing and the best way to handle. It will also allow the students to meet other students with the same issue (s) and form as a support group.

Chapel Service

The Chapel Service will allow students to become engaged and participate in activities in lowering the overall cohort default rate at Shorter College.

Mentoring Activities

There are four mentoring groups on campus, Positive Pathways Program (P3) comprised of the program partnerships of the Boys Men Opportunity Success Team (BMOST) group and the Marginalized Male Workforce and Education Consortium (MMWEC).

- Strong Woman Empowerment Project (SWEP): This program aims to provide strategies to enhance students' educational processes by advancing student learning through skills building in the areas of leadership, social and professional development. Various instruments will be used to assess student participation and program efficiency. Through transformation exercises individuals will gain insight on developing an appreciation for intellectual thinking processes, group discussions while ascertaining spiritual leadership skills. To ensure each female student is goal oriented and focused on criteria that will enable them to become dynamic leaders, innovators and public servants.

- **New mentoring activities and organizations are under review and will be implemented during Fall 2019.**

ACADEMIC AFFAIRS & STUDENT AFFAIRS RETENTION GOALS AND OBJECTIVES

Goal	Objective	Academic Process	Financial Aid Process	Student Affairs Process
To provide Academic Support for students on Academic Probation or SAP.	70% of participants will conclude the semester with a 2.5 or higher GPA without D's or F's in ANY subject and removed from probationary status.	The registrar will run the Satisfactory Academic Progress (SAP) report in CAMS. The registrar sends email to Academic Dean, Faculty, Student Success Coordinator and Students regarding their academic progress Student will appeal SAP if approved. Then	The Financial Aid Office will evaluate academic records at the end of each semester (fall, spring, and summer) to ensure student is making academic success. Student placed on FA Warning will be required to sign a statement prior to registering for any classes. Student fails to meet satisfactory academic progress	Student will meet with an SSC twice per week to constantly engage students to assess any barriers that my keep them from being successful. SSC will provide the necessary tools for the student(s) to succeed in the current semester by providing such tips as the following: "Being Organized,

		students will meet with Dean of Academic Affairs.	standards after financial aid warning will be placed on Financial Aid Cancellation.	Taking Good Notes, Reducing Test Anxiety and how to access campus resources.
		The Dean will register students with no more than 12 Credit hours per semester.	Student can submit an appeal. If appeal is approved, student will be required to meet with the Dean and enroll in 12 hours.	
To increase the Fall retention rates by 10% through Academic Support, Student Activities, and Student Programming. Encourage faculty and staff to attend events/activities.	Ensure that all academic and student affairs personnel are familiar with the Shorter College learning community and student composition.	Faculty will detect early academic deficiencies by inserting alerts via CAMS. Notifies Literacy Coordinator Literacy Coordinator will monitor students' success with literacy counseling, tutoring, recording students visit, and documenting data into CAMS for academic recording. The students will be responsible to document, record visits and provide academic goal setting with Academic Advisor. *Note: Refer to Pages 26-27, Students Academic Weekly Report.*	Host "FA Chat" to reiterate the importance of class attendance, financial aid disbursements, feature question and answer sessions during the term. Provide a condensed presentation focusing on Federal Student Loans and Cohort Default Rate (CDR) to Shorter College Community.	Student will meet with an SSC once per week to develop strategic plans to eliminate barriers. SSC will encourage students to take ownership of their Campus by becoming present and participating in campus activities and student programming.

To increase first-time degree seeking graduation rate by 10% through Academic Support, Student Activities, and Student Programming.	Ensure all academic advisors provide students with a degree plan upon entering Shorter College and provide a degree audit on each student each semester.	Registrar to ensure that appropriate classes in the degree plan are offered for students with 30 credits hours or more. Academic Advising to ensure that all academic advisors will use the degree audit to ensure that students will meet the graduation requirements and qualification, as outlined in the curriculum. Students will adhere to the recommendations of the academic advisor and Academic Dean to ensure that the graduation plan/goal is achieved. **Refer to Institutional Data for graduation data.*	The Financial Aid Office will send friendly reminders prior to mid-term and/or final examinations highlighting the importance of passing all classes. The Financial Aid will remind the student of ramification of not adhering to the Financial Aid Satisfactory Academic Progress Policy.	SSC will request mid-term reports from instructors regarding At-risk students. Director of Student Success Coaches will also provide weekly follow-ups with the Ability to Benefit (ATB), Anchor, Second Chance Pell (SCP), and Satisfactory Academic Progress and where the student stands academically. with students after receiving mid-term reports to discuss student progress and where the student stands academically. SSC will make changes to student's success plan if necessary. Student Affairs Department will support the college mission of retention by engaging students in "Dress for Success Programming"

To have a retention rate of 70% for first-time student, full-time entering students beginning Fall, 2016	Ensure that students have completed documents for financial aid, pre-register, and increase student involvement in activities.	Faculty make recommendations to students to encourage to complete early registration. Advisors will contact advisees to complete early registration. Students will be mandated to verify and respond from advisors regarding registration via email, telephone or the CAMS Network.	The Financial Aid Office (FA) will ensure student have completed Free Application for Federal Student Aid (FAFSA), Entrance Counseling, MPN, financial contract, and the VFAO interview prior to start of term. Financial Aid will host a pre-registration event prior to the end of each term.	SSC will supply students with a plan of action to ensure their academic success and student retention. Student Affairs Office supports the mission of the college by constantly engaging students. SSC will enforce the students to adhere to the policy of meeting with their assigned SSC and Director of Student Success Coaches by sending email reminders, text messages and spot appearances to their classes.
To systematically review the student completion rate in individual courses and programs to identify areas which need further attention	To ensure that all classes are offered in given semesters.	Registrar will generate a grade summary report for each course. Academic Dean will access profile course that deems academic attention. Academic Dean will evaluate the course goals and objectives to ensure students' success.	The Financial Aid Office will evaluate the student's academic progressing at the end of each term by utilizing reports featured in the CAMS system.	Request progress reports from instructors at mid-term for SAP, ATB and Anchor students. SSC will meet weekly with students to ensure that there are no barriers keeping them from completing the semester successfully.

				SSC works in conjunction with the faculty to foster success.
To enhance students with the registration process by offering "Quick Registration" by Spring 2016 for those students who are pre-registered.	Direct students who pre-registered for Fall and Spring together to immediately select classes for Spring before Fall semester ends	-Refer to Goal 4	The Financial Aid Office will compile a listing of students eligible to participate in the pre-registration process. Student will be able to bypass the FA process. The list will be provided to all academic advisors in registering students.	SSC will empower them to take control of their academic career by teaching them how to read their degree plan. During weekly meetings with SSC, student will be informed on the benefits of registering early.
To enhance the sense of community within the College as a whole.	All departments will work together and will be provided a copy of each areas' policy and procedures.	To provide appropriate communication to all academic units regarding institution's policy that will impact the academic community. Faculty, Staff and Administrators will raise awareness of issues regarding the academic community. The students will be accountable for cooperating and adhering to the given policies, regulations of the institution.	The Financial Aid Office will work closely with Faculty, Staff, Administrators, and students in disseminating updated information on policy and/ or procedure changes impacting the campus community. Implement an opinion box outside of FA and include Financial Literacy Sessions.	SSC will continue to encourage students to become involved in their campus life by participating in campus organizations offered on campus. SSC will encourage students to meet in the Student Center to promote campus culture.
To continually work to develop resources and data collection and analysis to assist	Assist the Shorter College community in understanding the importance	The academic dean assesses the faculty.	The student will have an opportunity to provide feedback at the end of each	SSC will be the contact persons for community resources to all students.

campus units (departments, colleges) in their individual efforts to retain students throughout their college experience.	of student retention and that all members make a significant contribution to student success.	The faculty assess the institution. Students will assess the faculty, course, and institution. Graduates will be given questionnaire(s) prior to Baccalaureate which requires future plans, continuing education, scholarship awards etc.	semester on services received in the Financial Aid Office. The Financial Aid Office will continue in researching new scholarship opportunities to provide financial support.	SSC will collect data and track students. Actively engage students through the Department of Student Activities and weekly Chapel.

RETENTION INITIATIVES

ACADEMIC AFFAIRS	INITIATIVES
Academic Preparedness	
Review the testing and placement of students to ensure that they are evaluated in a timely manner and prepare pre and post-tests in the classroom.	Students will be tested at the beginning of class as well as at the end of their classes to see how much they have progressed. **Refer to the Career Pathway plan.
Provide early alert regarding student attendance.	Faculty will ensure that attendance is placed in CAMS each day and a Student Success Representative will be responsible for pulling attendance daily. Daily notification of absences will be sent to the Academic Dean, Financial Aid, Program Coordinators, Student Organization Leaders. Weekly meetings whereby the Offices of Academic Affairs, Student Affairs, Fiscal Affairs, and Institutional Effectiveness meet together every Friday to review and discuss attendance, counseling and retention. The Director of Institutional Support convenes and presides at these meetings. **Refer to appendix on consecutive absentee guidelines

Evaluate the effectiveness of the developmental studies/remedial courses, incorporating changes for improvement as appropriate.	Instructor administers course instruction, exams, one-on-one conferences to evaluate the learning skills of each student; incorporate a learning lab component to each developmental study that each student must meet required assignment/weekly lab hours to support concepts discussed in class; provide tutor to assist students with technology usage and assignment completions in the Literacy lab; Literacy program coordinator uses surveys to gather and assess student information about the usability of the literacy labs, supplemental academic support and orientation of enrichment course. Literacy Lab hours of operation are 8-4 during Spring/Fall semesters; yet hours vary during summer sessions dependent of College enrollment and student needs.
Course and Program Retention	**INIATIVES**
Systematically review the student completion rate in individual courses and programs to identify areas which need further attention.	Send out "letters of encouragement" and registration dates to students that are doing well at mid-term.
Pre-Register Students for Classes	Offer incentives ex. Gift cards to students who pre-register. Names will go into pulling for gifts.
Encourage the development of Education Plans by requiring or strongly encouraging students to meet with an Academic Advisor/SSC/Career Counselor at least once a week (with a group or individually).	Academic Advisors and Student Success Coaches will be available to work with students and assess their attendance and academic performance weekly.
Implement mandatory tutoring of all students on Probation (Academic or Social)	Requiring students who have been struggling academically or socially to attend tutoring will allow them the opportunity to stay on task or get ahead.
Work with students who have self-identified learning disabilities. Provide students with the learning tools needed to succeed.	The Disability Services Coordinator is housed in the Student Services area to work with students to ensure that all students are reached.
Academic Policy	
Continue reviewing academic policies to ensure that they promote student learning and success.	Academics is currently reviewing course pre-requisites and placement of courses within each program of study. Goal is to have it complete by July 1 with Assessment in the month of August.
Ensure that academic scheduling enables students to get the courses they need to complete a degree in a timely manner.	Program Coordinators will perform a degree audit on each of their students each semester.
COLLEGE AND CAMPUS ENVIRONMENT	
Student Centered Approach	

Continue emphasizing a student-centered approach to service to delivery through personal follow-up contacts with the student.	Staff will offer outstanding customer service to students. Staff will also show students how to access information via internet.
Enhance students with the registration process by offering Quick Registration.	Advisors will register all students who have completed the financial aid process, academic warning, and any academic sanctions.
Establish tutoring in SS Morris Building for students.	Peer-to-Peer tutors will be set up in the SS Morris Building by the Student Success Coaches for students to receive assistance in their courses.
Develop a comprehensive orientation program for all students.	Student Affairs and Academic Affairs will work together in developing a holistic orientation process for students.
Institutional Policies, Procedures, Systems, and Services	
Review institutional policies, procedures, systems and services in order to remove unnecessary barriers and promote retention and goal completion.	Establish a joint meeting with academic and department chairs, Admissions, College Counsel, and student services to establish better communication. **Refer to recruitment plan for additional information.
Review "no-show", drop, and withdrawal policies with faculty and staff frequently.	Review with faculty and staff at semi- Staff Institute trainings with reminders at the beginning and prior to disbursement of each term, the no-show, drop, and withdrawal policies.
STUDENT AFFAIRS	
Student Climate/Social Integration	
Promote and support efforts which help students establish personal bonds among themselves as well as with faculty, staff, and administrators.	Mentoring groups: Currently there are four mentoring groups on Campus whereby staff are actively involved.
Enhance school spirit and pride in being a student at Shorter College.	Continues to provide t-shirt give-a-ways, gift cards for random acts of kindness, and encourage campus-wide participation of academic and non-academic activities.
Enhance the sense of community within the College as a whole.	All departments will work together and will be provided a copy of each areas' policy and procedures.
Assist students with career development.	Career Services works with all students in job placement, internships/co-ops, and resume writing (just to name a few).
Student Affairs	
Continue to develop new programs and services to promote student success, especially with high-risk populations.	Students deficient in more than one course have options such as the Literacy and Math Labs for utilization.
Continue implementing the recommendations and plans to improve the academic advising system.	Meet regularly with assigned Student Support Counselor.

FINANCIAL LITERACY	
Training for faculty and staff on cohort default rates and ramifications for the institution and why the whole institution must be involved in reducing.	Develop presentation for faculty and staff which is a shortened version of student loan seminar where the effects of CDR's over 30% are emphasized.
Enhanced Entrance Loan Counseling In-person loan counseling seminar required for each loan recipient Collect additional contact information. Students will be encouraged to update information via CAMS or visiting the Registrar's Office.	Required all loan recipients to attend loan counseling sessions once per semester while enrolled at Shorter College. Institute collecting additional contact information (physical addresses, telephone numbers, email addresses, social networking sites, etc.) for skip tracing efforts at the beginning. Midterm, and after students leave school.
ORIENTATION	
Change the process of Orientation	Orientation sessions were modified to include information vital information pertaining to default management, retention, progression, and graduation.

PROJECT SUCCESS PARTNERSHIP

Shorter College was one of the elite institutions selected to participate in the Project Success program coordinated by Ascendium formerly known as "Great Lakes".

As part of the Project Success program, Great Lakes has developed the *Cohort Management Essentials*. The purpose of the Cohort Management Essentials is to assist higher education organizations that participate in the federal student loan program in managing their cohort default rates. In an effort to lower the default rate at Shorter College, Ascendium, has developed outreach materials including emails, phone calls and/or letters to delinquent borrowers that attended at Shorter College previously. Great Lakes has an in-bound calling center that provide exceptional support to students and utilize their skip tracing component that will allows delinquent borrowers to be contacted. Ascendium started servicing Shorter College delinquent borrowers in November of 2018. Receiving monthly delinquency reports, affords Ascendium with necessary data in identifying students that are in repayment or ask risk of default defaulting on their loan(s). With this additional support, Shorter College will be able to achieve cohort default goal of below 15%.

Ascendium offers another service to institutions participating with Project Success entitled *"Grad Ready"* The Grad Ready program is a web-based, modular financial literacy training tool intended to help students make informed decisions about paying for college managing their finances while enrolled, and successfully repaying student loans. Shorter College has a personalized website at shortercollege.gradready.com. Students will be able to do the following:

- Create a user name and password
- Interactive session entitled "Paying for College"
- Interactive session entitled "Money Management"
- Interactive session entitled "Real-World Finance"

Once each session has been completed, Shorter College is notified via email of the results along with identifiable information of whom completed session(s). The desire of the GradReady components are to help students be successful in repaying their loans and ultimately minimizing their chances in defaulting on their loans which may have a drastic impact on Shorter College's Cohort Default Rate.

IMPLEMENTATION OF A COMPREHENSIVE: ACADEMIC & STUDENT AFFAIRS MODEL

Responsible Parties

Dr. George Herts, Dean of Academic/Student Affairs
Dr. Margaret Boyd-Owens, Assistant Dean of Student Affairs
Jackie Johnson, Director of Student Success

ACADEMIC & STUDENT AFFAIRS SUPPORT MODEL

Shorter College's Student Success Program is committed to providing resources and assistance in helping students succeed in their academic endeavor. The Student Success Coaches serve as advocates to all students, but especially to freshman and transfer students during their first semester at Shorter College.

The Student Success Coach position(s) was designed to assist students in supporting their life-long academic achievement. These coaches are commissioned to addressing the needs of students, faculty, and staff, and to enhance academic effectiveness in the institution. The goal is to support every student in achieving individual excellence and in becoming productive and contributing citizens; with the belief that every student at Shorter College is empowered to successfully achieve their academic goals.

Although the Student Success coaches focus on all students, there is a special focus on freshmen, transfer students, those enrolled under the ATB guidelines, and students who are on academic probation. All ATB students will be assigned to the Director of Student Success Coaches for initial assessment. The role of the Student Success Coaches (SSC) is to serve as a resource to not all incoming freshmen, but to all students as Shorter College. The SSC's assist in providing students with the necessary tools to bridge the gaps between high school to college or if they have been out of a school setting for longer than 5 years.   It is a requirement that students visit their SSC's a minimum of 2 times per semester or if a student get an academic sanction, that student must see their assigned SSC once per week. The SSC's also serve as a resource to any barrier a student is experiencing that may be keeping them from succeeding in college.

The Literacy Advocacy Lab assists ATB participants in preparation for testing before initial enrollment is complete. The Program Coordinator meets with ATB student(s) one week before each student is required to take the college entrance exam. These testing session cover elements student need to be aware of in order to test effectively and efficiently. Once the student has successfully mastered the test according to Department of Education standards, the student is required to meet with Literacy program coordinator to track student success thereon. By end of the semester, ATB students are required to post-test, attend preparatory testing as did at the beginning. These sessions are conducted in groups or individually.

Student Affairs is currently staffed with an Assistant Dean of Student Affairs, a Director of Student Success Coaches, two (2) Student Success Coaches, a Disability Coordinator, and an Activity

Director. The Student Affairs staff assists, guides, advises, mentors, and/or steers students to the right person or place on campus to help students find a resolution to their situation. Student Affairs staff have made a commitment to helping students find their way academically, socially, and spiritually to aid in graduation rates.

Academic Affairs aim to 1) create a centralized unit for mastery learning; 2) decrease the extent of student academic probation; 3) strengthen faculty development; and 4) remove systemic barriers to student success. They ensure that 1) every student is tested for appropriate academic course placement; 2) student remediation opportunities are provided through collaboration with faculty; 3) administrative withdrawals are reviewed prior to processing by Registrar for academic intervention; 4) grade-change forms for incompletes are reviewed prior to processing by Registrar for academic intervention; and 5) every textbook for the course catalog and syllabus is available to students through the center.

Shorter College houses several departments that serve students within the same building, the Office of Admissions, the Financial Aid Office, and the Registrar. Upon initial admission to the college, students have these offices available to them to complete any necessary paperwork in order for them to be successfully admitted and register for their classes.

The Director of Admissions is responsible for leading, managing, and assessing college wide retention and support services for all students, especially those who are academically underprepared. The Director also performs needs-assessment, data collection, and analysis in order to make continual improvement to on-going retention programs. Other duties include monitoring and assessing student academic progress on a semester basis and developing and designing intervention programs to improve student learning with the collaboration of deans and chairpersons.

In an effort to ensure the success of all students, the Director of Admissions assists with planning and coordinating new student orientation and other freshman related programs with Student Affairs. Additionally, the Director of Admissions provides special programs and services for students to enhance their academic performance and their ability to cope with college life. The Dean serves as the chair of the Retention Committee and leads, manages, and assesses college wide retention and support services for all students, especially those that are academically underprepared.

The Program Coordinators/Academic Advisors work with faculty, staff, and administrators in identifying populations that are more at risk on not completing their educational goals (first generation students and developmental education students). The Coordinator/Advisor provides an opportunity for each student to create an academic/personal plan for success based on individual goals. The Coordinators/Advisors give the additional structure and support that may be necessary for all students on academic probation and those students readmitted after dismissal. This process is designed to help the student build a foundation for success through relevant information, activities, and discussions.

The Student Success Coaches are responsible for providing individualized ongoing advisement for assigned students, including learning each student's story, identifying the students' personal and academic strengths and challenges. The coaches will work holistically with all students to

provide support while the student is working to earn an Associate's Degree at Shorter College. The SSC's will provide one-on-one intervention for students that have academic, personal or financial barriers that are preventing them from succeeding in higher education. The SSC's will work in conjunction with the Literacy Advocacy Reading and Writing team instructors and tutors to ensure students are receiving complete understanding and knowledge of enrolled courses. The SSC's will define and establish a graduation plan for each student. The graduation plan will help students realize how their real-world knowledge, skills, talents, and prior learning will assist them by achieving their career objectives and achieving academic success.

The Registrar will be responsible for providing daily absence reports, faculty reports, and provide all data information needed for student academic success. In addition to these responsibilities, the EAC will also track the academic success of students by organizations, departments, and classification. The EAC will be responsible for assisting with registration, identifying students who are struggling before mid-term, track progress and results of students and assist in planning weekly grades for cohort students as well as students on probation. The EAC will also work with instructors, tutors, and Career Coaches in ensuring that proper tracking of students are completed. The EAC will provide relevant data of retention, attrition, persistence, and graduation rate of students in the two-year and four-year program.

College students sometimes need support in order to be successful in their chosen fields of study; therefore, Tutors are available for assistance in reading/writing, and math. They work closely with faculty in ensuring that students are assisted with assignments as well as basic academic needs. The purpose of the Tutors is to assist students with instructional support. Tutors offer students a variety of options for remedial courses that can help the students develop the skills that will be needed to be successful in other academic classes at the college.

STUDENT ACADEMIC SUCCESS HANDBOOK
Responsible Parties
Dr. George Herts, Dean of Academic/Student Affairs
Dr. Margaret Boyd-Owens, Assistant Dean of Student Affairs
Jackie Johnson, Director of Student Success

Academic Success Handbook

The Student Academic Success Handbook is to assist undergraduate students in becoming self-determined, motivated, and independent learners. The Handbook provides instruction and services that will support students in the development of skills to promote academic excellence, foster student retention, and offer other services that promote both the education and social well-being for our student success to and through graduation.

Academic Success Plan for Students

The Academic Success Plan is the blueprint that allows a student to track their academic performance throughout their collegiate journey. The student will work with the Program Coordinator/Academic Advisor. The Academic Success Plan has several components that create the path to success.

Contact Information

It is important that you and advisors are available to students during crucial times of the academic year, i.e. the importance of office hours. Once office hours are established, it is important that the advisor adheres to the posted office hours. It will be documented in each students Academic Success Plan (ASP) every semester, their availability if an instructor and/or their advisor needs to reach them. Since texting has been proven an effective way of reaching students, the SSC will ask students on a regular basis of any changes in their contact information. E-mail combined with texting are true ways of connecting with students, therefore, the use of student email will be strongly encouraged. It will be communicated to students that even though we have their personal emails on file, Student Academic Success Staff will only contact students through their school email.

Expectations (Students)

- Get and stay organized; use and academic planner
  - o Class times and instructors' office hours.
  - o Assignment due dates and test schedules.
  - o Course registration dates and deadlines.
  - o Course withdrawal deadlines.
- Create "to do" lists. Determine which tasks are the most pressing and which can be put off until later – time management.
- Allow staff to assist you in getting organized.
- Ask for additional help when needed by reaching out to your assigned SSC.
- Conduct weekly check-ins with Academic Advisors during the semester.
- Focus on your good habits and grades.
  - o Develop a study routine throughout the week.
  - o Study when you are most alert and in an area with minimal distractions.
    (Hint): It is much easier to maintain a GPA than to improve it after it is trashed!

- Learn about and use Student Academic Success services.
  - o Schedule an appointment with your SSC at the beginning of each semester.

- Academic support services are used by students each year, regardless of their academic performance. College can be challenging, therefore take advantage of all assistance that is offered no matter how well you are doing!
  (Hint): Don't wait until mid-term and finals to focus on grades or ask for help. By that time, you may be in too deep to dig out!

- Go to class!
  (Hint): Not attending class could be the first mistake students make. Get to class on time and sit in the front. Don't be afraid to answer a question (right or wrong). It will make a difference.

- Set an appointment for Academic Advising early in the semester.
- Students are expected to be as equally vested in their success as their academic advisor.
- Students will be expected to adhere to attempts of accountability, accuracy, and development. Communication is the key to creating strong outcome-based relationships.

Expectations (Staff)

- Student Academic Success Staff are expected to provide students with direction that will allow them to reach their maximum potential as they pursue their academic and career linked goals.
- Student Academic Success Staff will be expected to create individualized plans that will identify possible road blocks, creating goals that are both realistic and attainable. It is through this relationship that students will develop & strengthen skill sets that will ultimately lead to job placement & enhanced knowledge.
- Student Academic Success Staff will be expected to follow and support all institutional goals and initiatives in an effort to promote academic excellence through unity and inclusion.
- Student Academic Success Staff will be expected to foster relationships with other institutional stakeholders (parents, faculty, staff, etc.) in order to operate in the best interest of all Shorter College students.

ADMISSIONS

Once students are completely admitted to the college, the Office of Admissions will provide test scores via input into CAMS. Students will then be placed in their classes by a Program Coordinator/Academic Advisor. Please refer to *"All institutional academic policies referenced in the academic catalog"*.

ORIENTATION

Students are required to attend a mandatory orientation process that will allow them to get acclimated to the College. Orientation will include academic expectations, completion of any financial aid processes, campus safety, organization and work-study requirements.

Chapel

All students are required to attend Chapel services each week. The purpose of Chapel is to emphasize the 4 C's of Shorter College: Competency, Character, Culture, and Citizenship. The Christian goal of Chapel Assembly is to foster the Christian faith through learning, living, and service.

Federal Work-Study Program

You help pay for your education in a way that actually enriches your learning and work ethics. As a residential student, you will work a maximum of 15 hours a week at your assigned campus work station. The federal work-study program will give you that on-the-job experience while defraying your educational cost as well. This will give you a competitive edge when you begin your career after college. Best of all, the on-the-job experience you gain will add extra dimension to your learning.

ACADEMIC ADVISING

Freshmen

All freshmen will be assigned an academic advisor. Freshmen will be required to see their academic advisor once a month or as often as needed (the third week in September, second week in November, third week in February, second week in March). When students arrive they will be required to submit a progress report signed by all teachers or his/her advisor.

Sophomores

Sophomores who elect to earn an Associate degree outside of General Studies will be advised by the department chair. All sophomores' attendance will be monitored by their advisor. Information will be given to the chair of department in which the degree is sought. All sophomores should make an appointment with their academic advisor at least twice a semester.

Classes

In order to nurture our students while yet giving them some accountability, some students will enroll in 16-week classes. The accelerated courses will also allow quicker completion of required developmental courses that must be completed within the year.

If a student is not required to take developmental courses he/she will enroll in a regular 16-week course. All full-time students will complete a minimum of twelve (12) hours each semester.

Class Attendance

All students are required to be present for all class meetings for all course for which they are enrolled. Students are responsible for learning about, becoming knowledgeable of, and complying with the attendance policy stated in the catalog and/or faculty syllabus. Faculty members will provide details on the rules for attendance in their classes in their course syllabi. Faculty members will keep students' attendance records.

Attendance Tracking

Academic Success Staff will be able to track students' attendance through CAMS. The Registrar has provided staff and faculty with a report that will be able to identify if students are absent, late, or in class. ***See Consecutive Absence Guidelines located in the appendix section.***

Developmental/Remedial Education

Developmental/remedial courses are designed for students who have difficulty in the subjects listed and placement test scores indicate a need. All these courses are offered in the fall, spring and summer sessions.

Probationary Students

Will be required to report to their Academic Advisor/Student Success Coach with a weekly progress report completed by all their instructors.

Academic Warning, Probation, and Suspension

Students will receive an academic warning notification through their Shorter College email at midterm when two or more midterm grades are below a "C". The academic warning will serve as a precursor to Academic Probation. Students will be removed from academic warning at the end of any enrollment period when a GPA is 2.0 or equal to the student's classification.

A student will be placed on Academic Probation at the close of any enrollment period when his/her cumulative GPA is less than 2.00. In order to have probationary status lifted, students must earn a semester grade point average of at least 2.00 during the semester immediately following that in which probation was imposed. A student must also earn a cumulative grade point average equal to or above the required minimum for his/her level of attempted credit hours. If, at the end of the probationary period, a student fails to meet the probationary conditions described above, the student will be suspended for the period of one semester.

A student will be suspended for poor scholarship when he/she has been on academic probation for two (2) consecutive semesters without a marked increase in overall GPA. Students suspended for poor scholarship may re-enter on probation after one (1) semester, excluding summer sessions. Students who are placed on academic suspension for more than one time must wait one (1) year before applying for readmission. While on academic suspension, students may not earn credit at another institution and attempt to transfer those hours to Shorter College.

A student suspended for failure to meet the academic requirements of academic probation may file a written appeal to the Financial Aid SAP Committee through the Associate Dean for Academic Affairs. The appeal must include a formal letter stating the nature of the appeal and all relevant documentation to be considered by the committee.

All appeals must be submitted within 21 business days of the close of the semester in which the student was declared academically suspended. If extenuating circumstances are proven, the student will be reinstated on a continued probationary status and will be evaluated at the conclusion of the designated time period. If extenuating circumstances are not proven, the

student will be suspended for the following semester. Reinstatement will be allowed for the subsequent semester.

Students who have been reinstated may not register for more than 12 credit hours during the semester immediately following the suspension period. The student will maintain a probationary status during the semester of reinstatement and must earn a semester grade point average of at least 2.00. If at the end of the semester of reinstatement, a student fails to meet probationary conditions described above, the student will be permanently suspended from the college.

All readmitted students under the Student Academic Progress (SAP) appeal process will be academically advised by the Associate Dean. These students at this point will be introduced to the Student Success Coaches for further guidance in their academic progress. Also, these students will be followed by the Literacy Lab Coordinator to make sure they are doing well in all their classes.

RECOMMENDATIONS FOR SUCCESS

Meet with Academic Advisors/Student Success Coaches to discuss:

1. Initial academic success planning
2. Check-in at mid-semester to discuss progress, additional resources (as necessary) and grades.
3. Pre-registration planning meeting to discuss current semester progress and plan for the upcoming semester.
4. Probationary students will not be able to register without completing the following:
   - Attend all classes regularly, arrive on time, and stay through the end of the class**.**
   - **Not** earn any grades below a **C** during the probation semester
   - Meet with each instructor at least four times during the semester, once each month, which includes, once before the midterms, and once before the final exams (or as needed).
   - **Not** take more than 12 credit hours (6-9 hours if part-time) during probationary semester.
   - Having an Academic Success Plan on file with SSC from the Literacy Advocacy Reading and Writing program.

Failing or dropping courses can result in additional semesters being required to complete a degree or probation/suspension from the college.

Tutoring:
A tutoring lab is included as part of all developmental courses. Students are required to attend the assigned lab for the purpose of strengthening skills and processes. All labs will be taught by the course instructor or a tutor within his specialty.

Orientation I & II:
These courses are not developmental education courses, but all students are required to enroll in the two courses. Topics necessary for the development of the student are taught in these courses, they include; time management, study skills, learning strategies, learning styles,

memorization techniques, exam preparation techniques, resume writing, career preparation, and library usage.

Leadership Mentoring/Social Organizations:
All students will be encouraged to participate in at least one organization. Students will have the opportunity to sign up during orientation. Each organization advisor will provide the Student Success Coaches with a list of participants

Mentorship/Leadership

- Academic Affairs, Student Affairs, and other entities will seek to provide opportunities for empowerment, involvement, motivation, and leadership to all students.

- It is through mentorship and leadership that the Academic Affairs will identify students that are capable of leading others in integrity.

- Workshops/conferences, experiential activities, and community service will drive the principles of leadership. Under that umbrella will emerge three core groups of focus; *Developmental Programming, Peer Facilitation Programming, and Service-Learning Programming.*

- Through participation of these areas, students will receive incentive points. Active participation in this leadership initiative will lead to a certificate recognizing the student's dedication and commitment and a medal of distinction. It is through such an honor that students will be recognized not only on campus but throughout the community as well for future employers and 4-year school admissions committees.

- The development of leaders will also be associated with areas of academic study. Identifying students with similar majors and career interests will provide students with networking opportunities that will last far beyond their time at Shorter College.

- The ultimate goal is to develop the whole student preparing them to be competitors in a global economy that is ever changing, this program once tailored to fit the needs of the Shorter College community, will do just that.

STUDENT ACADEMIC SUCCESS

Weekly Progress Report

Students that miss class or performing poorly (academically) will be required to report to their academic advisor once a week at a scheduled time. Students will be required to submit the progress report signed by their teachers, academic advisor, and student success coach (SSC). All students should bring a notebook and/or academic planner containing class notes with dates. Other items needed may include worksheets and tests. This will help students to become better organized with their class work and aid students in becoming more academically successful.

Student Academic Success

Weekly Progress Report

Students that are on academic probation or on an approved financial aid appeal are required to maintain a 2.0 GPA, turn in weekly grade reports, and homework assignments.

Instructors please fill out and sign the weekly grade report below. The report should then be copied and sent to the students SSC in the effort of tracking the students' progress and help in the retention efforts.

Thank you for your support,

Director of Student Success Coaches

Student Name:_____   Month:_____

Semester: Fall____ Spring____   Date:_____

               Summer I ____ Summer II_____

Course	Homework/Class Assignments Completed	ATTENDANCE/ GRADES U/S	COMMENTS	INSTRUCTOR SIGNATURE
(i.e.) Chapel				

Academic Affairs Counselor Signature: _____

Student Success Coach Signature: _____

Student Success Director Signature:_____

*U - Unsatisfactory   *S - Satisfactory

Student Success Coach Process:

After students have gone to the Admissions office and Financial Aid they will then come to see a Student Success Coach (SSC) for a pre-assessment. The pre-assessment consists of the following:

1. Pre-Assessment:
   - Introduction of Student Success Coaches
     - Jackie Johnson, Director
       Responsible for advising Ability to Benefit (ATB), Second Chance Pell (SCP) Satisfactory Academic Progress (SAP) and Anchor Students.
     - Toby Daughtery – Assigned students A - M
     - Dwight Hall – Assigned students N - Z

   - Role of SSC and the importance of Student committal
     - Identify the student and start a student portfolio
     - Set the student expectation of what it means to be a college student
     - Student Responsibility Contract
     - Identify barriers and complete and Education Plan (EP)
     - Assess any types of disabilities that may need accommodations

   - Schedule an appointment to do a detailed assessment using the "Success Model."
2. Assessment:
When a student comes to see a SSC, the following will take place:
   - Introduction of SSC and how the SSC is beneficial to each student.
   - Each student will sign-in with their designated SSC by supplying valid contact information.
   - The SSC will provide an assessment with each student.
   - The Director reviews the assessment data and follow the necessary process.

3. Using the "Success" model, we will pre-asses each student:

   S – *Set the Stage for Success* – Acknowledge the perception of student success

   U – *Understand Expectation* – Cultivate accountability and explore connections to academic success.

   C – *Construct Self-Assessment and Vision* – Identify and articulate strengths, aspirations and passion.

   C – *Create a collaborative Success Plan* – In collaboration with the Literacy Advocacy Reading and Writing Academic Success Plan, we will define and prioritize strategies to accomplish short and long term goals.

   E – *Evaluate Available Resources* – Identify resources that can aid in accomplishing short and long term goals.

S – *Summarize Individual Success Outcomes* – Affirm past and present strengths required to accomplish goals.

S – *Sustain Success Outcomes* – Monitor the implementation and progress of the success outcomes.

4. By using the SUCCESS model, a packet of forms which are referred to as the Master File will be completed:

- Student Responsibility Contract

- Student Success Plan
    - Find out the status of the student, (i.e. ATB Student, Anchor Student, etc.)
    - Review their New Generation/Accuplacer Test scores
        - Test requirements are designed to provide information about students so that advisors and faculty members can better assist them in their decision making while at the College.
        - In accordance with Arkansas law, all students enrolling in college-level Mathematics and English are tested for placement purposes. Students failing to achieve designated scores on the various components of the ACT, New Generation Accuplacer are required to successfully complete developmental courses.
    - Make the appropriate recommendations after reviewing their entrance test scores. If a student is deemed to be high risk, the student will then be referred to the Literacy Advocacy Center for further assessment.

- Eligibility Verification and Needs Assessment
    - Find out if the student is low income, first generation
    - Disabled
    - 1st or 2nd Year College Student, Transfer, ATB Student
    - Need for Academic Services
    - Students field of study

- Degree Audit (Should be supplied by student, given to them by advisor)
    - Student should get a copy of degree plan from their advisor
    - SSC helps student interpret the degree plan to make sure they understand why they are taking the classes assigned.

- Disability Verification
    - Due to the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and ADA Amendments of 2008, approved academic accommodations are available to students who can provide documented

disabilities.   In order for a student to be assessed for disability accommodations, they will need to schedule an appointment with the Disability Coordinator. At that appointment, the Coordinator will discuss accommodations that may be appropriate for their situation.

- Notes: SSC will write notes from the one-on-one session

All forms will be signed by student and SSC and placed in CAMS and a hard copy will remain in the SSC hard files.

5. Student Success Coaches help students develop strategies for success, which include but are not limited to:
    a. Interpretation of Test Scores (i.e. COMPASS & Accuplacer)
    b. Disability Verification
    c. Eliminating Barriers to Success
    d. Organization
    e. Time Management
    f. Basic Financial Aid Awareness & Assistance (Including FAFSA completion)
    g. Career/Major Exploration
    h. Resource Connection (i.e. referrals)
    i. Understanding College Policies & Procedures
    j. Campus Engagement
    k. Transitioning to another institution

6. After the student has completed steps 1-4, they are then instructed to go see their designated advisor to get a copy of their class schedule.

TUTOR HANDBOOK: Policies and Procedures

Responsible Parties

Dr. George Herts, Dean of Academic/Student Affairs
Dr. Demetrius Gilbert, Associate Dean of Academic Affairs
Dr. Margaret Boyd-Owens, Assistant Dean of Student Affairs
Jackie Johnson, Director of Student Success
Kim Lockhart, Literacy Lab/Reading
Sylvester Egwim, Math Lab Instructor
TBD, Academic Tutor

SHORTER COLLEGE DESCRIPTION

Shorter College was founded by the African Methodist Episcopal Church in 1886. The college is a private, two-year institution located in North Little Rock, AR. It is supported by the African Methodist Episcopal Church. The College has a long history steeped in developing competent leadership among African Americans and providing instructions leading to a general education. Rooted in the Christian values and principles of the founding fathers, the college strives to prepare our students for future successes in a holistic manner by instilling the Four C's of competency, citizenship, culture and character in each of our students.

MISSION STATEMENT

The Mission of Shorter College is to provide accessible, affordable and high-quality education for students to accomplish their academic goals by offering programs that meet the learner's needs in a challenging and nurturing Christian environment.

INTRODUCTION

As employees, tutors are expected to use the procedures and adhere to the policies provided in this manual.

If you experience any difficulty in understanding the procedures and regulations outlined in this manual, please see your supervisor or an Academic tutor.

PROGRAM EXPECTATIONS

Tutors are expected to have a strong sense of commitment to the goals of the program and to each individual student's progress. The success of the program is dependent on the dedication and skills of the tutors. You must be committed to the program and must take personal interest in students.

Tutors are expected to follow the guidelines set forth in this Tutor Handbook.

You are also expected to:

● Develop a profession, honest, caring, and comfortable relationship with your students

● Know, understand, and use the rules, regulations, and procedures regarding scheduling, absences, and drops

● Check your school assigned email for tutoring schedules and department updates including deadlines

● Attend mandatory training sessions

● Be prepared and attend each tutoring session

● Focus the tutoring session on subject material

● Be interactive in the tutoring process

● Accurately complete and submit all required payroll and leave forms on time

SEXUAL HARASSMENT

Shorter College has a policy that prohibits sexual harassment or discrimination against any staff, faculty, and student of the college on the basis of sex. Actions related to sexual harassment or discrimination based on sex are also prohibited by law, Section 703, Title VII of the Civil Right Act of 1963 and Title IX of the Educational Amendment Act of 1972. Any member of the Shorter College community who violates any of these Acts faces disciplinary action and potential legal consequences.

Sexual harassment is defined as an unwelcome sexual advance, request for sexual favors, and other verbal or physical conduct. The following non-exhaustive list contains forms of sexual harassment:

1. Submission to such conduct is, explicitly or implicitly, made a term or condition of an individual's employment or classroom evaluation.

2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the status of the individual.

3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or classroom performance, or creating an intimidating, hostile, or offensive working or academic environment.

Shorter College shall take necessary steps to maintain a college environment that is free of sexual harassment and discrimination on the basis of sex through programs and workshops developed to prevent such acts. Members of the college are encouraged to report any violation of this policy against an individual on or outside the college campus to the appropriate college authority.

Appropriate administrative departmental action(s) will be taken through either informal or formal procedures.

Shorter College will not accept and/or tolerate any tutor or tutee being subjected to sexual harassment. The campus community will take all necessary and appropriate steps to protect students, staff, and faculty from sexual harassment and all forms of sexual intimidation and exploitation.

RELATIONSHIPS WITH TUTORS

If you get involved in a personal relationship with your tutor, your personal behavior conflicts with your position as a tutor.

TUTOR TRAINING

Tutor training is required for tutors. Tutors are required to complete two quarters of tutor training. Tutor Training dates will be emailed to tutors.

As part of the training for tutors serving as *Literacy Advocates* through the Literacy Program, each student must meet the following qualifications:

- Recommendation by Shorter College Faculty or administrator
- Completion of English Composition I with an A or B
- Hold a Grade Point Average (GPA) of 3.0 or above
- Meet with at risk or ATB students at minimum twice a week.
- Complete training with the *Literacy Action of Central Arkansas (LACA):* a two hour training that focuses on helping Arkansans acquire or improve their English skills (Adult Basic Literacy) or to help non-English speakers improve their skills (English as a Second Language Learners). These students become *Certified Tutors* recognized by the state of Arkansas.
- Record, monitor and track student progression in ALL courses, but with greater emphasis with students enrolled in Accelerated courses
- Attend weekly literacy staff meetings
- Lead and/or assist with on/off-campus Literacy initiatives

Tutors who do not complete Tutor training requirement will not be eligible for future employment.

REASONS FOR DISCIPLINARY ACTION AND DISMISSAL

Conduct that may result in discipline in individual cases might include but is not limited to:

- Falsification of hours on time records and/or attendance sheets
- Excessive tutor training absences
- Excessive tutoring absences
- Academic fraud or dishonesty-doing work for a student
- Sharing/allowing a student to copy an old exam without the professor's permission

- Failure to maintain good academic standing
- Ineffective Tutoring (tutee complaints concerning performance level or attitude)
- Poor handling of Supervision (disagreement with program goals, objectives, policies, or guidelines)

THE DISCIPLINARY PROCESS
Discipline may include a verbal warning, a letter of warning, suspension without pay, or dismissal. The choice of discipline to be used is dependent upon the particular circumstances of the case.

TUTORING
Drop-In
Math tutoring sessions are open to all students enrolled in the course. The structure of drop-in tutoring and tutoring sessions allows you to work with several students throughout your scheduled tutoring time.

Tutors that work drop-in and/or tutoring sessions are paid for the hours assigned; pay is not determined by student attendance. Tutors are not permitted to do any personal work or homework during scheduled work hours. If you have students in the room, you should always be proactive in creating and interactive learning environment. Tutors are required to name tags during scheduled work hours. Tutors should be courteous, friendly and eager to help students. Tutors who display unethical work conduct will be removed from the position.

Individual Tutoring
Individual tutoring appointment hours will vary.

Rescheduling of individual tutoring appointments must be preapproved by the Supervisor. Tutors who reschedule individual tutoring without preapproval will not be paid for the tutoring.

Tutoring for Probation Students
Any student who is on Probation is **REQUIRED** to come to tutoring at least once a week for each class (Math, Reading, or Writing) they need tutoring in. A list will be given to tutors from Advisors concerning Probation Students. Tutors will try their best to reach out to probation students by contacting those probation students. Tutors can also receive access to student schedule and connect with teachers of probation students in order to check to see if students are going to class as a way to reach out to students as well.

ADDITIONAL INFORMATION
Tutoring sessions are normally 50 minutes in length and run according to a regular class schedule. Tutors who work consecutive hours continue to work between sessions. **Tutors are expected to arrive on time as scheduled for all tutoring appointments.**

TRACKING TUTORING ATTENDANCE

A sign-in document will be used for all students who are receiving tutoring. Tutors have a specific document whereby they are to initial and record activities to confirm the tracking activity with students.

For individual tutoring, you should take a paper attendance sheet to show your tutoring sessions for your personal records. You will need to record student attendance, student absences, and the hours you actually worked on a daily basis. There also should a form used that will include date, student's name who missed tutoring session, class, teacher, reason for missing if known, and what the tutor did to attempt to contact student.

APPOINTMENTS
SCHEDULED TIME AND LOCATION

All tutors hired to tutor students should have an availability schedule that is easily accessible to students along with the subject areas that they tutor in.   Unauthorized tutoring sessions above and beyond scheduled sessions will not be paid for unless you have received prior permission from the Tutor Supervisor. For now, all tutoring will take place in the Shorter College Library, Math Lab, and Literacy Lab. Later, we will look at tutoring in other locations outside of such.

TUTORING BEFORE MIDTERMS & FINALS

Tutoring will be available before Mid-terms and Finals.

UNAUTHORIZED TUTEES

Do not allow students to just join an individual tutoring session.   It is your responsibility to make sure that only scheduled students are attending your tutoring sessions.   Inform any student that policy does not allow visitors in tutoring sessions.   Therefore, the visitor cannot stay and must leave immediately. Inform the student about signing up for tutoring.

UNAUTHORIZED TUTORING SESSIONS

You will not be paid by the Preparatory Studies program from unauthorized tutoring sessions and/or time beyond your originally scheduled hours prior to approval from Supervisor.

ABSENCE INFORMATION
TUTOR ABSENCES

As with any employment position, regular attendance is required and expected of all tutors working in the Preparatory Studies program.   **Excessive absences will not be tolerated and are subject to discipline up to and including dismissal.**

It is your responsibility to inform the Supervisor if you are unable to attend a scheduled tutoring session.

It is also your responsibility to inform the Supervisor or appropriate contact person if you are unable to attend assigned drop-in hours, same day appointment tutoring, or tutor training.

EXCUSED ABSENCES

Absences are considered excused if the absence is due to illness, medical/dental appointments, family emergencies, or related excuses considered appropriate by the Supervisor.

Excused absences are not subject to Disciplinary Action.

UNEXCUSED ABSENCES

An unexcused absence occurs when you:

- Do not show up within 15 minutes for a regular scheduled tutoring session
- Do not provide the Supervisor with any notice of the absence
- Do not notify the Supervisor and/or the appropriate person for dorm tutoring and tutor training
- Do not use an excuse considered reasonable based on policy

INDIVIDUAL TUTEE ABSENCES

Tutors are required to wait 15 minutes AFTER THE HOUR for a student to show up for a scheduled tutoring session.

For each tutoring absence, the tutor must complete and submit a Tutee Absence Form. Tutors will be notified by email if a student is dropped.

Tutors are guaranteed pay for the entirety of any pre-scheduled tutoring timeslot for student absences.

RESCHEDULING POLICY

- All re-scheduled appointments must be approved by the Supervisor.
- Re-scheduling a missed appointment is allowed if a student missed an appointment due to a tutor absence.
- The time and day of the re-scheduled appointment must be worked out between the student and the tutor.
- Once a day and time is worked out between the athlete and the tutor, a notification must be submitted to the Supervisor for approval. This notification must include to time and day of the re-scheduled appointment and a reason for the re-schedule. Only approved appointments are allowed to be re-scheduled.

TUTOR REINSTATEMENT

If a scheduled tutor contacts you and expresses interest in continuing an individual tutoring appointment after being dropped, you must refer the tutee to the Supervisor for reinstatement.

Reinstatement may not be with the same tutor as another student may have already taken the available space.

ADMINISTRATIVE DROP

If a student informs the Supervisor that he/she is no longer able to attend a scheduled appointment, the student will be dropped. Tutors will be notified by email if the student submits a drop notice.

Contact Information

Jackie Johnson, Director of Student Success Coaches
jackie.johnson@shortercollege.edu
501-374-6305

Kimberly Lockhart, Literacy Lab
Kimberly.lockhart@shortercollege.edu
501-374-6305

Mr. Sylvester Egwim, Math Lab Tutor
Sylvester.Egwim@shortercollege.edu
501-374-6305

IMPLEMENTATION OF A COMPREHENSIVE: CAREER SERVICES PLAN

Responsible Parties

Dr. George Herts, Dean of Academic/Student Affairs
Daven McCoy, Director of Career Services

Career development starts in the early years of schooling and allows young people to discover their potential, explore their career interests and link their learning to future success in life.

To improve student default rate, the following below will be proposed as a high-level framework to be included in Student Orientation courses.

These goals are organized into three Stages of Career Development:

- **Self-Development**: young people understand themselves and the influences on them, build their experiences and achievements and develop their capabilities.
- **Career Exploration**: young people locate, investigate and consider opportunities in learning and future work options.
- **Career Management**: young people make and adjust Career Action Plans and manage their life choices, changes and transitions

These stages are reflected through six steps:

1. Discover
2. Exploration
3. Focus
4. Plan
5. Decide
6. Apply

Each step will be addressed in the following orientation sessions:

Steps	Orientation Course	Description of Career Related Activities
Step 1: Discover	Orientation I	- Career Assessment / Questionnaires / Self Inventory. - Discovering and Discussing various careers/occupations and vocations. - Exploring various career/occupations/vocations of interest.
Step 2: Exploration	Orientation I	Exploring various career/occupations/vocations of interest.

			• Exposure to speakers and other field related experiences.
Step 3: Focus	Orientation II		• Synthesizing top 3-4 Career or Occupational Interest.
Step 4: Plan	Orientation II		• Develop a Career Plan and an aligned Academic Plan. • Exposure to speakers and other field related experiences.
Step 5: Decide	Orientation III		• Selection of Mentor(s) in the field of interest. • Dress for Success/ Resume Preparation.
Step 6: Apply	Orientation IV		• Internship/Co-Op Experience (Mandatory).

Note: Financial Literacy Components will be addressed in all levels of orientation and will be a joint effort with Financial Aid.

As a result of actively participating in the Career Services program, participants, through utilization of the counseling process, assessment tools, print resources, various internet websites, social media, event participation, and learning opportunities, will be able to:

1. Select an appropriate major

2. Identify career options and follow through with career decisions

3. Utilize job search resources

4. Demonstrate an ability to interact appropriately in a professional setting

5. Develop an effective resume

6. Prepare for the interview process

7. Acquire technical and professional skills through real-world experience

Learning Outcomes
1. **Assessment**

   • Identify strengths and skills
   • Explore personality, interests, and values

2. **Research and Exploration**

   • Understand how to market strengths and skills to employers in industry of interest
   • Apply prior work experience and academics to job choice and application

3. **Resume Writing**

   • Build basic application materials using strengths and skills
   • Develop application materials that are industry appropriate; highlighting relevant skills and experiences and incorporating keywords

4. **Job Search Strategies**

   • Consider occupations and industries based on major choice, personality, interests, skills and values
   • Identify potential career options and occupations
   • Research job opportunities in areas of interest

5. **Interview Preparation**

   • Practice basic interviewing skills including eye contact and speaking about strengths and skills
   • Learn and practice various types of interviews such as telephone, individual, panel and behavior-based
   • Dress appropriately for the interview

6. **Professional Networking**

   • Learn how to network and why it is important
   • Identify and contact individuals and groups of interest
   • Conduct informational interviews with professionals
   • Build and maintain relationships with individuals and groups of interest

7. **Real-World Experience**

   • Learn about professional verbal and written communication
   • Effectively manage time, set goals and execute tasks
   • Develop personal and professional etiquette skills
   • Learn about organizational structure and resources
   • Employer Engagement

Career Services process of Assessment and Career Action plans beginning with the Fall and Spring graduates. The orientation classes have assigned students to complete the Arkansas Workforce Career Scope Assessment. The students Career Scope assessment, Career Action Plan and Resume will be on file in the student services office.

Shorter College will host a career fair on campus each year to provide students the opportunity to meet with workforce personnel in their field of study.

Shorter College will host college transfer day to assist students with continued education opportunities with four-year institutions.

Career Services will assist all students with career placement opportunities when requested. The Career Counselor will send job announcements and other career information by e-mail and text bi-weekly.

APPENDIX

STUDENT SUCCESS PLAN

Name: _____ Date: _____

Is this student an Ability-to-Benefit (ATB) student? _____Yes _____No

Have developmental or pre-requisite courses been recommended to the student:

_____Yes _____No

Is the student currently on academic probation? _____Yes _____No

Number of semester hours completed? _____ Cumulative College Grade Point Average

(GPA):_____

COMPASS Scores: _____Writing _____ Reading _____Pre Alg _____/Alg

ACCUPLACER Scores: _____Sent. Structure _____Reading_____

Arithmetic

<u>Recommended Services</u>

Tutoring Assistance	_____Yes	_____NO	_____Maybe
Mentoring Assistance	_____Yes	_____NO	_____Maybe
Study Skills Assistance	_____Yes	_____NO	_____Maybe
Academic Planning/Course Selection	_____Yes	_____NO	_____Maybe
Career Advising	_____Yes	_____NO	_____Maybe
Personal Counseling	_____Yes	_____NO	_____Maybe
Transfer Assistance	_____Yes	_____NO	_____Maybe
Assistance Obtaining Financial Aid	_____Yes	_____NO	_____Maybe

Other Service recommendations: _____

_____
  Student Signature   Date

Literacy Advocacy Reading and Writing
Academic Success Plan

Name: _____ SID: _____

E-mail: _____ Major_____

Cell Number: _____ Local Number: _____ Semester/Year: _____

Cumulative Hours Completed: _____ Cumulative GPA: _____

The student must attain a cumulative GPA of 2.0 or higher at Shorter College by the end of:

Fall 20_____   Winter 20_____   Spring 20_____   Summer 20_____

There are several factors that can contribute to lack of academic success. To help us determine which factors affected you this past semester, mark an "X" next to any of the following which you think may have contributed to your poor academic performance. Circle the "X" which you feel had the most impact.

Study Skills	**Career/Major Issues**
__ Inadequate/lack of study skills	__ Unhappy with current major or unsure of major
__ Challenging classes	__ No clear career goals or plans
__ Poor high school preparation	__ Unsure of interests, skills and abilities
__ Difficulty managing time	
__ Unhappy with teaching styles of instructors	
__ Unable to understand course materials	
__ Too heavy a course load	
__ Test taking/test anxiety	
Family/Social Adjustment	**Personal Issues**
__ Adjustment to Arkansas Baptist College	__ balancing school with work and/or family
__ separation from friends, family, home	__ Financial difficulties
__ Housing or roommate issues	__ Physical illness, health problems, injury
__ Home or family problems	__ Use of alcohol or other substance abuse
__ Friend/Relationship problems	__ Pressure, stress, tension, anxiety
__ Trouble making friends	__ Loneliness, lack of emotional support
__ Adjustments to the US	__ Lack of motivation
__ Child care issues	__ Working too many hours
__ Caring for family member	__ Possible or diagnosed learning disability
	__ Transportation problems
Others:	__ Conflicts with social obligations and/or extracurricular activities

Literacy Advocacy Reading and Writing
Academic Success Plan

As a student on academic probation, I agree that changes in my habits and academic performance are necessary for my continued attendance at Shorter College. I understand that I must work on certain behaviors and follow through with the recommendations listed below in order to improve my Grade Point Average (GPA).

Recommendations and Resolutions for Success

	Required to Completed by:	Date Completed:
I will meet with my academic advisor 3 times this semester: 1. This initial academic success planning meeting 2. A mid-semester check-in to discuss progress, continuing challenging, additional resources (as necessary) and grades 3. A pre-registration planning meeting to discuss my current semester progress and plan for the upcoming semester. I understand that I cannot register for the next semester until this meeting is completed.		
I will attend all classes regularly, arrive on time, and stay until the end.		
I will study _____ hours per week at/in the _____.		
I will not earn any grade below a C- this semester.		
I will limit my work hours to _____ hours per week (if applicable).		
I will submit a revised academic plan to my academic advisor for review and approval prior to registering for the next semester.		
I will meet with each of my professors twice during the semester, once before the midterm, and once before the final exam. Before visiting professors, I will establish talking points for these meetings.		
I will not take more than 12-13 credit hours (6-9 hours if I am part-time) during this semester. This reduced course load will allow time for me to focus on my studies and to access resources available at LARW to assist me to be a successful student. I understand that a reduced course load and failing or dropping course will result in additional semesters being required to complete a degree.		
I will attend a time management workshop through LARW.		
I will attend a study skills workshop through LARW.		
I will attend a test anxiety workshop through LARW.		
I will attend Majors Walk-In Hours (Wednesdays, 1-3pm) or meet with an advisor in the LARW lab.		
I will enroll in and complete College Orientation, a 1-credit study strategies course.		
I will create a realistic time management plan, review the plan with my advisor, and allow sufficient study time to attain the grades needed to achieve good academic standing.		
I will seek and utilize the appropriate tutoring resources as necessary at LARW, or with the respective department(s).		
I will seek assistance with the Literacy Coaches in the LARW.		
I will meet with a Financial Aid Counselor (www.shortercollege.edu)		
I will seek assistance from the Office of Disability Support Service (www.shortercollege.edu)		

Literacy Advocacy Reading and Writing
ACADEMIC SUCCESS PLAN

I understand that my education is my responsibility, and that the Literacy Advocacy Reading and Writing Academic Success Plan is offering me additional support, resources, and advice to help enhance my educational experience and improve my academic performance. If I choose not to accept my advisor's recommendations on course load, developmental course work, and referrals for assistance through services such as tutoring, Academic Advising, Computer Lab, etc., I may limit my academic growth and support. Therefore, I am willing to commit my time and dedicate my effort towards my academic success, and I agree to participate in these services.

I understand that my advisor expects me to:
* Complete this plan to the best of my knowledge and ability.
* Follow this plan as a tool toward my success.
* Be honest with myself and my advisor about my academic performance.
* Ask for help when I need it.
* Schedule check-in meetings with my advisor during the semester.

I understand that I can expect my advisor to:
* Assist me in understanding the policy on academic probation/dismissal.
* Assist me in developing a realistic academic success plan.
* Assist me in monitoring and evaluating my progress through the semester.
* Assist me in understanding and utilizing the available resources on campus.

My class schedule for this semester is as follows:

Course	Days & Time	Bldg & Room #	# of Credits	Target Grade	Expected Grade (complete at mid-semester appt)

Total Credits _____

I understand that signing this Academic Success Plan confirms that I understand the terms of the plan, the expectations of the advising relationship while I am on probation, and that I have the opportunity to ask questions.** *Please ask if you have ANY questions about this information BEFORE signing the Academic Success Plan**

Student Signature   Date   Advisor Signature   Date

Original: LARW Student File   Copy: Student

Calling All Interested Shorter College Students!

The Literacy Advocacy Program is seeking committed individuals to serve as literacy tutors in the Literacy Labs. A Literacy Advocate serves his/her fellow peers with their academic needs and promote awareness of the illiteracy epidemic affecting thousands.

How to Become a Literacy Advocate

The reading, writing, and Math skills you already possess, your collaboration with other Literacy Advocates, and our staff training will prepare you to help those in need of Reading and Writing and Math**.**

Requirements

Commitment to service and compassion for others

Where to Sign Up

Each Tuesday at 11 am in room 208, the Literacy Advocacy Lab staff and tutors meet to strategize on initiatives to strengthen and promote learning. See or email Mrs. Lockhart, **kim.lockhart@shortercollege.edu** for more information and details.

BECOME A CERTIFIED TUTOR: Partner with Literacy Action

Upcoming Training Workshops & Events consists of ABL/ESL Combo Tutor Training. All tutor training workshops are held in the **Literacy Action** classroom on the 5th floor of the **Central Arkansas Library's Main Campus** in downtown Little Rock. You may register for any of these events through the Literacy Action website: **www.literacylittlerock.org**

FLOWCHARTS

FLOWCHART
for
CURRENTLY ENROLLED STUDENTS
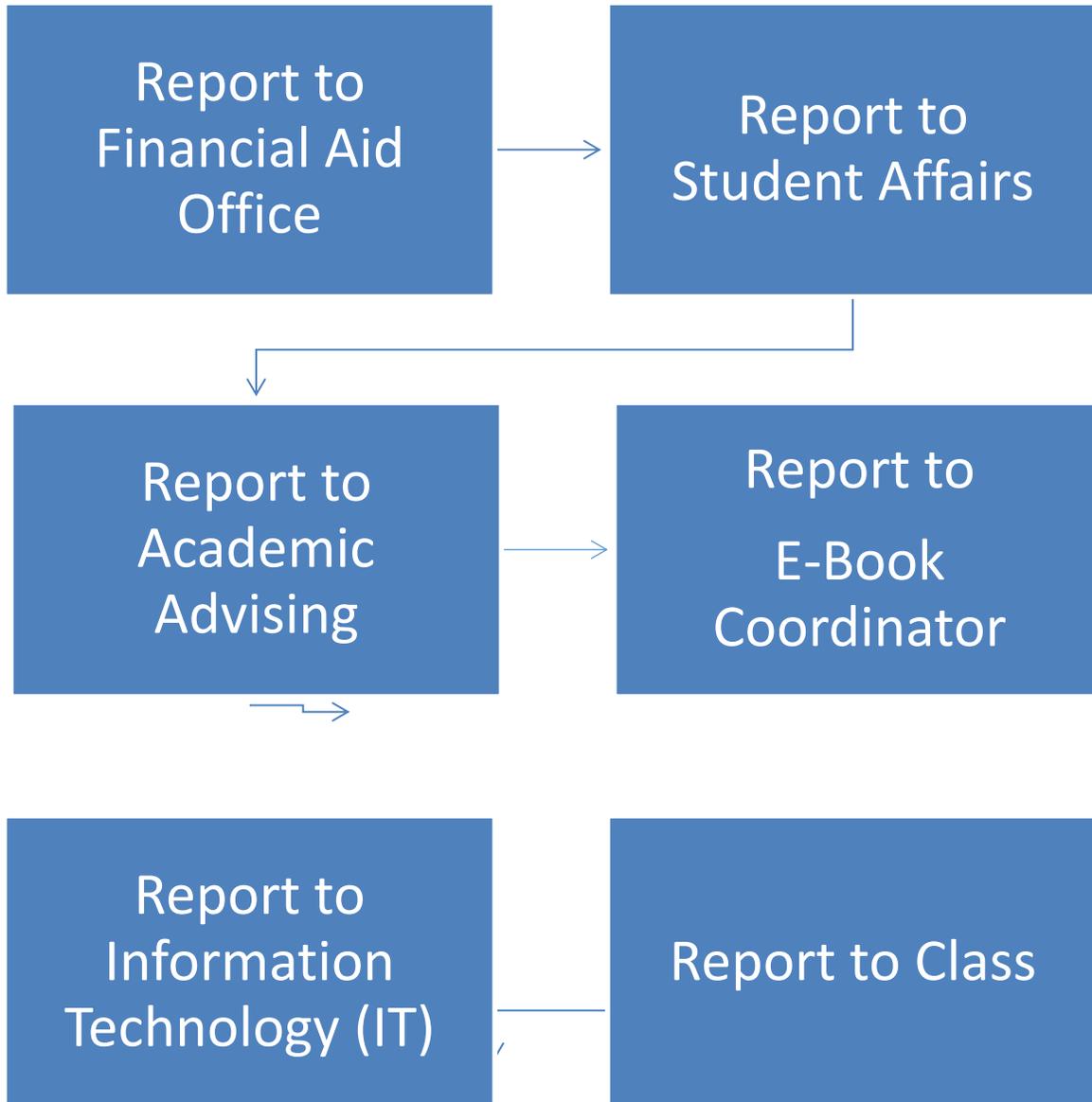
Report to Financial Aid Office	**Report to Student Affairs**
Report to Academic Advising	**Report to E-Book Coordinator**
Report to Information Technology (IT)	**Report to Class**

Currently Enrolled Students

Report to Financial Aid Office

Step 1	Student complete Financial Responsibility Contract
Step 2	Complete Free Application for Federal Student Aid (FAFSA) by visiting www.fafsa.ed.gov.
Step 3	Complete Virtual Financial Aid Interview (VFAO) by visiting www.shortercollegearkansas.vfao.com.
Step 4	Financial Aid provides the student with a signed financial responsibility contract to be taken to their Academic Advisor.

Report to Student Affairs

Step 1	Student meet with their Success Coaches according to last name: **A-M N-Z**
Step 2	Complete a 15-20 minute Pre-Assessment with Success Coach
Step 3	Schedule Appointment with Success Coach to discuss:

> Student Responsibility
> Student Success Plan
> Needs Assessment
> Disability Intake
> SAP students will meet with their coach to complete SAP/Probation Success Plan Assessment.
> Student will be assigned an academic advisor to select classes.

Report to Academic Advisor in Academic Affairs

Step 1	Student will meet with their Academic Advisor.
Step 2	Advisor will review the role of an Academic Advisor
Step 3	Advisor will review degree audit and degree plan
Step 4	Advisor will review student's schedule and academic catalog to ensure he/she will complete their plan

Report to E-Book Coordinator

Step 1	Student presents to the E-Book Coordinator with a copy of their schedule provided to them by their Academic Advisor.
Step 2	E-Book coordinator will inquiry if the student will be purchasing their E-Book or renting. Coordinator will give the student an overview on strengthens and weaknesses with purchasing vs renting their E-Book.
Step 3	Student will complete and sign purchasing and/or rental agreement.
Step 4	New Students – Instructions will be given on how to register for Cengage access code and provide them with access code.
	Returning Students – Coordinator will provide student with a new Cengage access code after validating an account currently exists.

Report to Information Technology (IT) Office

Step 1	Student will visit the IT office after meeting with the E-Book Coordinator.
Step 2	IT representative will set-up student with a Shorter College Email and Password.
Step 3	Once email been created, student will take their photograph for Shorter College ID.
Step 4	Student will be provided with the Information Technology Quick Reference Guide (QRG)

Report to Class

Step 1	Faculty will post syllabus on CAMS
Step 2	Faculty will review syllabus with students
Step 3	Students will print and sign acknowledgement page
Step 4	Students will report to class on time, have necessary materials for course objectives
Step 5	Students must complete all course objectives
Step 6	Faculty will design and prepare pre/post academic reports
Step 7	Faculty will take daily attendance

FLOWCHART
for
RE-ENROLLED STUDENTS

Report to Admissions Office	**Report to Financial Aid Office**
Return to Admissions Office	**Report to Student Affairs**
Report to Academic Advising	**Report to E-Book Coordinator**
Report to Information Technology (IT)	**Report to Class**

Re-enrolled Students

Report to Admission Office

Step 1   Student completes a two-page application.
Step 2   Admission Office will provide a copy of completed application to student. The student will submit copy to the Financial Aid Office. The Admission Office will update the re-enroll application into the CAMS system.

Report to Financial Aid Office

Step 1   Financial Aid Office receive copies of admission application from the student.
Step 2   Student complete Financial Responsibility Contract.
Step 3   Complete Free Application for Federal Student Aid (FAFSA) by visiting www.fafsa.ed.gov.
Step 4   Complete Virtual Financial Aid Interview (VFAO) by visiting www.shortercollegearkansas.vfao.com.
Step 5   Financial Aid provides the student with a signed financial responsibility contract to be taken to their Academic Advisor.

Report to Student Affairs

Step 1   Student meet with their Success Coaches according to last name: **A-M N-Z**
Step 2   Complete 15-20 minute Pre-Assessment with Success Coach
Step 3   Schedule Appointment with Success Coach to discuss:
        Student Responsibility
        Student Success Plan
        Needs Assessment
        Disability Intake
        SAP students will meet with their coach to complete SAP/Probation Success Plan Assessment.
        Student will be assigned an academic advisor to select classes.

Report to Academic Advisor in Academic Affairs

Step 1   Student will meet with their Academic Advisor.
Step 2   Advisor will review the role of an Academic Advisor
Step 3   Advisor will review degree audit and degree plan
Step 4   Advisor will review student's schedule and academic catalog to ensure he/she will complete their plan

Report to E-Book Coordinator

Step 1   Student presents to the E-Book Coordinator with a copy of their schedule provided to them by their Academic Advisor.
Step 2   E-Book coordinator will inquiry if the student will be purchasing their E-Book or renting. Coordinator will give the student an overview on strengthens and weaknesses with purchasing vs renting their E-Book.
Step 3   Student will complete and sign purchasing and/or rental agreement.
Step 4   New Students – Instructions will be given on how to register for Cengage access code and provide them with access code.
        Returning Students – Coordinator will provide student with a new Cengage access code after validating an account currently exists.
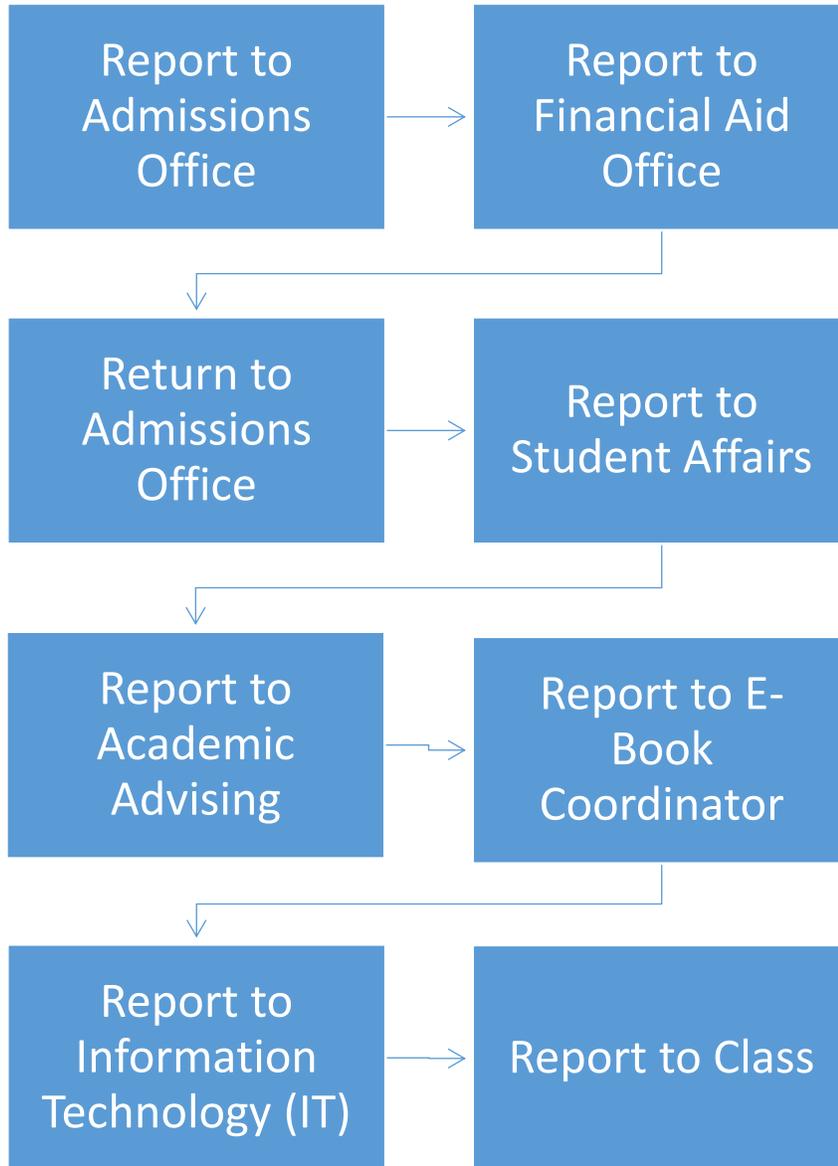
Report to Information Technology (IT) Office

Step 1   Student will visit the IT office after meeting with the E-Book Coordinator.
Step 2   IT representative will set-up student with a Shorter College Email and Password.
Step 3   Once email been created, student will take their photograph for Shorter College ID.
Step 4   Student will be provided with the Information Technology Quick Reference Guide (QRG)

Report to Class

Step 1   Faculty will post syllabus on CAMS
Step 2   Faculty will review syllabus with students
Step 3   Students will print and sign acknowledgement page
Step 4   Students will report to class on time, have necessary materials for course objectives
Step 5   Students must complete all course objectives
Step 6   Faculty will design and prepare pre/post academic reports
Step 7   Faculty will take daily attendance

Implemented Fall 2016 - Last Revised April 2019

FLOWCHART
for
NEW STUDENT

Report to the Admissions Office	Report to the Financial Aid Office
Return to the Admissions Office	Report to Student Affairs
Report to Academic Advising	Report to E-Book Coordinator
Report to Information Technology (IT)	Report to Class

New Student

Report to Admission Office

Step 1   Student completes admission application.
Step 2   Student signs Release of Records and Academic Catalog Forms.
Step 3   Admission office will provide copies of the application and transcripts. The student will submit copies to the Financial Aid Office.

Report to Financial Aid Office – New Student

Step 1   Financial Aid Office receive copies of admission application and transcripts from the student.
Step 2   Student complete Financial Responsibility Contract
Step 3   Complete Free Application for Federal Student Aid (FAFSA) by visiting www.fafsa.ed.gov.
Step 4   Complete Virtual Financial Aid Interview (VFAO) by visiting www.shortercollegearkansas.vfao.com.
Step 5   Financial Aid provides the student with a signed financial responsibility contract to be taken to their Academic Advisor.

Report to Admission Office – New Student

Step 1   Student return with the signed Financial Responsibility Contract to the Admission Office.
Step 2   Admission Office will make a copy of signed Financial Responsibility Contract.
Step 3   Complete new student checklist form.
Step 4   Student receives their CAMS User ID and CAMS Password.
Step 5   Student receives their academic advisor based upon Academic Major.

Report to Student Affairs

Step 1   Student meet with their Success Coaches according to last name: **A-M N-Z**
Step 2   Complete 15-20 minute Pre-Assessment with Success Coach
Step 3   Schedule Appointment with Success Coach to discuss:

          Student Responsibility   Student Success Plan
          Needs Assessment   Disability Intake

      SAP students will meet with their coach to complete SAP/Probation Success Plan Assessment.
      Student will be assigned an academic advisor to select classes.

Report to Academic Advisor in Academic Affairs

Step 1   Student will meet with their Academic Advisor.
Step 2   Advisor will review the role of an Academic Advisor
Step 3   Advisor will review degree audit and degree plan
Step 4   Advisor will review student's schedule and academic catalog to ensure he/she will complete their plan

Report to E-Book Coordinator

Step 1   Student presents to the E-Book Coordinator with a copy of their schedule provided to them by their Academic Advisor.
Step 2   E-Book coordinator will inquiry if the student will be purchasing their E-Book or renting. Coordinator will give the student an overview on strengthens and weaknesses with purchasing vs renting their E-Book.
Step 3   Student will complete and sign purchasing and/or rental agreement.
Step 4   New Students – Instructions will be given on how to register for Cengage access code and provide them with access code.
          Returning Students – Coordinator will provide student with a new Cengage access code after validating an account currently exists.
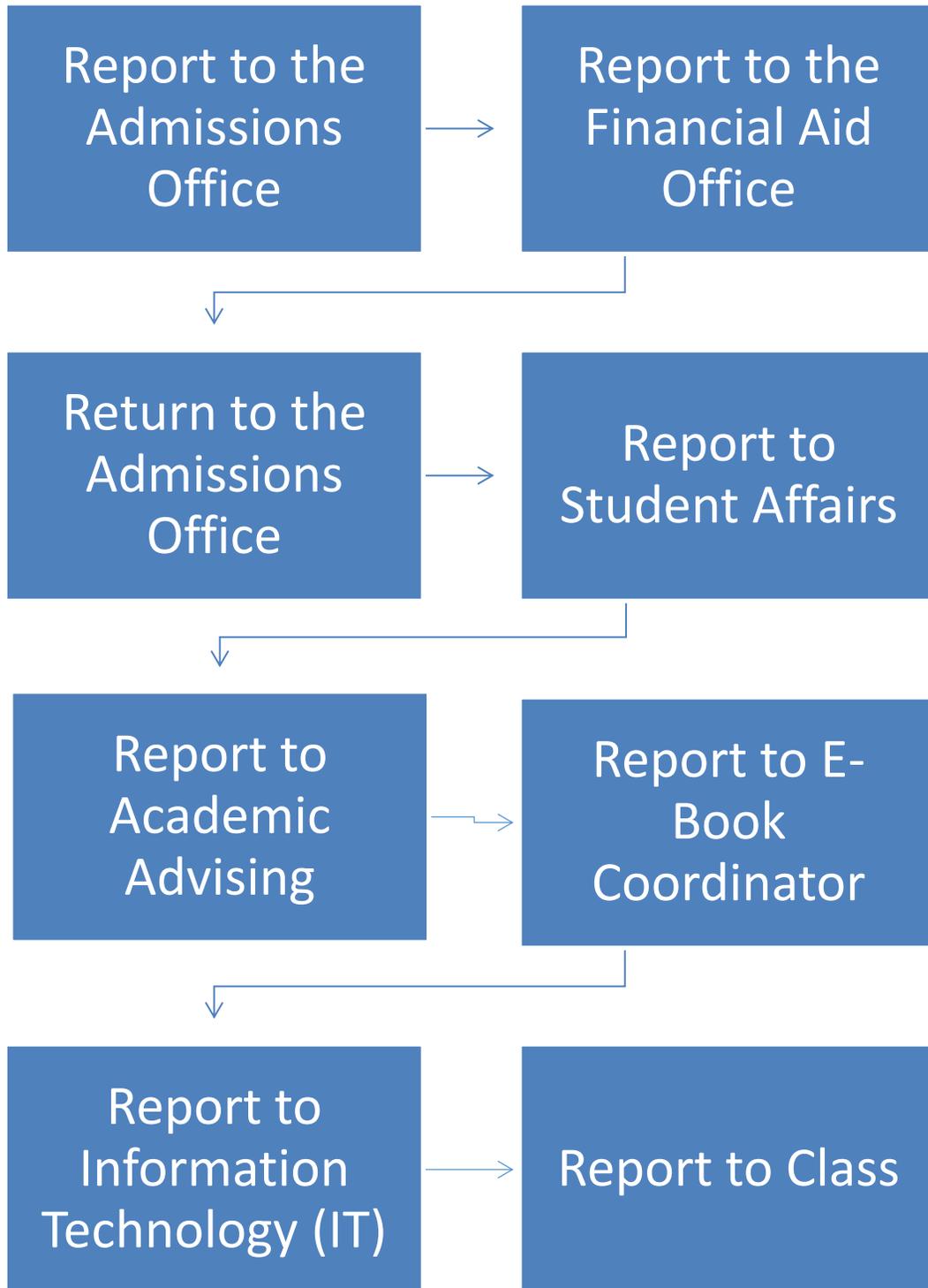
Report to Information Technology (IT) Office

Step 1   Student will visit the IT office after meeting with the E-Book Coordinator.
Step 2   IT representative will set-up student with a Shorter College Email and Password.
Step 3   Once email been created, student will take their photograph for Shorter College ID.
Step 4   Student will be provided with the Information Technology Quick Reference Guide (QRG)

Report to Class

Step 1   Faculty will post syllabus on CAMS
Step 2   Faculty will review syllabus with students
Step 3   Students will print and sign acknowledgement page
Step 4   Students will report to class on time, have necessary materials for course objectives
Step 5   Students must complete all course objectives
Step 6   Faculty will design and prepare pre/post academic reports
Step 7   Faculty will take daily attendance

FLOWCHART
for
TRANSFER STUDENT

Report to the Admissions Office →	Report to the Financial Aid Office →	Report to the Registrar Office
Return to the Admissions Office →	Report to the Student Affairs →	Report to Academic Advising
Report to E-Book Coordinator →	Report to Informtion Technology (IT) →	Report to Class

Transfer Student
Report to Admissions Office

Step 1	Student completes admission application.
Step 2	Student signs Release of Records and Academic Catalog Forms.
Step 3	Admission office will provide copies of the application and transcripts. The student will submit copies to the Financial Aid Office.

Report to Financial Aid Office

Step 1	Financial Aid Office receive copies of admission application and transcripts from the student.
Step 2	Student complete Financial Responsibility Contract.
Step 3	Complete Free Application for Federal Student Aid (FAFSA) by visiting www.fafsa.ed.gov.
Step 4	Complete Virtual Financial Aid Interview (VFAO) by visiting www.shortercollegearkansas.vfao.com.
Step 5	Financial Aid provides the student with a signed financial responsibility contract to be taken to their Academic Advisor.

Report to Registrar Office

Step 1	Student will provide copies of all transcripts to the Registrar for evaluation.
Step 2	The Registrar will evaluate transcript and add those coursed deemed transferable to the students Shorter College record. Accepted transfer credits will receive the grade of a "TR)" and not counted toward SAP completion. Any student who has left a prior school with an academic sanction or withdrawn status will have an alert in the course management system.

Report to Admission Office

Step 1   Student return with the signed Financial Responsibility Contract to the Admission Office.
Step 2   Admission Office will make a copy of signed Financial Responsibility Contract.
Step 3   Complete new student checklist form.
Step 4   Student receives their CAMS User ID and CAMS Password.
Step 5   Student receives their academic advisor based upon Academic Major.

Report to Student Affairs

Step 1   Student meet with their Success Coach h according to last name: **A – H   I – P   Q-Z**
Step 2   Complete Pre-Assessment with Success Coach.
Step 3   Schedule Appointment with Success Coach to complete:
                    Student Responsibility
                    Student Success Plan
                    Needs Assessment
                    Disability Intake
                    SAP students will meet with their coach to complete SAP/Probation Success Plan Assessment.
                    Student will be assigned an academic advisor to select classes.

Report to Academic Affairs

Step 1   Student will meet with their Academic Advisor.
Step 2   Advisor will review the role of an Academic Advisor.
Step 3   Advisor will review degree audit and degree plan.
Step 4   Advisor will review student's schedule and academic catalog to ensure he/she will complete their plan.

Report to E-Book Coordinator

Step 1   Student presents to the E-Book Coordinator with a copy of their schedule provided to them by their
            Academic Advisor.
Step 2   E-Book coordinator will inquiry if the student will be purchasing their E-Book or renting. Coordinator will
            give the student an overview on strengthens and weakness with purchasing vs renting their E-Book.
Step 3   Student will complete and sign purchasing and/or rental agreement.
Step 4   New Students – Instructions will be given on how to register for Cengage access code and provide them
            with access code.
            Returning Students – Coordinator will provide student with a new Cengage access code after validating an
            account currently exists.

Report to Information Technology (IT) Office

Step 1   Student will visit the IT office after meeting with the E-Book Coordinator.
Step 2   IT representative will set-up student with a Shorter College Email and Password.
Step 3   Once email been created, student will take their photograph for Shorter College ID.
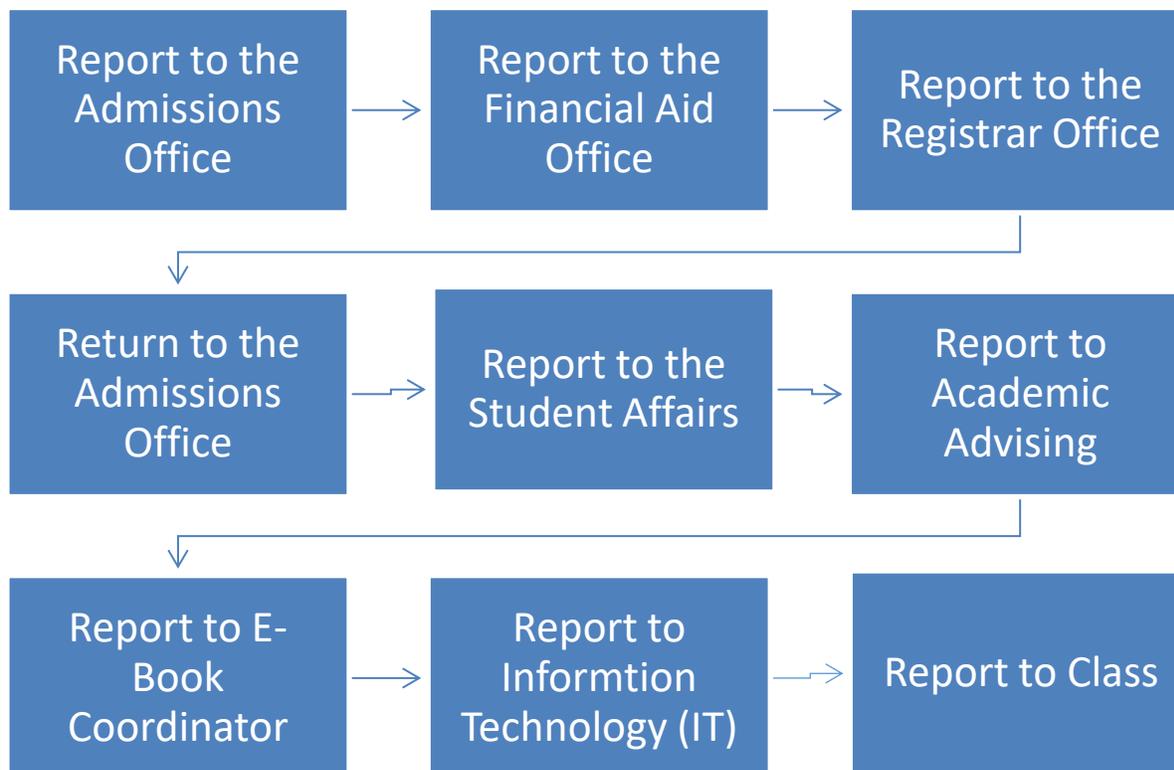Step 4   Student will be provided with the Information Technology Quick Reference Guide (QRG)

Report to Class

Step 1   Faculty will post syllabus on CAMS.
Step 2   Faculty will review syllabus with students.
Step 3   Students will print and sign acknowledgement page.
Step 4   Students will report to class on time, have necessary materials for course objectives.
Step 5   Students must complete all course objectives.
Step 6   Faculty will design and prepare pre/post academic reports.
Step 7   Faculty will take daily attendance.

FLOWCHART
for
SATISFACTORY ACADEMIC PROGRESS APPEAL

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┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│ Report to the       │ ──> │ Student completes   │ ──> │ Associate Dean      │
│ Academic Dean's     │     │ Financial Aid (FA)  │     │ complete Section D  │
│ Office              │     │ Appeal sections:    │     │                     │
│                     │     │ A, B, C, & E        │     │                     │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘

┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│ Student submits     │ ──> │ FA Appeals          │ ──> │ FA Office notify    │
│ completed form to   │     │ Committee review    │     │ student of decision │
│ FA Office.          │     │ and render          │     │                     │
│                     │     │ decision.           │     │                     │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘

┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│ If FA Appeal is     │ ──> │ If FA Appeal is     │ ──> │ Report to the       │
│ denied, student     │     │ approved and if not │     │ Admissions Office   │
│ must complete       │     │ currently           │     │                     │
│ promise to pay in   │     │ attending, student  │     │                     │
│ FA or Fiscal        │     │ will visit          │     │                     │
│ Affairs Offices.    │     │ Admissions Office   │     │                     │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘

┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│ Report to           │ ──> │ Return to           │ ──> │ Report to Student   │
│ Financial Aid       │     │ Admissions Office   │     │ Affairs             │
│ Office              │     │ only if currently   │     │                     │
│                     │     │ not attending       │     │                     │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘

┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│ Report to Associate │ ──> │ Report to E-Book    │ ──> │ Report to           │
│ Dean for Action     │     │ Coordinator         │     │ Information         │
│ Plan                │     │                     │     │ Technology (IT)     │
│                     │     │                     │     │ to Class            │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘

┌─────────────────────┐
│ Report to Class     │
│                     │
└─────────────────────┘
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Satisfactory Academic Progress Appeal

Report to Associate Dean in Academic Affairs

Step 1   Student will be counseled on their academic progress and provided a Financial Aid Appeals form.

Step 2   Student will complete Section A, B, C, and E section of the application. The Associate Dean will complete Section D of the application.

Step 3   The Associate Dean will give completed financial aid appeal application to the student. The student will return appeal application, along with any supporting documentation, to the Financial Aid Office.

Report to Financial Aid Office

Step 1   Student submit the completed Financial Application to the Financial Aid Office.
Step 2   Financial Aid Satisfactory Progress Committee convenes, review, and make a determination on each appeal.
Step 3   The Financial Aid Office will contact student regarding decision(s).

Report to Admission Office (only if not currently attending)

Step 1   If appeal is approved, student completes the two-page application (only if the student was not attending).
Step 2   Admission Office will provide a copy of the application to the student. The student will submit copy to the Financial Aid Office. The Admission Office will update the re-enroll application into the CAMS system.

Report to Financial Aid Office

Step 1   Student sign and agree to terms & conditions of the appeal.
Step 2   Student completes Financial Responsibility Contract form.
Step 2   Complete Free Application for Federal Student Aid (FAFSA) by visiting www.fafsa.ed.gov.
Step 4   Complete Virtual Financial Aid Interview (VFAO) by visiting www.shortercollegearkansas.vfao.com.
Step 5   Financial Aid provides the student with a signed financial responsibility contract to be taken to their Academic Advisor.

Report Back to Admission Office (only if not currently attending)

Step 1   Student return with the signed Financial Responsibility Contract to the Admission Office.
Step 2   Admission Office will make a copy of signed Financial Responsibility Contract.
Step 3   Complete new student checklist form.
Step 4   Student receives their CAMS User ID and CAMS Password.
Step 5   Student receives their academic advisor based upon Academic Major.

Report to Student Success Coach

Step 1   Student meet with their Success Coach according to last name: **A – M**   **N - Z**
Step 2   Complete Pre-Assessment with Success Coach.
Step 3   Schedule Appointment with Success Coach to complete:
                 Student Responsibility
                 Student Success Plan
                 Needs Assessment
                 Disability Intake
                 SAP students will meet with their coach to complete SAP/Probation Success Plan Assessment.

Report to Associate Dean in Academic Affairs

Step 1   Student will meet with the Associate Academic Dean to complete an Action Plan.
Step 2   The Associate Dean will review degree audit, degree plan and academic plan from the SAP Appeal form.
Step 3   The Associate Dean will register student in the appropriate classes.
Step 4   The Associate Dean will review student's schedule and academic catalog to ensure he/she will complete plan he/she begun.

Report to E-Book Coordinator

Step 1   Student presents to the E-Book Coordinator with a copy of their schedule provided to them by their Academic Advisor.
Step 2   E-Book coordinator will inquiry if the student will be purchasing their E-Book or renting. Coordinator will give the student an overview on strengthens and weaknesses with purchasing vs renting their E-Book.
Step 3   Student will complete and sign purchasing and/or rental agreement.
Step 4   New Students – Instructions will be given on how to register for Cengage access code and provide them with access code.
                 Returning Students – Coordinator will provide student with a new Cengage access code after validating an account currently exists.

Report to Information Technology (IT) Office

Step 1   Student will visit the IT office after meeting with the E-Book Coordinator.
Step 2   IT representative will set-up student with a Shorter College Email and Password.
Step 3   Once email been created, student will take their photograph for Shorter College ID.
Step 4   Student will be provided with the Information Technology Quick Reference Guide (QRG)

Report to Class

Step 1   Faculty will post syllabus on CAMS.
Step 2   Faculty will review syllabus with students.

Step 3	Students will print and sign acknowledgement page.
Step 4	Students will report to class on time, have necessary materials for course objectives.
Step 5	Students must complete all course objectives.
Step 6	Faculty will design and prepare pre/post academic reports.
Step 7	Faculty will take daily attendance.

FLOWCHART
for
EVALUATION of STUDENTS at MID-TERM

Academic Advisor and/or Instructor	Report to Student Affairs

Report to Academic Affairs	
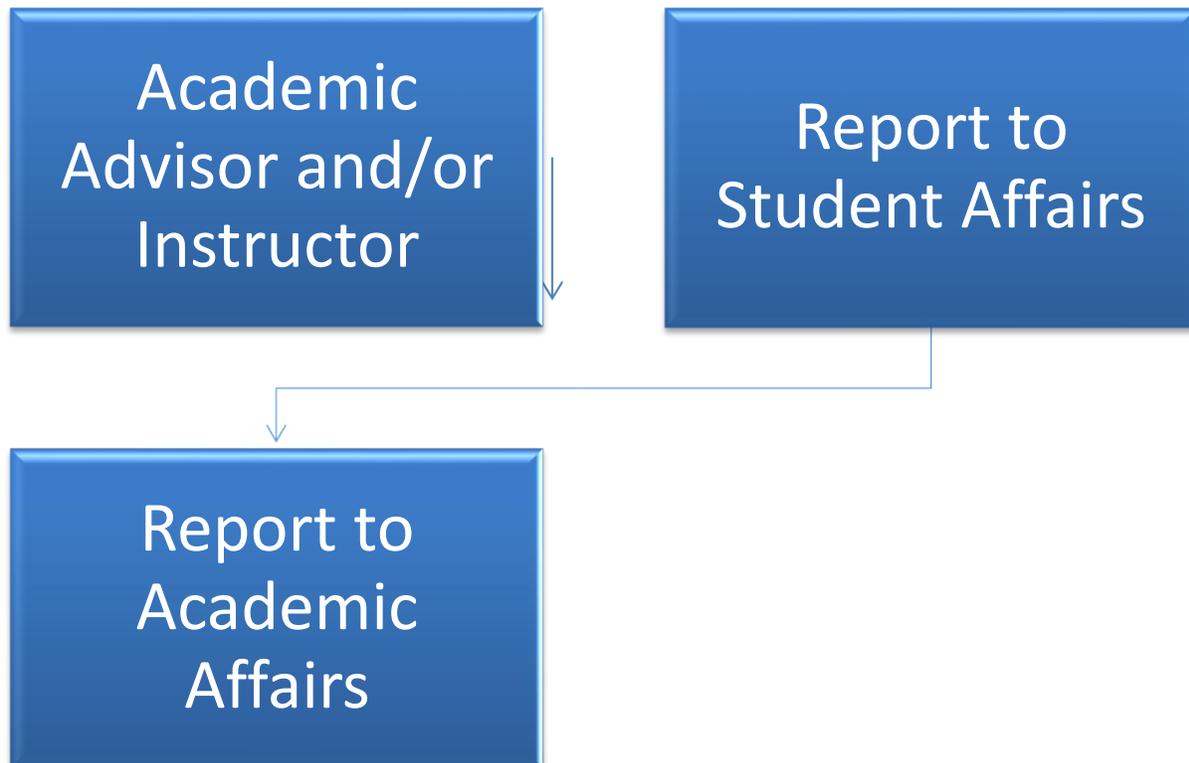
Evaluation of Students at Mid-term

Step 1   Academic Advisor and/or instructor will evaluate and make referral to Student Success Coach.

Step 2   Student Success Coach will complete an assessment and make referral to literacy and/or math tutor for follow up.

Step 3   Office of Academic Affairs will counsel and determine necessary actions needed for student to be academically prepared.

Shorter College Default Task Force
Contact Information
Main Number: 501-374-6305

NAME	POSITION	OFFICE EXTENSION
Dr. Jerome O. Green	President	501-374-6305
Dr. George Herts	Dean of Academic and Student Affairs	201
George Mackey	Chief Financial Officer	300
Janice Ivory	Director Enrollment Management	501
Roderick Dunn	Default Management Chair/SAP Committee	503
Cindy Conley	Registrar	504
Dr. Demetrius Gilbert	Associate Dean Academic/Student Affairs/SAP Committee	202
Dr. Margaret Boyd-Owens	Assistant Dean of Student Affairs	212
Dr. Howard Gibson	Director of Institutional Support	225
Arnella Carter	Director of Admissions and Recruitment	506
Gwendolyn Love	Fiscal Affairs Manager/SAP Committee	301
Antonio Swygart	Admissions Manager	505
Jackie Johnson	Director of Student Success/SAP Committee	216
Kimberly Lockhart	Faculty Representative/SAP Committee	206
Dewayne Hines	Campus Safety and Security Chief	303
Daven McCoy	Director of Career Services	227
Diana Guevera	Student Representative	
William Boyd	Student Representative	

CONSECUTIVE ABSENCE FACULTY/STAFF GUIDELINES

	Academic Affairs	Student Affairs	Business Office /Finance
CLASSES SCHEDULED – ONCE A WEEK	**2nd Absence (Consecutive):** Faculty will attempt to contact the student by sending an email (to both the student's personal (if able) and Shorter College email address via outlook) and phone the student to the number provided in CAMS. ■ The following individuals must be cc'ed on any correspondence to the student: Dean of Student Affairs, Dean /Associate Dean of Academic Affairs, Academic Advisor, the Registrar and the Student Success Counselor. ■ The student's account in CAMS (via the Faculty Portal) will be notated with the action taken (i.e. left message with student, student has bad phone number and was unable to reach, etc.). **NOTE: (A) Please instruct the student to REPLY ALL; (B) If student does not REPLY ALL, recipient of the email should forward the student's response to all individuals listed above to close the communication loop.**	**2nd Absence (Consecutive):** The Student Success Counselor will now become the lead for following-up with the student, ensuring attendance, identifying barriers to academic matriculation, etc., while keeping the following individuals that must be informed are as follows: Dean/Associate Dean of Academic Affairs, Registrar, Academic Advisor and Faculty. Additionally, action taken will be notated in CAMS (under activities) and all notes should be made public. **NOTE: Student Success Counselors have the requisite permissions to run attendance reports from the Course Management Systems.**	For purposes of checks and balances, the Office of Financial Aid will periodically review the excessive/consecutive absences Report. If non-compliance is suspected, Office of Financial Aid will contact the Dean/Associate Dean of AA and the Registrar, regarding any perceived shortfalls in the process.
	3rd Absence (Consecutive): Initiative Administrative Withdraw	**Division Approval is needed for all administrative withdraws**	**Division Approval is needed for all administrative withdraws.** Security will perform a wellness check at the student's residence prior to the approval of an administrative withdraw. A status update of those students will be provided to all individuals on the original email submission by the Student Success Counselor to determine next steps.

	Academic Affairs	Student Affairs	Business Office /Finance
CLASSES SCHEDULED – TWO TIMES A WEEK	**2nd Absence (Consecutive):** Faculty will attempt to contact the student by sending an email (to both the student's personal (if able) and Shorter College email address via outlook) and phone the student to the number provided in CAMS. ▪ The following individuals must be cc'ed on any correspondence to the student: Dean of Student Affairs, Dean /Associate Dean of Academic Affairs, Academic Advisor, the Registrar and the Student Success Counselor. ▪ The student's account in CAMS (via the Faculty Portal) will be notated with the action taken (i.e. left message with student, student has bad phone number and was unable to reach, etc.). **NOTE: (A) Please instruct the student to REPLY ALL; (B) If student does not REPLY ALL, recipient of the email should forward the student's response to all individuals listed above to close the communication loop.**	**2nd Absence (Consecutive):** The Student Success Counselor will now become the lead for following-up with the student, ensuring attendance, identifying barriers to academic matriculation, etc., while keeping the following individuals that must be informed are as follows: Dean/Associate Dean of Academic Affairs, Registrar, Academic Advisor and Faculty. Additionally, action taken will be notated in CAMS (under activities) and all notes should be made public. **NOTE: Student Success Counselors have the requisite permissions to run attendance reports from the Course Management Systems.**	For purposes of checks and balances, the Office of Financial Aid will periodically review the excessive/consecutive absences Report. If non-compliance is suspected, Office of Financial Aid will contact the Dean/Associate Dean of AA and the Registrar, regarding any perceived shortfalls in the process.
	3rd Absence (Consecutive): Repeat the steps above listed above.	**3rd Absence (Consecutive): Repeat the steps above listed above.**	**3rd Absence (Consecutive):** Security will perform a wellness check at the student's residence. A status update of those students will be provided to all individuals on the original email submission by the Student Success Counselor to determine next steps.
	4th Absence (Consecutive): Initiative Administrative Withdraw	**Division Approval is needed for all administrative withdraws**	**Division Approval is needed for all administrative withdraws**

	Academic Affairs	Student Affairs	Business Office /Finance
CLASSES SCHEDULED – THREE TIMES A WEEK	**2nd Absence (Consecutive):** Faculty will attempt to contact the student by sending an email (to both the student's personal (if able) and Shorter College email address via outlook) and phone the student to the number provided in CAMS. ▪ The following individuals must be cc'ed on any correspondence to the student: Dean of Student Affairs, Dean /Associate Dean of Academic Affairs, Academic Advisor, the Registrar and the Student Success Counselor. ▪ The student's account in CAMS (via the Faculty Portal) will be notated with the action taken (i.e. left message with student, student has bad phone number and was unable to reach, etc.). **NOTE: (A) Please instruct the student to REPLY ALL; (B) If student does not REPLY ALL, recipient of the email should forward the student's response to all individuals listed above to close the communication loop.**	**2nd Absence (Consecutive):** The Student Success Counselor will now become the lead for following-up with the student, ensuring attendance, identifying barriers to academic matriculation, etc., while keeping the following individuals that must be informed are as follows: Dean/Associate Dean of Academic Affairs, Registrar, Academic Advisor and Faculty. Additionally, action taken will be notated in CAMS (under activities) and all notes should be made public. **NOTE: Student Success Counselors have the requisite permissions to run attendance reports from the Course Management Systems.**	For purposes of checks and balances, the Office of Financial Aid will periodically review the excessive/consecutive absences Report. If non-compliance is suspected, Office of Financial Aid will contact the Dean/Associate Dean of AA and the Registrar, regarding any perceived shortfalls in the process.
	3rd Absence (Consecutive): Repeat the steps above listed above.	**3rd Absence (Consecutive): Repeat the steps above listed above.**	**3rd Absence (Consecutive):** Security will perform a wellness check at the student's residence. A status update of those students will be provided to all individuals on the original email submission by the Student Success Counselor to determine next steps.

4th Absence & 5th (Consecutive): Repeat the steps above listed above.	4th and 5th Absence (Consecutive): Repeat the steps above listed above.	For purposes of checks and balances, the Office of Financial Aid will periodically review the excessive/consecutive absences Report.
6th Absence (Consecutive): Initiative Administrative Withdraw	Division Approval is needed for all administrative withdraws	Division Approval is needed for all administrative withdraws

ADMINISTRATIVE WITHDRAW

When faculty member administratively withdraws a student from a course due to absences, the follow procedures must be followed:

1. Approval/Discussion is needed from the following Divisions/Departments/Office/Persons; prior to the processing of any administrative withdraw form: (Dean of AA/Associate Dean of AA, Student Affairs/Student Success Counselor, Director of Financial Aid and Registrar).

2. If approved, the Registrar processes the Administrative Withdraw Form and notifies the Faculty and Academic Advisor.

3. Due to systematic limitations, the Faculty will continue to mark that student as absent, for electronic records to be maintained. Furthermore, if the AW prompts the student to no longer be enrolled in the institution, the Registrar must change their Courseload in the Course Management System to "Withdrawn".

4. Please note, administrative withdraws should only be used if it has been determined that the student will not be returning to class,

Tracking for Annual Review Modifications, Revisions and Deletions

All assessments and reviews of institutional core publications are performed once each year.
All modifications are reviewed and approved by the Board.

2018-2019 Annual Review of Default Management Plan

Overview of Changes	- Page 1 and 2 structural sentence changes were instituted to ensure smooth transition of content. - Page 6 – We included Student Representatives - Page 7 – Updated Task Force Assignment Names - Page 9 – Updated Strong Women Empowerment Project (SWEP) verbiage included verbiage about new mentoring activities are still under review. - Page 11 – Instituted updated verbiage - Page 19 – Project Success - Page 33 - Inserted Signature line for Student Success Director and included legend reflecting Satisfactory and Unsatisfactory - Page 34 – Updated introduction of Student Success Coaches - Page 35 – Updated Accuplacer verbiage Test Scores - Page 47 – Inserted Updated learning outcomes - Page 56 – Updated all flow charts to include the following: Report to Student Affairs prior to Academic Advising Inserted Steps for E-Book Coordinator and IT Technology for all charts featured on pages 56-64. Student Success Coach Assignment was changed to A – M and N – Z on all charts. - Page 67 – Inserted Student Affairs vin flow chart. - Page 68 – Default Management Task Force Contact Page **Other edits were made throughout the document correcting formatting issues and punctuation as well.