Student Success Initiatives

TAACCCT Grant Round #4
South Dakota Energy Career Pathways

Mitchell Technical Institute

1800 E. Spruce Street

Mitchell, South Dakota 57301

(605) 995-3025

(800) 684-1969

Fax: (605) 995-3083

e-mail: questions@mitchelltech.edu

www.mitchelltech.edu

Mitchell Technical Institute

1800 East Spruce St. • Mitchell, South Dakota 57301 • (800) 684-1969 • www.mitchelltech.edu

Mitchell Technical Institute

Student Success Initiatives

Accredited by The Higher Learning commission and a member of the North Central Association
www.ncahlc.org • (312) 263-0456

2

Mitchell Technical Institute Student Success Initiatives Overview

In 2014, MTI enrolled in the Higher Learning Commission's Persistence & Completion Academy to track factors that contribute to achievement gaps. Our participation in the Academy has given us a greater capacity to use and analyze our student outcomes data to achieve our goal to improve MTI's overall graduation rate. MTI faculty and staff serving on the team and on our Student Success Committee have become better adept at identifying trends, determining statistical significance, and digging deeply into our data to root out underlying direct and indirect factors affecting student success. In our final year of the academy, we are now institutionalizing the committee's work (establishing data collection and review points including longitudinal big data pulls for breadth and depth, as well as creating guides and training protocols for faculty) to assure that the momentum gained will continue in coming years.

As part of our project, MTI founded a one-stop **Center for Student Success** in 2016 for any need, academic or otherwise, and we embarked on developing a culture of "proactivity" rather than "reactivity." Our Student Success Committee, comprised of a broad representation of faculty and staff, evaluates and monitors current retention and completion strategies and provides input and oversight into the initiatives that are implemented at MTI, including the following:

1. A campus-wide early alert system allows faculty who have a concern about a student to send a message through our student management system to a student success coach. The coach can make immediate contact with the student and help devise a plan that will allow the student to not only stay in school, but succeed academically, socially and professionally. The process, which is described in the **MTI Retention-Student Alert** excerpt, is key to connecting the concerns of faculty who interact daily with students with the interventions of both faculty and student success staff.

2. The roles and expectations of students and academic advisors, as well as the purpose and details of the advising process, are outlined in the **MTI Academic Advising Syllabus** (for students) and the Academic Advisors Handbook (for faculty). The advising syllabus is disseminated to freshman students during their first-semester Student Success course. Academic advisors attend a refresher course during the fall in-service. Advising worksheets list all required courses for each major and are provided to students. These worksheets serve as the plan of study for each student and indicate which course requirements are met, in progress and remain to be completed. The worksheets, which are accessed in the student online portal, are reviewed and explained in two lessons during Student Success class as well as in sessions with the advisor. These have been useful tools in keeping students on track for successful program completion.

Accredited by The Higher Learning commission and a member of the North Central Association
www.ncahlc.org • (312) 263-0456

3

3. MTI's work in the HLC Persistence and Completion Academy confirmed gaps in the performance of online students as compared to traditional face-to-face students, as well as for academically underprepared students as compared to those who were prepared for college-level math and English coursework. Free online tutoring services and a co-requisite developmental course model were implemented to address these respective gaps.

4. Other student characteristics failed to show significant achievement gaps. Students in some programs were not achieving at the same levels as students in other programs with the same basic student characteristics. Thus, the answers didn't lie in the student populations themselves, but required further study into courses, schedules, student satisfaction, and instructional practices of the programs. Focus group studies were performed with students in two underperforming programs; an **Exit Interview Form** was developed and implemented; faculty met with student success staff; and strategies (including an overhaul of one program's curriculum) were developed specific to those programs. From this, the academy team and the Student Success Committee have created two documents to assist faculty with understanding and improving retention in their own programs. The **MTI Retention Improvement Guide** provides a comprehensive explanation of specific steps faculty can take to develop data-supported strategies to improve outcomes for students within their programs. The **MTI Retention Improvement Game Plan** is a one-page summary of these steps and is the basic tool used when retention in a program falls below our institutional targets.

(Titles in **bold** are included in this packet.)

NEXT STEPS

We are pleased with the progress we have made in our student success efforts at MTI. We are dedicating increased resources of time, talent, and budget towards this important work and have furthered our capacity to use student outcome data to inform and guide our retention efforts. Our next steps will be to develop formal and accessible student success dashboards where administration, faculty, and staff can monitor and analyze the success of our students from entrance to graduation at the institutional and program levels. We also want to replicate our program retention improvement process for other important student outcomes such as program enrollment and graduate placement. Improvement guides and game plans will be developed and utilized during program review when program enrollment rates or placement rates fall below our institutional targets.

MTI Retention Improvement Game Plan

MTI Program Expectations

Because retention is a significant component of institutional and program funding and accreditation, the MTI Assessment Committee has established a 75% retention rate as the benchmark for all programs. If you find your program is not meeting the 75% benchmark, the following actions can be implemented in your efforts to improve your program's retention rate. *Even if your program is currently meeting the 75% expected rate but you have noticed a decrease in retention, you may also find it helpful to follow the course of action outlined below.*

Develop a Plan to Improve Retention

Step #1: It is important to determine *why* students are leaving or not successfully completing your program. Students may not continue in a program for a variety of reasons; some of these are within our control (e.g., a student is not treated fairly by an instructor and decides to leave for a better experience elsewhere), while others are outside of our control (e.g., a student leaves for medical reasons that prevent the student from meeting the physical standards of the program). Consider the following in your search for answers:

- **Student Characteristics** - What are the characteristics of the students that typically leave your program? In addition, what are the characteristics of the students that are successful in your program?
- **Student Perceptions** - How do students experience your program? It may be helpful to utilize the following for more insight: student focus group, student surveys, course evaluations, exit interviews, verbal feedback and behavior, etc.
- **Faculty/Student Relationship** - How do you interact with students?
- **Financial Aid/Scholarship Support** - Are students continually citing financial issues as their primary reason for leaving?
- **Career/Program Fit** - Are students leaving your program for a different one?
- **Industry Changes** - Are students able to find jobs when they graduate from your program? What are wages like?

Step #2: Once you've determined causes within your control, consider if any of the following best practices could be of use in helping to improve program retention:

- **Work with Student Services** - You are not expected to work to retain students all on your own.
- **Submit Student Alerts** - The purpose of our Student Alert system is to allow MTI instructors and staff members to identify and intervene with students as quickly as possible once a concern is realized.
- **Schedule/Curriculum Changes** - For guidance on how best to structure your schedule or curriculum, contact the Dean of Academics.
- **Teaching Practices & Classroom Experience** - Learning environments should provide a balance of challenge (high expectations) and support, as well as encourage greater student involvement and active learning.
- **Deliver Effective Advising** - Students don't always have a clear understanding of what is required of them in order to graduate. Academic advising serves as an important means for providing this needed support and is considered a vital part of your role as a faculty member at MTI.
- **Provide Frequent Feedback** - Students are more likely to succeed in your program when their performance is assessed and frequent feedback is provided in ways that enable students, faculty and staff to adjust their behaviors to better promote student success.

A Final Thought

If your program retention rate falls below the 75% expected rate for a second year in a row, it is strongly recommended that you work specifically with the Dean of Student Success and other Center for Student Success (CSS) personnel to devise a detailed plan for improving retention.

A student's decision to stay or leave MTI is impacted by a number of institutional and non-institutional factors. By working with the CSS, you can better begin to identify the various factors influencing the decision to leave or stay in your program, as well as determine and implement solutions to improve the likelihood of degree completion.

October 1, 2017

What is a Student Alert?

A Student Alert is a message sent by instructors and staff members through the Student Alert System to indicate an academic, attendance, social, personal, or financial concern about a student. The goal is to connect students to appropriate resources that will help them to overcome any barriers to success.

What are the benefits of MTI's Student Alert System?

- Provides a centralized location for student concerns through an online student alert form
- Offers a more effective system of supporting student success
- Streamlines confidential reporting and communication
- Are viewed only by the appropriate personnel based on their role at MTI and on the type of alert submitted

When is a student alert submitted?

While not exhaustive, the following list provides the most common reasons a student alert may be submitted:

- Poor attendance or tardiness
- No assignments or late assignments submitted
- Missed tests or quizzes
- Poor scores or performance on tests, quizzes, or assignments
- Low mid-term progress report or evaluation
- Failing a course
- Stopped attending courses (without dropping or withdrawing)
- Low levels of class participation
- Academic or personal difficulties interfering with classroom success
- Observable changes in behavior or appearance

Your success is more than just earning passing grades. It's about thriving in all aspects of your life—academic, personal, social, and career. At MTI, we understand that many things can interfere with a student's progress toward their degree, and that's why we monitor the success of our students through MTI's Student Alert System.

The Student Alert System offers instructors and staff a way to quickly notify the appropriate personnel when they are concerned about a student. Once an alert has been submitted, the Student Success Coach will determine the best course of action for following up with the student regarding the concern.

In most cases, the student's advisor or one of the Student Success Coaches will be responsible for working with the student to develop a strategy for improvement and for connecting them with the needed resources. This form of notification gives advisors and Student Success Coaches the opportunity to intervene and support students earlier, providing a greater likelihood for degree completion and program success.

At Mitchell Technical Institute (MTI), it is our mission to see that every student is provided the necessary skills for success in their technical career. We strive to see all our students achieve their goals, graduate from an MTI program, and attain the career of their choice.

Because we care about the success of our students, we offer a number of resources to help you navigate your way toward earning a degree. This brochure is intended to provide you with information about those resources and how you can take advantage of the services that MTI has to offer.

Mitchell Technical Institute

It is the purpose of the Center for Student Success to provide students with the services and support necessary to fulfill their educational, personal and career goals.

Mitchell Technical Institute
1800 East Spruce Street
Mitchell, South Dakota 57301

Student Success @

Mitchell Technical Institute

Student Success and Support Team

Instructors and staff are here to assist every Mitchell Tech student in completing a degree and graduating with the skills needed to succeed in a technical career. In addition to advisors and program instructors, students can find assistance by contacting the following offices.

The Center for Student Success

Campus Center, First Floor
605.995.7178

The Center for Student Success supports students in learning the technical and career skills needed to successfully complete their postsecondary degrees. Trained student services staff are all available to work with students to find solutions to their academic, personal, and career-related questions.

Services provided include:

- Help with academic coursework, such as tutoring, study aids, research databases, print resources (i.e. textbooks, magazines, newspapers, etc.), and electronic media
- Assistance with course scheduling, program changes, graduation requirements, and withdrawing from a program or class
- Coaching for students to help them work through academic, personal, and career-related challenges
- Advising and Academic Success Plans
- Disability and learning services
- Diversity services
- Counseling
- Guidance on career decisions, job searches, resumes, and interviews
- Information about MTI's Student Representative Board and other MTI clubs and activities
- Printing, copying, and scanning services
- Computer access, including Internet, email, and MyMTI
- Guidance on where to access important campus services, such as Financial Aid, Business Office, Scholarships, etc.
- Information about off-campus resources, such as housing, healthcare, transportation, financial sources, available memberships, childcare, and other support services

For more information:
www.mitchelltech.edu/StudentSuccess

Scott Fossum
Dean of Student Success
605.995.7178
Scott.Fossum@mitchelltech.edu

Danita Lucas
Senior Student Success Coach
605.995.7195
Danita.Lucas@mitchelltech.edu

Mateya Berg
Student Success Coach
605.995.7135
Mateya.Berg@mitchelltech.edu

Kellie Nielsen
Student Success Coach & Counselor
605.995.7109
Kellie.Nielsen@mitchelltech.edu

Janet Greenway
Career Services & Advising Director
605.995.7194
Janet.Greenway@mitchelltech.edu

Financial Aid

Campus Center, Admissions Office

One of your biggest concerns might be "How am I going to pay for school?" Our experienced, helpful staff can guide you to many sources of financial aid.

A student can find assistance with:

- Free Application for Federal Student Aid (FAFSA)
- Grants
- Scholarships
- Work Study
- Loans
- Other off-campus agencies and financial aid sources
- Understanding loan responsibilities that impact enrollment, graduation and repayment

Note: If a student withdraws from all courses, federal funds that were awarded are subject to the Return of Title IV policy. To avoid having financial aid suspended, each student is required to maintain a 2.0 cumulative GPA and complete at least 67% of their attempted coursework.

For more information:
www.mitchelltech.edu/admissions/financial-aid-options

Morgan Huber
Director of Financial Aid
605.995.7250
Morgan.Huber@mitchelltech.edu

Carmen Neugebauer
Assistant Director of Financial Aid
605.995.7137
Carmen.Neugebauer@mitchelltech.edu

Business Office

Campus Center, Business Office

The Business Office can provide answers to a student's questions about tuition payments, fees, refund checks, Bookstore credit, student account charges, billing, and collection. Students can access a copy of their current bill through their MyMTI account.

Note: Students are responsible for ensuring that all account charges are either paid or arrangements are made to pay in full. All registration costs must be paid by the first business day following the end of the drop period. For charges not paid by the tuition due date, a "hold" is placed on the student's account, which prevents the student from accessing MyMTI, registering for courses, obtaining transcripts and receiving a diploma.

Jared Hofer
Financial Comptroller/CFO
605.995.7141
Jared.Hofer@mitchelltech.edu

JoDel Batterman
Administrative Specialist
605.995.7140
JoDel.Batterman@mitchelltech.edu

Registrar

Campus Center, Administrative Offices
605.995.7103

The Registrar's Office supports Mitchell Technical Institute through the administration of academic policies and procedures, while providing excellent academic support to students, faculty, staff, and alumni. The Registrar's Office also provides course scheduling and registration services.

For more information, including policies:
www.mitchelltech.edu/academics/registrar

Jill Greenway
Registrar
605.995.7103
Jill.Greenway@mitchelltech.edu

Career Services

Campus Center, Center for Student Success
605.995.7194

The Career Services & Advising Director offers career assistance and academic support to students by providing the following services:

- Internship and job search assistance
- Resume and cover letter development and review
- Interview skills and preparation
- Job fairs and workshops
- Changes in course registration (add/drop)
- Request to graduate
- Personal information changes

For more information:
www.mitchelltech.edu/employer-resources/career-services/for-students

Janet Greenway
Career Services & Advising Director
605.995.7194
Janet.Greenway@mitchelltech.edu

Bookstore

Campus Center, First Floor
605.995.7105

The Bookstore's major function is to provide the sale of textbooks in direct support of the academic programs of MTI. Used books are available for most courses at a substantial savings over new book prices. For an easier purchase process, please bring your class schedule and the staff will be ready to assist you. A list of required textbooks can also be located on the Bookstore's website.

For more information:
bookstore.mitchelltech.edu/

Laurie Kenworthy
Bookstore Manager
605.995.7105
Laurie.Kenworthy@mitchelltech.edu

MTI Retention–Student Alert

Purpose

Identify students needing additional support and guidance to ensure that they are successfully retained and complete their degree at Mitchell Technical Institute.

The purpose of the Student Alert is to allow MTI instructors and staff to identify and intervene with students as quickly as possible once a concern is realized. The Alert system is straight-forward, proactive, and designed to assist underprepared students in acquiring the skills, behaviors, and resources necessary for their success.

At Risk Characteristics

The following characteristics are possible indicators that a student may be struggling or at risk of failing to meet their educational goals.

- o Excessive and/or sudden absences from class
- o Repeated tardiness
- o Failure to submit or complete classwork and/or homework assignments
- o Academic challenges (poor test and assignment grades, lacks study skills, does not put in effort toward learning material or does not take advantage of instructor help or support resources, etc.)
- o Career indecision
- o Lacks motivation or demonstrates a poor attitude towards MTI, classes, program, or instructors; mentions quitting or changing programs; etc.
- o Disrupts or falls asleep in class; is unprepared for class (ex. has not purchased books; is not dressed appropriately for class/lab; etc.)
- o Suspected substance use/abuse
- o Suspected personal, financial, social, or family problems
- o Criminal history or recent release from prison
- o Mental illness and/or physical health challenges
- o Any negative changes in behavior or mood (such as withdrawn behavior)

**Note: This list is <u>not</u> comprehensive! If you notice something about a student that concerns you and you are not sure whether it warrants a student alert, please contact the Center for Student Success for guidance.

A Student Alert can be submitted for any of the above reasons, and should be submitted **as soon** as you suspect the student may be at risk of not succeeding in your class or program. It is assumed that you have **already reached out to, and/or met with the student in an attempt to resolve the problem**—please include this information in the *Intervention* section of the alert.

When an alert is submitted, several people will receive an email from MyMTI's Retention Module, including the student, the student's advisor, and the Student Success Coach.

- <u>Instructor/Staff Member submitting the alert</u>: Receives a confirmation email that the alert was successfully submitted.
- <u>Student's Advisor</u>: Receives a notification email that will include details regarding the submitted concern, a link to access the concern, and encouraging them to reach out to the student to address the issue.
- <u>Student Success Coach</u>: Receives a notification email that will include details regarding the submitted concern.

1

Follow-Up Expectations

Once a Student Alert has been submitted, the Student Success Coach will assign the most appropriate MTI staff or faculty member to follow-up with the student. Most often this will be the student's advisor or Student Success Coach. If you are assigned to follow-up with a student, you will receive an email notification from MyMTI's Retention Module, requesting that you meet with the student about the submitted concern. Expectations for following up with a student are listed below:

Advisors & Instructors

o   After receiving the follow-up email, contact the student via email, phone, text message, and/or in person within **48 hours** to setup a one-on-one meeting.

o   Meet with the student (if able to make contact). Follow-up meetings should address the submitted concern (Student Alert) and identify the issues interfering with the student's success. A plan for resolving the concern should then be co-constructed by both you and the student. Referrals to other MTI staff and support personnel or off-campus resources may be necessary (see *MTI Student Resources* below) if the student needs additional support/resources that you are unable to help them with.

o   Once you have met with the student, you will want to enter the details and outcome of your meeting into the *Intervention* section of the Student Alert (see *Submitting Follow-Up Assignments* section for more details).

o   Close the follow-up assignment (see *Submitting Follow-Up Assignments* section below for more details) to indicate to the Student Success Coach that you have met with the student. The Student Success Coach will review your *Intervention* submission and determine whether the alert can be closed entirely (issue resolved or no additional action necessary), or whether additional action/follow-up is needed.

If you run in to issues or have questions when attempting to follow-up with a student, please contact The Center for Student Success. Below are examples of common problems you may run into when trying to follow-up with students:

o   You need assistance addressing a concern, don't feel comfortable meeting with the student, or you are unsure how to approach them

o   You are consistently unable to meet with a student, the student fails to show up to their meeting, or you are having difficulty contacting them. If you are unable to make contact with the student initially, attempt to contact them a second time within **24 hours** of the first contact attempt. If, after a third attempt, you are unable to make contact with the student, alert the Student Success Coach (via phone or email) within **24 hours** of the third attempt.

o   You have already met with the student about this issue or a similar issue, and the student has not shown improvement or your meeting does not seem to have helped.

o   The Student Alert is unclear, or you have questions about the student, follow-up, etc.

Early Alert Assignments				
Kellie - 7164	**Mateya - 7135**	**Danita - 7195**	**Chris - 7218**	**Scott - 7178**
Students in Counseling	Students on IEP / 504	Probation Students	Students in Counseling	Suspension
Probation Students	Probation Students			Full-time Dual Credit
				Identified High-risk Students
Program Assignments	*Program Assignments*	*Program Assignments*	*Program Assignments*	*Program Assignments*
Accounting	Ag Business	ADBC	Dual Credit	Online
Business Management	Agronomy	Culinary		Professional Truck Driving
Human Services	Animal Science	Electrical		
LPN	Diesel Power	Substation		
Med Assist	GIS/GPS	ButlerEdge		
Med Lab	IST	Heating/Cooling		
MOP	Powersports	Natrual Gas		
Rad Tech	Precision Ag	Powerline		
Rad Ther	SCADA	Welding & Manufacturing		
	Telecom	Wind Turbine		

Submitting a Student Alert—Process

Student Alerts are submitted through MTI's MyMTI portal. To submit a Student Alert, you will need to login to MyMTI and select the *Student Alert Messages* option on the left-hand side of the screen.

The form has several components to complete for the student:

Submit Student Alert

⚠️ **Submit Student Alerts**

Please use this form to notify the Student Success Coach about any concerns you may have about a student's success at MTI.

1. Submit Student Alert(s) for*

   👥 Select students ①

2. Your relationship to the selected student(s)* ②

   [▼]

3. Type of concern* ③

   [▼]

4. Severity of this issue* ④

   [▼]

5. Details about this concern

   Please share any additional information you have about this concern that can help us in our efforts to connect with the student and resolve their issue.

   | Default Font ▼ | Size ▼ | ꜟꜛ | **B** *I* U A ▼ ab ▼ ∅ | ≡ ≡ ≡ ≡ | ⅛ ≔ — ∞ ꝏ 🌐 🙂 | 🗐 |

   ⑤

   🔲Normal ▣HTML

6. Have you interacted with the student(s) regarding this concern?*

   ○ Yes   ○ No ⑥

* required

   [Submit Student Alert]   Cancel

---

① The "Select Students" link opens a list of MTI students from which you may add one or more students to an alert. Instructors may select from a list of all students, their advisees, or their courses.

1. Submit Student Alert(s) for*

Select from:

All Students ▼

Click students to select them:

[filter list by name or id # ...]

Student	Info	ID #
⊕ Aalbers, Jessica	ℹ	51198
⊕ Adam, Andrew	ℹ	49010
⊕ Adrian, Benjamin	ℹ	54315
⊕ Agler, Austin	ℹ	36273
⊕ Alarcon, Ashley	ℹ	56859
⊕ Albers, Annamarie	ℹ	52655
⊕ Albertz, Taylor	ℹ	50371
⊕ Allen, Shiann	ℹ	55380
⊕ Alley, Colin	ℹ	58267
⊕ Anderson, Jacob	ℹ	54167
⊕ Angerhofer, Thomas	ℹ	22226
⊕ Aslesen, Eric	ℹ	56349
⊕ Avery, Addison	ℹ	55232

Click students to remove them:

Selected Students	Info	ID #

⏪ Prev   More ⏩   ❌ Remove All

[OK]   Cancel

2

Select your *Relationship* to the student(s) using the drop down menu.

2. Your relationship to the selected student(s)*

Advisor
Advisor
Coach
Course Instructor
Other
Resident Director
Staff
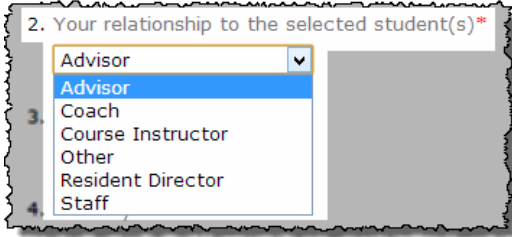
If you have more than one relationship to the student (i.e. Advisor and Instructor), choose the one that best applies to the concern.

3

Indicate the *Concern Type* for the alert by using the "Type of concern" drop down menu.

3. Type of concern*

Academics
Academics
Disciplinary
Family Emergency
Financial
Medical
Other
Social
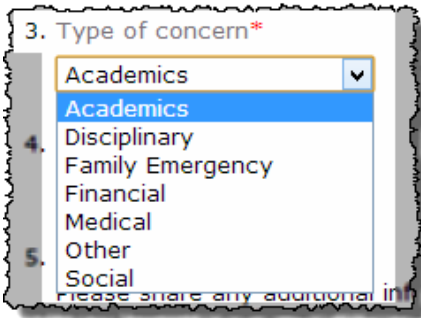
Concern Type describes the type of concern that the Student Alert is being submitted about. Concern types help the Student Success Coach determine the most appropriate method of intervention and best person to assign to follow up with the student.

4

4. Severity of this issue*

High Severity
High Severity
Moderate Severity
Low Severity
Unsure

The "Severity of this issue" allows you to rank the seriousness of the concern in terms of the student's success or chance of retention at MTI.
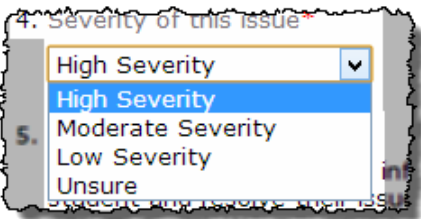
For example, if you believe your concern indicates that the student is highly likely not to be retained and intervention is needed, then you would choose "High Severity". Similarly, you might choose "Low Severity" if the issue appears to be less serious and/or unlikely to require intervention.

5

In the "Details about this concern" text box, you may provide detailed information about the student concern. Please include the following information:

- Description of the problem/concern
- Steps you have taken to try and solve the problem (ex. Met with student and discussed…; Tried contacting student via (email, phone, text, etc.), but was unable to reach them…, etc.)

Below is an example of information an individual may choose to enter.

5. Details about this concern
Please share any additional information you have about this concern that can help us in our efforts to connect with the student and resolve their issue.

Default Font | Size | B I U A · · · | ≡ ≡ ≡ ≡ | ≣ ≣ — ∞ ⊕ 😊 📋

These students are in violation of the class attendance policy and will lose a letter grade with their next absence.

Normal HTML

5
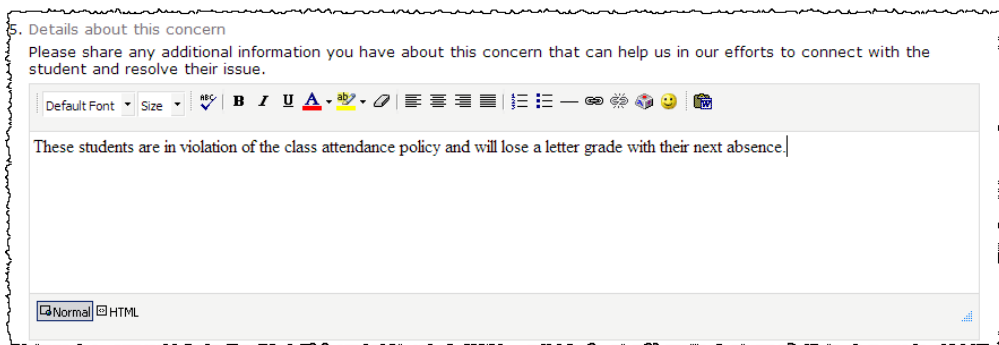
6 This question asks about any interactions you have had with the student. Selecting "no" for this question will allow you to finish and submit your alert.

6. Have you interacted with the student(s) regarding this concern?*

○ Yes   ◉ No

* required

[Submit Student Alert]   Cancel

Finished! ☺

Selecting "yes" for this question will allow you to add details about your interaction with the student regarding your concern. These details give the Student Success Coach a better understanding of what has already been addressed with the student.

Please include the following:

- Details of the Intervention—including:
  - What was discussed or told to the student
  - How the student responded
- Outcome of the intervention (ex. Student has not shown any improvement; etc.)

6. Have you interacted with the student(s) regarding this concern?*

◉ Yes   ○ No

Add an Intervention to this Student Alert
12:24PM on 6/4/2015   Change date or time

A. How did you interact with this student?*

◉ I have attempted to communicate my concern to the student but was unsuccessful and/or did not get a response.

○ I have communicated my concern to the student, but no acceptable improvements have been observed.

○ I have communicated my concerns to the student, and have determined a plan for overcoming this issue.

○ Other (Please specify below.)

B. Details about this intervention:
Please share any additional information you can about your interaction with the student.

| Default Font ▾ | Size ▾ | ✓ | **B** *I* U A ▾ ✏ ▾ ✐ | ≡ ≡ ≡ ≡ | ≔ ≔ — ☺ ✂ 🌐 ☺ 🖼 |

Joe and I have met several times about the number of classes he has missed and how he continues to not turn in his work. He continues to skip classes and not complete assignments. His grade has dropped to a C and I am concerned that once I factor in attendance points, he will be earning a grade of F.

Normal HTML

Example of a completed Student Alert Form:

Submit Student Alert

⚠ **Submit Student Alerts**

Please use this form to notify the Student Success Coach about any concerns you may have about a student's success at MTI.

1. Submit Student Alert(s) for*

Student	Info	ID #	Course
Jhett Berg	ℹ	57816	None ▼

👥 Edit selected student(s)

2. Your relationship to the selected student(s)*

Instructor ▼

3. Type of concern*

Attendance ▼

4. Severity of this issue*

Moderate Severity ▼

5. Details about this concern

Please share any additional information you have about this concern that can help us in our efforts to connect with the student and resolve their issue.

| Default Font ▼ | Size ▼ | ✓ B I U A ▾ ✎ ▾ ⌀ | ≡ ≡ ≡ ≡ | ≝ ≔ — ∞ ⚙ 🎨 ☺ | 📋 |

Jhett has missed more than 5 class periods this semester and has missed several assignments dropping his grade to a D. I am concerned that he will be making an F soon if he does not start attending class and turning in assignments.

Normal HTML

6. Have you interacted with the student(s) regarding this concern?*

⦿ Yes   ○ No

⚠ **Add an Intervention to this Student Alert**

12:24PM on 6/4/2015   Change date or time

A. How did you interact with this student?*

⦿ I have attempted to communicate my concern to the student but was unsuccessful and/or did not get a response.

○ I have communicated my concern to the student, but no acceptable improvements have been observed.

○ I have communicated my concerns to the student, and have determined a plan for overcoming this issue.

○ Other (Please specify below.)

B. Details about this intervention:

Please share any additional information you can about your interaction with the student.

| Default Font ▼ | Size ▼ | ✓ B I U A ▾ ✎ ▾ ⌀ | ≡ ≡ ≡ ≡ | ≝ ≔ — ∞ ⚙ 🎨 ☺ | 📋 |

Jhett and I have met several times about the number of classes he has missed and how he continues to not turn in his work. He continues to skip classes and not complete assignments. His grade has dropped to a D and I am concerned that once I factor in attendance points, he will be earning a grade of F.

7

Submitting Follow-Up Assignments

To submit details about your follow-up meeting:

1 Click on the student's *Concern Type* under the My Follow-Up Assignments tab listed on your homepage.

My Follow-Up Assignments View All

Concern Type	Student (ID #)	Date
Attendance	●──────── ⓘ	4/27/
Academic	●──────── ⓘ	4/27/
Attendance	●──────── Jacob (543──) ⓘ	3/18/
Academic	●──────── Kaden (575──) ⓘ	3/11/
Academic	●──────── (575──) ⓘ	3/3/1
Attendance	● Grode, Oliver (48335) ⓘ	8/21/

2 A follow-up form will appear, similar to the one below. To add details about your follow-up meeting, click on the *Add Intervention* button.

Follow-Up Assignment

Oliver Grode ⓘ
ID: 48335
Gender: No value given
Year: No value given
Program: No value given
Mobile Phone:
Advisor:
Current Cumulative GPA:
Has Holds: No

⬤ This student has not been modeled.

📧 **E-mail Oliver**

Follow-Up Assignment for Oliver Grode:
Attendance

● **Open (623 days)** ✕ **Close Follow-Up**   send reminder

The Student Success Coach has determined that you are the most appropriate person to follow-up with this student about a Student Alert that has been submitted by another MTI instructor or staff member.

After you have met with the student regarding this issue, please add an intervention for any actions that you take regarding the matter and click the "Close Follow-Up" button on this page when you have resolved the issue.

For further assistance in following up with a student, please contact the Student Success Coach.

This Follow-Up Assignment is about a Student Alert

⚠ Attendance (✕ Closed)
Submitted by: **Sarah Duff** 📧 ⓘ (Instructor) on 8/21/14 (3:25 PM)
Relevant Course: **None**   Severity: **Low**
Details:
Oliver has not attended the previous two courses.
1 Follow-Up has been assigned and **1** Intervention has been added for this Student Alert.

👍 **Add Intervention**

Assigned To: **Sarah Duff** 📧 ⓘ (Instructor) on 8/21/14 (3:26 PM)
Relevant Course: **None**

Message to the assignee:
Please follow-up with this student concern, thank you!

3 The following form will appear for you to complete. Click the *Add Intervention* button when you are ready to submit your follow-up details.

👍 **Add an Intervention for Ollie Grode**

If you have interacted with a student regarding an issue, please submit this report to keep the Student Success Coach aware of all actions that have been taken.

- -

About this Student Alert:

⚠️ Attendance (✗Closed)
Submitted by: **Sarah Duff** ℹ️ (Instructor) on 8/21/14 (3:25 PM)
Relevant Course: None   Severity: Low
Details:
Oliver has not attended the previous two courses.

1 Follow-Up has been assigned and **1** Intervention has been added for this Student Alert.

07:50AM on 5/5/2016   Change date or time

1. Your relationship to Oliver*
Instructor   Change this

2. How did you interact with Oliver?*
⚪ I have attempted to communicate my concern to the student but was unsuccessful and/or did not get a response.

⚪ I have communicated my concern to the student, but no acceptable improvements have been observed.

⚪ I have communicated my concerns to the student, and have determined a plan for overcoming this issue.

⚪ Other (Please specify below.)

3. Details*
Please share any additional information you can about your interaction with the student.

| Default Font ▼ | Size ▼ | ✓ | B | *I* | U | A ▼ | ab ▼ | ✐ | ≡ ≡ ≡ ≡ | ≣ ≣ — 🔗 ✂ 🌐 ☺ | 📋 |

|

⊞Normal ⊟HTML

* required

[Add Intervention]   Cancel

4 Once you have submitted your follow-up details, you will be taken back to the Student Alert page. You will then need to close the Follow-Up assignment, which will let the Center for Student Success know that you have met with the student regarding the alert. To close the Follow-Up, click on the *Close Follow-Up* button.

Follow-Up Assignment for Oliver Grode:
Attendance

● **Open** (623 days) ✕ **Close Follow-Up** send reminder

The Student Success Coach has determined that you are the most appropriate person to follow-up with this student about a Student Alert that has been submitted by ano

After you have met with the student regarding this issue, please add an intervention for any actions that you take regarding the matter and click the "Close Follow-Up" bu

For further assistance in following up with a student, please contact the Student Success Coach.

This Follow-Up Assignment is about a Student Alert

⚠ Attendance (✕ Closed)
Submitted by: **Sarah Duff** ✉ ⓘ (Instructor) on 8/21/14 (3:25 PM)
Relevant Course: None   Severity: Low
Details:
Oliver has not attended the previous two courses.

1 Follow-Up has been assigned and **1** Intervention has been added for this Student Alert.

Assigned To: **Sarah Duff** ✉ ⓘ (Instructor) on 8/21/14 (3:26 PM)
Relevant Course: None

Message to the assignee:
Please follow-up with this student concern, thank you!

MITCHELL TECHNICAL INSTITUTE

ACADEMIC ADVISING SYLLABUS

Your Academic Advisor:	
Your Student Success Coach:	

MISSION STATEMENT:
The mission of Mitchell Technical Institute (MTI) is…
"to provide skills for success in technical careers."

ADVISING MISSION STATEMENT
Academic Advising at MTI engages and supports a diverse student population in achieving their educational and career goals. Essential to this outcome is the use of a holistic approach to empower students, provide available resources, accurate and timely information.

ACADEMIC ADVISING PHILOSOPHY
Academic Advising empowers students to become responsible for their own academic success. Faculty advisors are committed to providing accurate and comprehensive academic advising. Working together, students and advisors develop one-on-one relationships and share responsibility to assist students to make choices and define goals; guide students through administrative processes; connect students to campus services and resources and encourage the intellectual growth of students.

OBJECTIVES OF ACADEMIC ADVISING
- Inspire students to understand and accept their responsibility for academic planning and achievement.
- Encourage and aid the student in achieving educational, career and personal goals through the utilization of the full range of available institutional and community resources.
- Assist students in the exploration of immediate and life-long goals.
- Encourage students to become involved in experiences that contribute to a rewarding post-secondary education experience.

ACADEMIC ADVISOR ROLE/EXPECTATIONS

- Establish a **relationship of trust** and openness with student advisees.
- **Meet with advisees** *at least* **once per semester**, one-on-one meeting. (Meet more often with students who would benefit from the consistent accountability.)
- Inform students about **college policies and procedures**.
- Inform and **connect students to on- and off-campus resources**, including academic and career related (i.e. Center for Student Success, tutoring, disability services, employment coordinator, success coaches, registrar, bookstore, etc.), financial (i.e. financial aid, business office, MTI Foundation and other scholarships), community, etc.
- Inform students of **important dates** (i.e. last day to drop/add/withdraw from courses, midterm, etc.), institutional **policies and procedures**, program requirements, etc.
- Be **knowledgeable** about the student's program and **all graduation requirements**.
- **Review student's Advising Worksheet** with them during advising meetings. Advising Worksheets can be accessed via your Advisee List on the MyMTI Faculty page. Students can also view their Advising Worksheet on their MyMTI Student page.

- **Monitor students' progress** and academic excellence and make any necessary referrals for additional assistance. (Advisors are able to monitor advisee grades and attendance through the MyMTI Retention tab.)
- **Submit a Student Alert** through the MyMTI Retention Module when a concern arises for an advisee (see MTI Retention Student Alert).
- Be available to students by **posting and maintaining regular office hours**, and by increasing hours of availability during advising and registration periods.
- Encourage, teach and aid students with developing a realistic educational plan consistent with academic, personal, and professional goals. **Help students understand the relationships between course and his/her career goals.**

- **Assist students in program planning and course registration**, concentrating not only on what courses to take, but also on how, when, where, and why they should be taken, given the individual student's needs and abilities. Offer advice about courses, course loads, pre-requisites, etc. Registration information can be accessed via the student's MyMTI account.
- **Maintain confidentiality** regarding student advising session and records.
- **Continually attempt to improve** both the style and the substance of his/her advising role.
- Willingly and actively **participate in advisor training** programs.

STUDENT ROLE/EXPECTATIONS

- **Check your MTI email account daily**!
- Pay attention to **important dates and deadlines**: drop/add dates, payment deadlines, course registration periods, graduation and scholarship application deadlines.
- **Prior to dropping any course(s), consult your academic advisor** to prevent unintended consequences related to degree completion and/or financial aid awards.
- Review your **program of study and degree requirements**. (Access this information via the academic catalog - https://www.mitchelltech.edu/academics/course-schedules/catalog-handbook)
- Utilize your **Advising Worksheet in MyMTI** to ensure you are meeting all the course requirements to graduate.
- **Meet with your advisor** at least once per semester and continually seek your advisor's assistance when concerns arise.
- **Keep advisor informed.** Academic advisors can provide the student with advice and options, but it is the student who will make his/her own decisions.
- **Ask questions!** Prepare a list of questions before meeting with your academic advisor. If you are unclear about what class to take or about college policies and procedures, your advisor can help you to understand.
- Contact your academic advisor about **academic or personal problems** that may affect your academic progress standards. Your advisor will be able to provide you with options, referrals, or resources that can help.
- Investigate sources of information and assistance.
- Familiarize yourself with the **student handbook** - https://www.mitchelltech.edu/academics/course-schedules/catalog-handbook
- Understand and meet all program requirements and recognize that **the ultimate responsibility for timely completion of academic requirements rests with you**, the student.

OUTCOMES OF ACADEMIC ADVISING

- The student will have a trusted and knowledgeable institute representative to seek assistance and advice.
- The student will learn how to navigate the institution's culture and system.
- The student will obtain support when obstacles appear.
- The student will learn how to obtain accurate information to reach his/her educational goals.
- The student will be on track/have a plan for degree completion.

STUDENT CHECKLIST

Prior to the start of your first term at MTI:
❒ If you have a disability or acquire one, you may be entitled to receive <u>individualized services</u> and/or accommodations intended to assure you an equal opportunity to participate in and benefit from academic advising.
❒ Secure and maintain funding resources to pay for tuition, fees, and other needs.
❒ Purchase all books/tools required for your program/first semester.

Each Term:
❒ Talk with the instructors of your classes, if you are concerned or have questions about your progress.
❒ Seek FREE tutoring services in the Center for Student Success, if you are having difficulty with a course.
❒ Secure and maintain funding resources to pay for tuition, fees, and other needs.
❒ Maintain a balance of zero on your student account to avoid being dropped from your classes next term.
❒ Review your Advising Worksheet within MyMTI before registering for next semester classes to ensure you are on track with your graduation goal.
- To select courses for the next semester.
- To drop and add courses
- To discuss concerns identified by mid-term grades.

Ongoing/Anytime:
❒ Check your MTI email account DAILY!
❒ Review requirements for your program of study with your academic advisor.
❒ Routinely check MyMTI and review bulletin boards for information about student events on campus and clubs/organizations. Also review the published "important dates" within MyMTI.
❒ Review and update your personal and contact information as needed, and confirm your program of study/major is correct.
❒ Watch for announcements and deadlines to apply for scholarships from the MTI Foundation.
❒ Discuss issues/concerns that affect your academic performance with your advisor

Yearly:
❒ File FAFSA for the upcoming academic year as needed, complete all requirements, and review/respond to financial aid requests for information.

Final
❒ Complete a degree evaluation by reviewing your Advising Worksheet in MyMTI and attend classes needed to complete your degree or certificate.
❒ Submit the Request to Graduate form.

EXIT INTERVIEW FORM

We are always concerned as to why a student may withdraw from Mitchell Technical Institute. To help us learn more about your experience as a student at MTI, we ask that you take a few minutes to complete this short questionnaire.

1. **Mitchell Tech was my: (circle one)**

    1st choice   2nd choice   3rd choice   More than 3rd choice

2. **Could MTI have done anything differently that would have influenced you to complete your program?**

    □No   □Yes, please explain_____

To what extent do you agree with the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
MTI met my expectations.	○	○	○	○	○
My program was what I expected it to be.	○	○	○	○	○
Student Success class prepared me for life at MTI.	○	○	○	○	○
The Center for Student Success was helpful while I was at MTI.	○	○	○	○	○
Please rate how the following factors contributed toward your decision to exit MTI.	**Major Impact**	**Moderate Impact**	**Minor Impact**	**No Impact**	**Not Applicable**
Grade point average	○	○	○	○	○
Class attendance	○	○	○	○	○
Career goals	○	○	○	○	○
Financial concerns	○	○	○	○	○
Faculty and staff	○	○	○	○	○
Center for Student Success	○	○	○	○	○
Family	○	○	○	○	○
Job opportunities	○	○	○	○	○
Program expectations	○	○	○	○	○
Expectations of MTI	○	○	○	○	○
Class schedule	○	○	○	○	○
Friends/social life	○	○	○	○	○

3. **Please share with us your plans after leaving MTI (ex. work, transfer schools, etc.). I plan to…**

_____

MTI Retention Improvement Guide

Importance of Student Retention

Dedicated Student Success Focus = Strong Retention Rates = Quality Technical Program

Retention is typically a measure of the number of students you keep in your program from one fall semester to the next fall semester. The sustainability of your program depends on the students you enroll, retain and graduate from your program. Putting students at the center of all your program efforts, with a strong focus on helping them want to succeed in completing a degree ultimately leads to the execution of a quality technical program. There are many ways that you can improve a student's experience in your program and foster an environment that contributes to their success. This guide is intended to help you identify how best to structure your program to improve the likelihood of your students' persistence and completion.

Retention Is...

- Doing everything within your control to increase the likelihood of the success of <u>every</u> student in your program
- Identifying the needs of your students (personal, academic, and career-related), as well as any obstacles that may prevent them from successfully completing your program
- Understanding what <u>you</u> can do to help them overcome these obstacles and succeed in your program
- Structuring your time, efforts, daily interactions, goals, course assignments, office hours, and other activities toward promoting the learning and success of your students—**an engaged student is a retained student!**
- Being knowledgeable of the student resources available to aid your students in their achievements, and proactively referring students to these resources before or as soon as they show a need for them
- A partial measure of the student's experience at MTI and perception of your program
- A partial reflection of the quality of your program
- A team effort (i.e. good retention requires effective collaboration among both students and faculty/staff members)

Retention Is <u>NOT</u>...

- Lowering the standards of your program (ex. giving a student a passing grade even if they are not meeting industry standards)
- Doing whatever it takes to keep a student in your program (ex. allowing a student who has missed two weeks of classes without any reason or communication with you about their absence, to make up missed work with little or no grade consequence)
- Allowing students to coast through your program with little or no effort
- Something to be ignored or something that resolves itself with no effort from instructors and administration
- Keeping 100% of your students all the time—some students will leave for reasons outside of your control
- The sole responsibility of program instructors

MTI Program Expectations

Much of MTI's funding and program accreditation is tied to our retention rate. As such, the institution has established the following retention rate as the benchmark for all programs: _75%_

If you find your program is not meeting the 75% benchmark, it is recommended that you take the following actions to improve your program's retention rate. *Even if your program is currently meeting the 75% expected rate, but you*

have noticed a decrease in retention especially over the last five years, you may also find it helpful to follow the course of action outlined below.

Develop a Plan to Improve Retention

<u>*Step #1:*</u> Improving program retention involves several steps. First, it is important to find out *why* students are leaving or not successfully completing your program. Students may not continue in a program for a variety of reasons. Some of these are within our control (ex. a student is not treated fairly by an instructor and decides to leave for a better program experience elsewhere), while others are outside of it (ex. a student leaves for medical reasons that prevents him/her from meeting the physical standards of their program). What is important is that you identify which causes are within your control to change or directly impact. These are the things you should focus your efforts on changing/improving for better retention rates.

Consider the following in your search for answers:

- Student Characteristics (cognitive and non-cognitive)—What are the characteristics of the students that typically leave your program? Are there trends to who is leaving? (ex. academic ability and efforts, financial reasons, family or personal issues, demographics, etc.) This can help you to identify areas you may need to focus on improving or implementing strategies to resolve any barriers to success. In addition, what are the characteristics of the students that are successful in your program?
- Student Perceptions—How do students experience your program? It may be helpful to utilize the following for more insight:
  - Student Focus Group with current students in your program—find out why these students stayed. What factors contributed to their success and desire to stick with your program? This can highlight both your programs strengths and weaknesses from the students' perspective.
  - Student Surveys (i.e. Student Satisfaction, Campus Climate, Exit, etc.) to obtain student feedback. Your students' perception of you and your program is their reality. What things do they like/dislike about the program? What do they find helpful/unhelpful to their learning and success at MTI?
  - Course Evaluations—Are they overall positive? Negative? Are their trends in the students' responses? Do certain courses seem to be disliked by a significant number of students?
  - Exit Interviews (including both the students that withdraw and that graduate)
  - Verbal feedback and behavior—how are students responding in the classroom? What are they telling you in regards to their opinion about the courses? Are there attendance issues? Are students engaged and excited to learn?
- Faculty/Student Relationship—How do you interact with students? This is one of the <u>most important</u> factors influencing a student's decision to stay in or leave your program. Are you supportive? Encouraging? Do you strive to empower your students? What are some things that you can do personally and in your program to help students be successful and motivate them to want to return to your program the following year or graduate in the upcoming spring? Is your teaching style engaging? Are you available outside of the classroom to help students when they need it? Are you proactive in helping students anticipate potential problems and refer them to the appropriate resources when you are unable to help?
- Financial Aid/Scholarship Support—finances can be a significant barrier for students in their pursuit of a degree. Are students continually citing financial issues as their primary reason for leaving?
- Career/Program Fit—Are students leaving your program for a different one? Are the students enrolled a poor fit? What are their expectations and are they being met once they get on campus? Are there ways you can improve the program fit for the students you recruit (i.e. admission standards, etc.) or better prepare students on what to expect from your program (i.e. marketing, providing more thorough information and improving communication with students about the program before they enroll, etc.).

- Industry Changes—Consider how industry and the economy impact students' decision to leave. Are students able to find jobs when they graduate from your program? What are wages like? Are there advantages to having a degree or are they paid the same as someone without a degree? Is your program obsolete?

Step #2: Once you've determined which causes you can control and want to focus your energy on, consider if any of the following best practices could be of use in helping to improve program retention:

Work With Student Services

You are not expected to work to retain students all on your own. Retention requires efforts from the entire campus body. The staff working in MTI's Center for Student Success (CSS) have the knowledge and training to work with students on a number of issues that may interfere with their persistence and completion of a degree. The CSS also provides the following services for our students that may be useful for you to refer them for:

- Help with academic coursework, such as tutoring, study aids, research databases, print resources (i.e. textbooks, magazines, newspapers, etc.) and electronic media
- Assistance with course scheduling, program changes, and graduation requirements
- Coaching for students to help them work through academic, personal, and career-related challenges
- Advising and Academic Success Plans
- Guidance on career decisions, internship selection, job searches, resumes, and interviews
- Disability and learning services
- Diversity services
- Counseling
- Information about MTI's Student Representative Board and other MTI clubs and activities
- Computer access, including Internet, email, MyMTI and application software
- Guidance on where to access important campus services, such as Financial Aid, Business Office, Scholarships, etc.
- Information about off-campus resources, such as housing, healthcare, transportation, financial sources, student discounts and available memberships, childcare and other support services.

Submit Student Alerts
Students often indicate through their behavior and actions when they may be at risk of not being retained. The purpose of our Student Alert system is to allow MTI instructors and staff members to identify and intervene with students as quickly as possible once a concern is realized. The Alert system is intrusive, proactive, and designed to assist underprepared students in acquiring the skills, behaviors, and resources necessary for their success.

At Risk Characteristics
The following characteristics are possible indicators that a student may be struggling or at risk of failing to meet their educational goals.
- Excessive and/or sudden absences from class
- Repeated tardiness
- Failure to submit or complete classwork and/or homework assignments
- Academic challenges (poor test and assignment grades, lacks study skills, does not put in effort toward learning material or does not take advantage of instructor help or support resources, etc.)
- Career indecision
- Lacks motivation or demonstrates a poor attitude towards MTI, classes, program, or instructors; mentions quitting or changing programs; etc.
- Disrupts or falls asleep in class; is unprepared for class (ex. has not purchased books; is not dressed appropriately for class/lab; etc.)

- o Suspected substance use/abuse
- o Suspected personal, financial, social, or family problems
- o Criminal history or recent release from prison
- o Mental illness and/or physical health challenges
- o Any negative changes in behavior or mood (such as withdrawn behavior)

**Note: This list is <u>not</u> comprehensive! If you notice something about a student that concerns you and you are not sure whether it warrants a student alert, please contact the CSS for guidance.

Schedule/Curriculum Changes

Students must balance a number of outside obligations, in addition to pursuing their degree. If you find that a significant number of your students are leaving your program or struggling to get through because of the class schedule, it may be helpful to consider altering the schedule and/or curriculum to better meet their needs. Curriculum changes may also be needed to improve student engagement, better represent industry changes/needs, and/or to improve the congruence between your students' expectations and actual experience of the program. For guidance on how best to structure your schedule or curriculum, contact the Dean of Academics.

Teaching Practices & Classroom Experience

Research has shown that both the student-faculty relationship and the extent to which the student is engaged in the classroom have a significant impact on whether a student is retained or not. Learning environments should provide a balance of challenge (high expectations) and support, as well as encourage greater student involvement and active learning. When students perceive their experience in the classroom as meaningful and reassuring, they will devote a larger amount of time and effort into their studies, resulting in increased academic performance and persistence. The following have been shown to encourage students' success and commitment to their learning and degree completion:

- A clear understanding of course expectations and degree requirements—What is it that students need to accomplish in order to successfully complete their degree? Are there certain GPA, attendance, grade requirements, etc.? Make these as clear as possible and repeat them more than once in more than one format (i.e. verbally, written, in the syllabus, etc.). <u>Do not assume that students already know these requirements!</u>
- Adequate available academic support—Do you provide for extra help outside of the classroom, such as scheduled office hours? Do you encourage students to utilize tutoring services or help students start a study group? Would supplemental instruction or some sort of summer bridge program be useful in helping students succeed?
- An engaging classroom experience that requires the active participation of students in their learning and development—Do you require your students to apply what they have learned? Do you encourage and reward new and innovative ideas? Do your classroom learning activities involve student input or are you mostly lecturing (passive learning strategy) to students? Consider using group work, cooperative learning activities, peer mentoring, and problem- or project-based learning to increase student learning and enhance their sense of confidence in performing certain tasks.
- Fair and equitable classroom and grading policies.
- Supportive learning environment—Are students adequately prepared to take on the tasks you are asking them to do? Do you criticize or are you correcting their mistakes in a way that encourages them to learn from their mistakes and challenges them to improve their skills and knowledge?
- Strong faculty-student relationship—What is your attitude toward students and how do you interact with them? Students can sense when you are having a bad day or think negatively about them or their performance. Students will not want to stay in a setting where they feel they are disliked or cannot be successful.

- A meaningful educational experience that effectively and consistently demonstrates to students how the classroom work relates to their future career and life successes.

For additional classroom tips, contact the Dean of Academics.

Deliver Effective Advising

Students don't always have a clear understanding of what is required of them in order to graduate. Often we assume that students already know how to succeed and navigate the challenges of higher education, yet we fail to recognize that their prior experiences don't necessarily prepare them to deal with these challenges. In fact, the majority of your students could use the extra support in learning how to succeed at MTI. Academic advising serves as an important means for providing this needed support, and is considered a vital part of your role as a faculty member at MTI.

Academic advising is both formal and informal guidance intended to help students identify, investigate, and accomplish individual academic, personal, and career goals. There is a focus on identifying and accomplishing goals, acquiring skills and attitudes that promote intellectual and personal growth, and preparing the student to acquire the attributes necessary for gainful employment. MTI's advising process is one that fosters a close student-advisor relationship intended to meet the needs of the individual student by serving as a sensitive, knowledgeable, and skilled link to the school's expectations, procedures, and resources. It can and should be viewed as a potent intervention for influencing positively the educational and personal development of the student, increasing their engagement with the institution, and thus, increasing the likelihood of the student being retained.

A Good Advisor:

- Establishes an open and trusting relationship with the student.
- Provides guidance and advice.
- Listens constructively and empathically, attempting to hear and thoroughly understand concerns from the student's point of view.
- Helps the student determine solutions to their problems and challenges, and guides them in their efforts to continue to resolve problems on their own.
- Sets aside enough regularly scheduled time to adequately meet the advising needs of the student.
- Monitors students' academic progress, and views advising as an ongoing process.
- Stays up to date with MTI's policies and practices in sufficient detail to provide students with accurate and usable information.
- Refers students to other sources of information, resources, and assistance when needed.
- Facilitates the academic and personal growth of the student in the direction of increased autonomy and self-regulation.
- Assists students in setting and achieving goals.
- Seeks to empower the student, but does not do things or solve problems for them.
- For additional advising tips and resources, contact the Career Services & Advising Director.

Provide Frequent Feedback

Students are more likely to succeed in your program when their performance is assessed and frequent feedback is provided in ways that enable students, faculty and staff to adjust their behaviors to better promote student success. Assessment must be frequent, early, ongoing, and both formative and summative. Students need to know how well or poor they are performing in the classroom. Thorough and timely feedback regarding course performance (ex. grades, verbal encouragement or corrections) increase the likelihood of students being able to change their behavior (such as attendance or study habits) in order to improve their chances for success.

A Final Thought

If your program retention rate falls below the 75% expected rate for a second year in a row, it is strongly recommended that you work specifically with the Dean of Student Success and other Center for Student Success (CSS) personnel to devise a detailed plan for improving retention.

Students' decision to stay or leave MTI are impacted by a number of institutional and non-institutional factors. By working with the CSS, you can better begin to identify the various factors influencing the decision to leave or stay in your program, as well as determine and implement solutions to improve the likelihood of degree completion.

Works Consulted

Habley, W. R., Bloom, J. L., & Robbins, S. (2012). Increasing persistence: Research-based strategies for college student success. John Wiley & Sons.

Braxton, J. M., Doyle, W. R., Hartley III, H. V., Hirschy, A. S., Jones, W. A., & McLendon, M. K. (2013). Rethinking college student retention. John Wiley & Sons.

Seidman, A. (Ed.). (2005). College student retention: Formula for student success. Greenwood Publishing Group.

Kalsbeek, D. H. (Ed.). (2013). Reframing Retention Strategy for Institutional Improvement: New Directions for Higher Education, Number 161. John Wiley & Sons.

Bailey, T. R., Jaggars, S. S., & Jenkins, D. (2015). Redesigning America's community colleges. Harvard University Press.

Perna, L. W., & Jones, A. (Eds.). (2013). The state of college access and completion: Improving college success for students from underrepresented groups. Routledge.

Folsom, P., Yoder, F., & Joslin, J. E. (2015). The new advisor guidebook: Mastering the art of academic advising. John Wiley & Sons.

Drake, J. K., Jordan, P., & Miller, M. A. (Eds.). (2013). Academic advising approaches: Strategies that teach students to make the most of college. John Wiley & Sons.

Tinto, V. (2012). Completing college: Rethinking institutional action. University of Chicago Press.

Mitchell Technical Institute

Academic Advisors
Handbook

"Academic advising is a campus wide responsibility {that} includes faculty advisors, professional counselors, student affairs professionals, administration, admissions staff, financial aid personnel, library, and clerical staff. Retention is not the total goal of the program, but the by-product of expanded services and teamwork". ----- Glennen (1989).

TABLE OF CONTENTS

MITCHELL TECHNICAL INSTITUTE'S...

MISSION STATEMENT:
To provide skills for success in technical careers.

ADVISING MISSION STATEMENT
Academic Advising engages and supports a diverse student population in achieving their educational and career goals. Essential to this outcome is the use of a holistic approach to empower students, provide available resources, accurate and timely information.

"High quality academic advising is among the activities that help the most to ensure long-term success for both the students and institutions."

----- Susan H. Frost

ACADEMIC ADVISING PHILOSOPHY
Academic Advising empowers students to become responsible for their own academic success. Faculty advisors are committed to providing accurate and comprehensive academic advising. Working together, students and advisors develop one-on-one relationships and share responsibility to assist students to make choices and define goals; guide students through administrative processes; connect students to campus services and resources and encourage the intellectual growth of students.

"*When academic advising is allowed to develop a long-term connection between the academic side of an institution and the students it can be a powerful force toward ensuring the student's success at the institution."------- Jonathan D. Fife*

OBJECTIVES OF ACADEMIC ADVISING
- Inspire students to understand and accept their responsibility for academic planning and achievement.
- Encourage and aid the student in achieving educational, career and personal goals through the utilization of the full range of available institutional and community resources.
- Assist students in the exploration of immediate and life-long goals.
- Encourage students to become involved in experiences that contribute to a rewarding post-secondary education experience.

"Frequent faculty-student contact in and out of classes is the most important factor in a student's motivation and involvement. Faculty concern helps students get through rough times and keep on working". ------ Chickering and Gamson (1987).

ACADEMIC ADVISOR ROLE/EXPECTATIONS

- Establish a **relationship of trust** and openness with student advisees.
- **Meet with advisees** *at least* **once per semester**, one-on-one meeting. (Meet more often with students who would benefit from the consistent accountability.)
- Inform students about **college policies and procedures**.
- Inform and **connect students to on- and off-campus resources**, including academic and career related (i.e. Center for Student Success, tutoring, disability services, employment coordinator, success coaches, registrar, bookstore, etc.), financial (i.e. financial aid, business office, MTI Foundation and other scholarships), community, etc.
- Inform students of **important dates** (i.e. last day to drop/add/withdraw from courses, midterm, etc.), institutional **policies and procedures**, program requirements, etc.
- Be **knowledgeable** about the student's program and **all graduation requirements**.
- **Review student's Advising Worksheet** with them during advising meetings. Advising Worksheets can be accessed via your Advisee List on the MyMTI Faculty page. Students can also view their Advising Worksheet on their MyMTI Student page.
- **Monitor students' progress** and academic excellence and make any necessary referrals for additional assistance. (Advisors are able to monitor advisee grades and attendance through the MyMTI Retention tab.)
- **Submit a Student Alert** through the MyMTI Retention Module when a concern arises for an advisee (see MTI Retention Student Alert).
- Be available to students by **posting and maintaining regular office hours**, and by increasing hours of availability during advising and registration periods.
- Encourage, teach and aid students with developing a realistic educational plan consistent with academic, personal, and professional goals. **Help students understand the relationships between course and his/her career goals.**
- **Assist students in program planning and course registration**, concentrating not only on what courses to take, but also on how, when, where, and why they should be taken, given the individual student's needs and abilities. Offer advice about courses, course loads, pre-requisites, etc. Registration information can be accessed via the student's MyMTI account.
- **Maintain confidentiality** regarding student advising session and records.
- **Continually attempt to improve** both the style and the substance of his/her advising role.
- Willingly and actively **participate in advisor training** programs.

"Research indicates that students with meaningful faculty advising or peer relationships are less likely to become dropouts". ------ *Cessa (1979).*

STUDENT ROLE/EXPECTATIONS

- Check your MTI email account daily!
- Pay attention to important dates and deadlines: drop/add dates, payment deadlines, course registration periods, graduation and scholarship application deadlines.
- Prior to dropping any course(s), consult your academic advisor to prevent unintended consequences related to degree completion and/or financial aid awards.
- Review your program of study and degree requirements. (Access this information via the academic catalog - https://www.mitchelltech.edu/academics/course-schedules/catalog-handbook)
- Utilize your Advising Worksheet in MyMTI to ensure you are meeting all the course requirements to graduate.
- Meet with your advisor at least once per semester and continually seek your advisor's assistance when concerns arise.
- Keep advisor informed. Academic advisors can provide the student with advice and options, but it is the student who will make his/her own decisions.
- Ask questions! Prepare a list of questions before meeting with your academic advisor. If you are unclear about what class to take or about college policies and procedures, your advisor can help you to understand.
- Contact your academic advisor about academic or personal problems that may affect your academic progress standards. Your advisor will be able to provide you with options, referrals, or resources that can help.
- Investigate sources of information and assistance.
- Familiarize yourself with the student handbook - https://www.mitchelltech.edu/academics/course-schedules/catalog-handbook
- Understand and meet all program requirements and recognize that the ultimate responsibility for timely completion of academic requirements rests with you, the student.

OUTCOMES OF ACADEMIC ADVISING

- The student will have a trusted and knowledgeable institute representative to seek assistance and advice.
- The student will learn how to navigate the institution's culture and system.
- The student will obtain support when obstacles appear.
- The student will learn how to obtain accurate information to reach his/her educational goals.
- The student will be on track/have a plan for degree completion.

For an institution to maximize its educational mission, that is, the academic success of each student, it must recognize that the student and the institution share responsibility. The vital link is in this shared responsibility is the development of a long-term relationship between the student and his or her academic advisor. ----- Jonathan D. Fife.

STUDENT CHECKLIST

Prior to the start of your first term at MTI:

❒ If you have a disability or acquire one, you may be entitled to receive <u>individualized services</u> and/or accommodations intended to assure you an equal opportunity to participate in and benefit from academic advising.

❒ Secure and maintain funding resources to pay for tuition, fees, and other needs.

❒ Purchase all books/tools required for your program/first semester.

Each Term:

❒ Talk with the instructors of your classes, if you are concerned or have questions about your progress.

❒ Seek FREE tutoring services in the Center for Student Success, if you are having difficulty with a course.

❒ Secure and maintain funding resources to pay for tuition, fees, and other needs.

❒ Maintain a balance of zero on your student account to avoid being dropped from your classes next term.

❒ Review your Advising Worksheet within MyMTI before registering for next semester classes to ensure you are on track with your graduation goal.

- To select courses for the next semester.
- To drop and add courses
- To discuss concerns identified by mid-term grades.

Ongoing/Anytime:

❒ Check your MTI email account DAILY!

❒ Review requirements for your program of study with your academic advisor.

❒ Routinely check MyMTI and review bulletin boards for information about student events on campus and clubs/organizations. Also review the published "important dates", within MyMTI.

❒ Review and update your personal and contact information as needed, and confirm your program of study/major is correct.

❒ Watch for announcements and deadlines to apply for scholarships from the MTI Foundation.

❒ Discuss issues/concerns that affect your academic performance with your advisor

Yearly:

❒ File FAFSA for the upcoming academic year as needed, complete all requirements, and review/respond to financial aid requests for information.

Final

❒ Complete a degree evaluation by reviewing your Advising Worksheet in MyMTI and attend classes needed to complete your degree or certificate.

❒ Submit the Request to Graduate form.

DIRECTORY

SERVICE	LOCATION	PERSON	PHONE
Tutoring	Center for Student Success	Danita Lucas	605-995-7195
Counseling	Center for Student Success	Kellie Nielsen	605-995-7164
Student Activities Disability Services	Center for Student Success	Mateya Berg	605-995-7135
Career Services Advising	Center for Student Success	Janet Greenway	605-995-7194
Student Concerns/Issues	Center for Student Success	Scott Fossum	605-995-7178
Financial Aid/ Work Study Eligibility	Campus Center, Admission/Financial Aid Office Pod	Morgan Huber Carmen Neugebauer	605-995-7250 605-995-7137
Account Payments Refund Checks	Campus Center, Registrar/Administration Office Pod	Jodel Batterman	605-995-7140
Payment Plans	Campus Center, Registrar/Administration Office Pod	Jared Hofer	605-995-7141
Faculty Issues/Grade Appeals	Campus Registrar/Administration Office Pod Center	Carol Grode-Hanks	605-995-7130
Course scheduling conflicts/ Registration issues	Campus Registrar/Administration Office Pod Center	Jill Greenway	605-995-7103
MTI Scholarships	Campus Center, Admission/Financial Aid Office Pod	Sheryl Plagmann	605-995-7119
Bookstore	Campus Center	Laurie Kenworthy Joyce Starr	605-995-3019
Office of Technology	Technology Center	David Boos Dustin Kubik	605-995-3065

STUDENT SUCCESS COACH ASSIGNMENTS

Student Success Coaches are located in the Center for Student Success, Campus Center

PROGRAM	STUDENT SUCCESS COACH		PROGRAM	STUDENT SUCCESS COACH
Medical/Health Programs	Kellie Nielsen		Online	Scott Fossum
Acct/Business	Kellie Nielsen		H.S. Dual Enrollment	Chris Bosma
Energy Programs	Danita Lucas		Ag Tech	Mateya Berg
Culinary	Danita Lucas		Diesel Power Technology	Mateya Berg
Welding/Manufacturing	Danita Lucas		Precision Ag	Mateya Berg
Butler Edge	Danita Lucas		GIS/GPS Mapping	Mateya Berg
ADBC	Danita Luas		Power Sports	Mateya Berg
ECM	Danita Lucas		TELECOM	Mateya Berg
HCT	Danita Luas		IST	Mateya Berg
			SCADA	Mateya Berg

"Faculty usually has the biggest impact on the students as far as guiding them to graduation."

Advising is sometimes the only structured relationship that links students with
concerned representatives of the school.

LIMITATIONS OF ADVISORS AND ADVISING

Advisors cannot be all things to all advisees because of the vast differences among students. Advisors must recognize their limitations. Some of these restrictions are:

- An advisor cannot make decisions for an advisee, but he/she can be a sympathetic listener and offer various possible solutions to the student's problem.
- An advisor cannot increase the native ability of an advisee but he/she can encourage the maximum use of the ability that the student has.
- An advisor cannot reduce the academic or employment load of a floundering advisee, but he/she can make recommendations that such adjustments be made.
- An advisor should not criticize a faculty member to a student, but he/she can make a friendly approach to any teacher if that teacher is involved in the student's problem.
- An advisor should not betray a student's confidence on matters of a personal nature, but he/she can seek appropriate professional assistance in helping a student with minor personal or social adjustment problems.
- An advisor should not attempt to handle cases of emotional disturbances which fall outside the behavioral pattern of students judged reasonably normal. When complex problems arise concerning financial aid, mental or physical health, or personal-social counseling, faculty should refer students to professional personnel.

"Faculty members are the core of effective academic advising, and advising is an important element to student success and satisfaction in college." -------*Susan H. Frost*

THE BUCKLEY AMENDMENT:
ADVISOR'S RESPONSIBILITIES AND STUDENT'S RIGHT TO PRIVACY
(FERPA)

Since advisors maintain educational records—records of advisees' grades and other academic information—they must understand the provisions of the Family Educational Rights and Privacy Act of 1974 (commonly referred to as The Buckley Amendment). Basically, this act provides students with access to information placed in their advising files. Furthermore, it ensures that only school officials with a legitimate educational interest may see the student's file. This fact, however, does exclude a student's right of access to personal notes that the advisor may have made during the advising sessions. Under this Act, these notes constitute records made by educational personnel and kept solely in their possession. Advisors may allow someone who temporarily performs their advising duties to see the notes; if the advisor is to be replaced permanently, he/she should remove any personal notes from the student's file before transferring the file to the replacement.

Under legislation, the student has the right to an informal hearing regarding material in his record. If, at this hearing, the student does not receive satisfaction, then he/she may insert explanatory material in the file. The Act specifically denies students the right to a hearing regarding grades received. The student, however, may challenge the accuracy of transferring grades to the student's record.

According to the Buckley Amendment, a record also must be kept of requests received from school officials to obtain information from the student's file. The record should not only identify the official making the request, but also the official's legitimate educational reason for requesting the information. The record should remain in the student's file. Each institution is individually responsible for determining which parties qualify as "school officials" and what constitutes a "**legitimate education interest**." Advisors should familiarize themselves with their institution's policy governing this matter, as well as other institutional policies regarding implementation of the Buckley Amendment.

PRIVILEGED COMMUNICATIONS

Although the law recognizes the student's right to privacy of his/her educational records, it also recognizes the advisors right to privileged communications. Thus, in an effort to help a student, advisors can discuss confidential information regarding that student with other appropriate individuals, including administrators and counselors. The courts generally will respect the right to such communication and will not hold the advisor liable for statements considered as privileged communications. This right, however, is not an absolute one, and advisors must exercise good judgment in making all confidential statements. To determine the appropriateness of confidential discussions, an advisor should simply ask if such a discussion would serve the student's best interest.

At times, students will come to advisors with personal problems; normally these problems should remain confidential. In some instances, however, a student may tell the advisor of certain intentions that would prove harmful to the student or possibly to others, such as the intention to commit suicide or the desire to harm another person. Although the statements are made in confidence, an obligation rests with the advisor to disclose such information to an appropriate party.

Consider academic advising as an institution wide system centered around students' involvement and positive college outcomes. ----- Susan H. Frost.

Mitchell Technical Institute

FERPA: What faculty and staff need to know

It's the Law!

FERPA (Family Educational Rights and Privacy Act), also known as the Buckley Amendment, was passed by Congress in 1974.

It grants four specific rights to a post-secondary student:

- To see the information that the institution is keeping on the student
- To seek amendment to those records and, in certain cases, append a statement to the record
- To consent to disclosure of his or her records
- To file a complaint with the FERPA Office in Washington:

> Family Policy Compliance Office
> U.S. Department of Education
> 400 Maryland Avenue SW
> Washington, DC 20202-4605

FERPA applies to all educational agencies or institutions that receive funds under any program administered by the Secretary of Education. (Most financial aid is administered by the Secretary of Education.)

It's Your Responsibility

As a faculty or staff member, you have a legal responsibility under FERPA to protect the confidentiality of student educational records in your possession.

- You have access to student information only for legitimate use in the completion of your responsibilities as an MTI employee. Need-to-know is the basic principle.
- With the exception of non-suppressed directory information, student educational records are considered private and may not be released without the written consent of the student.
- Student information stored in electronic format must be secure and available only to those entitled to access that information.
- Your access to student information is based on your role as an MTI faculty or staff member. You may not release lists or files with student information to any third party outside your college or departmental unit.

Student Information Types

Student educational records include information provided by a student for use in the educational process, such as the following:

- Personal information (name, etc.)
- Enrollment records
- Student's exams or papers
- Grades
- Schedules

Directory/Public Information

"Directory information is . . . information contained in an educational record of a student which would not generally be considered harmful or an invasion of privacy if disclosed." (FERPA Regulation, Code of Federal Regulations, Title 34, Part 99.3).

Directory Information can NEVER include:

- Social security number
- Student ID number
- Race
- Ethnicity
- Nationality
- Gender
- GPA
- Religion

Storage media for an educational record may vary and can include one or more of the following:

- Document in the registrar's office
- Electronic document or email
- Computer printout in your office
- Class list on your desktop
- Computer display screen
- Notes taken during an advising session
- Database

Directory/public information is considered public and can be released without the student's written permission. *However, the student may opt to keep this information confidential*.

Directory information at MTI:

- Name, address, phone
- MTI assigned email
- Dates of enrollment
- Enrollment status
- Program
- Class (i.e., first year)
- Academic awards and honors
- Degrees received

Information not included in the list above is private student information and may not be released outside of MTI without the student's permission.

Can student directory or public information always be released?	NO! Before releasing any information about a student, check with the Registrar or Dean of Students (who will access Jenzabar) for a student's suppression status. If the student has requested that directory information be withheld (FERPA Restricted), no information can be released. Note that FERPA does NOT require that directory information be released. MTI faculty and staff who have a need-to-know may obtain directory information for a student who has suppressed his/her information, but must not release this information.
How can a student withhold release of directory information?	Students may request suppression of their information by completing a non-disclosure request form in the Office of the Registrar.
What are parental rights under FERPA?	FERPA allows parental access to a student's educational records if the student requests in writing that private information be released to the parent(s), or if the parent claims the student as a dependent for Federal income tax purposes. A parent who wants to request grades or other academic information for a dependent should submit a written request to the Registrar along with a copy of the parent's most recent federal income tax return (section with dependents listed). FERPA does not allow parental access to post-secondary student educational records without the student's permission if neither parent claims the student as a dependent for Federal income tax purposes.
Where should I store my student data?	Although you may be the one grading a student's performance, student data (e.g., grades, attendance, test scores) is owned by the Institute. This information should not be stored on personal computing equipment, on the hard drives of shared computers, on portable devices such as flash or thumb drives, or on laptop computers. Portable devices are easily lost or stolen; if they contain student data when they are lost or stolen, all students may need to be notified.
How can I locate my secure data storage for storing student data?	You should talk with the information technology support staff.
How can student data be protected?	Store all student data on a central, MTI server (not a Web server); password protect files; encrypt data on your computer; use anti-virus software; don't open attachments or click on links in emails; trust where you are going when you are following a Web link; distribute graded materials in a secure manner; verify attachments and recipients before sending information via email.
How are HIPAA and FERPA related?	Medical documentation in the student education record is private information and is covered by FERPA. HIPAA (Health Insurance Portability and Accountability Act) regulations do not apply.
DO NOT!	• Use the Social Security Number or any portion of it, or the student ID number, in a public posting of grades or any other information • Leave graded tests, papers, or other student materials for students to pick up in a stack that requires sorting through the papers of all students • Discuss the progress of any student with anyone other than the student (including parents) without the signed, dated, and written consent of the student • Provide anyone with lists or files of students enrolled in your classes • Provide anyone with student schedules or assist anyone in finding a student on campus. Send visitors to the Registrar's Office. • Access the records of any student for personal reasons • Access the records of any student for any reason other than to perform your job duties

FREQUENTLY ASKED QUESTIONS AND ANSWERS
FROM ACADEMIC ADVISORS

What is the general process to assist a student advisee in registering for classes?

- Students have the ability to register online when the Registration Period is open. Advisors should either schedule individual advising appointment with each advisees to review their registration to confirm accuracy or review the students Advising Worksheet to ensure that all courses requirements are either met or 'in progress'.
  To access Advising Worksheet for an Advisee:
  > Faculty tab in MyMTI
  > Advising link on left column
  > Click on student's name in list of advisees
  > Click on Course Needs
  > Click on Advising Worksheet

- Encourage students to not drop/add courses without first discussing with you, the advisor.

What general questions should an advisor ask an advisee?

- Are you a new, returning, or transfer student?
- Do you have any credits to transfer to MTI?
- Are you receiving financial aid?
- What are your educational goals?
- What were your reasons for choosing MTI?
- What is your perception of MTI so far?
- What are your expectations of MTI?
- Are you a part-time or full-time student?
- Are you working? If so, how many hours per week? (schedule conflicts)
- When do you expect to graduate?
- Inquire about family background

How do I know that a student needs 090 or 091 or 098 prep courses?

- Refer to the student's advising worksheet in the Advising section of MyMTI

How does MTI accept courses for transfer?

- All credit transfers require an official transcript (with seal) from the sending institution.
- The institution must be accredited (NCA).
- Grade must be a "C" or higher to receive credit.
- The credit will be listed on the MTI transcript, but will not be counted towards an MTI cumulative GPA.
- Decisions are made to accept credits on a course-by-course basis by Registrar or Department Head.
- Advisors can view transfer credit by accessing a student's advising worksheet in MyMTI

Example of how transfer credit that has been approved and transcribed appears on Advising Worksheet:

How is financial aid applied to student accounts?

- Student Loans and Pell Grants are credited to the student's account.
     First Time Borrowers:
     Pell Grant monies are credited to the student's account on the first day of school.
     Student Loan monies are held for 30 days and applied to student accounts on the 30th day of each semester.
     Non-First Time Borrowers:
     Pell Grant and Student Loan monies credited to the student's account the first day of school.
- Refund checks: any money in excess of the student's educational costs is refunded via a refund check on the 30th day of each semester.
- Grant monies are pro-rated according to credit hours taken per semester.
- Delinquent accounts - Advisors may be asked to speak with students regarding delinquent accounts. Consequences may include: no transcript, no diploma or degree and/ or registration held.

When is the last date to add a class?
- The last date to add a class is five days after the semester starts.

When is the last date to drop a class?
- Classes dropped during the first ten days of the semester are erased. Classes dropped from day 11 through day 45 will be recorded as a W (withdrawal). Drops are not permitted after day 45 unless there are unusual circumstances. Instructors should record a grade of **F** if a student has not officially withdrawn from the course/school.

Does a grade of W affect a student's GPA?
- No, a withdrawal does not affect a person's GPA.

What is the last date the student can receive a refund when dropping a class?
- Refunds will be issued for classes dropped within the first 10 days of the semester.
- The student will be notified by MTI email when a refund check is available for pickup. Student should allow 2-3 weeks for this process.

Where do I get an MTI transcript for a student?
- Advisors (and students) may access an unofficial transcript in MyMTI under "Advising".
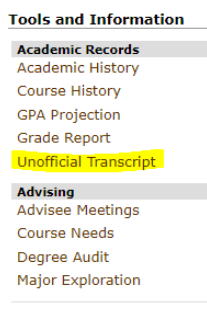
When is a student placed on academic probation?
- When their cumulative GPA drops below 2.0 at the end of their first semester or any subsequent semester.

When is a student placed on academic suspension?
- After one semester of probation, if Cumulative GPA is still not above 2.0, student are notified of their suspension.
- A GPA of below 1.0 during the first semester initiates immediate suspension.

How long must a student stay out of school after a suspension?
- One full semester, not counting summer sessions. This usually becomes one year because we do not have semester starts in most of our programs.

What types of accidents does our student insurance cover?
- Only those which occur during school/lab activity. In addition, our insurance is not intended to provide primary coverage; it covers any excess cost beyond a student's primary coverage.

Can a student repeat a class?
- Yes. The highest grade earned will be used in the student's GPA calculation. However, financial aid will only pay for a course to be repeated once.

What does it cost to test out of a course?
- It costs $30.00 to test out of a course of up to three credits. It costs $5.00 per credit more for any credit above three. If the test includes lab exercises, additional fees may be assessed. Forms are available in the Registrar's Office.

What grade does a student get for testing out of a course?
A grade of "**CR**", which does not count towards a student's cumulative GPA.

How does a student change their program?
- Contact the Admissions Office to identify open programs. The application process will not have to be repeated, but the student will need to "apply" and be "accepted" into the new program on a "space available basis" like any other entering student.

What is the requirement for graduation from MTI?
- Complete all the course requirements, pay all fees and bills, have a minimum 2.0 cumulative GPA, and submit a request to graduate form. The request to graduate form is now available through MyMTI.

How are students assigned to advisors?
- Advisors are randomly assigned advisees during the summer. Typically, an advisor follows their student advisees during their entire MTI educational experience.

How much does it cost to attend MTI?
- Program costs are listed under the Program Information of the MTI website.

What happens when students don't pay their bills?
- Students are sent notification from the Business Office. If students do not make some arrangement to pay their bill, the Business Office will notify the students that they may be suspended. Students are not allowed to register for a subsequent semester if there is an outstanding bill.

Can a student drop below 12 semester credit hours and keep financial aid?
- Yes. There is financial aid available for 3\4 and part-time students. All students should visit with the financial aid office for information. However, all courses must be required for their program of study!

What is MTI'S policy regarding tools in lab classes?
- All students are expected to have the tools required by the department. Students may be suspended from classes for not having appropriate tools.

Which departments host "tool fairs" during summer registration?
- Powerline, ADBC, HCT, ECM

How do students earn the privilege to participate in graduation ceremonies at MTI?
- Submit a request to graduate form, complete all graduation requirements (this should be tracked by their advisor), order a cap and gown, and participate in the rehearsal.

Can students be suspended for unsafe acts in class?
- Yes. This includes not following safety procedures and policies.

How long can a program be extended?
- If they are relying on financial aid, students have a maximum of 3 semesters to complete two semester programs and 6 semesters to complete 4 semester programs.

THE ADVISING SESSION

The advising session will assist the student in planning, but the focus of each session will be as varied as the students you have as advisees. Within the first few sessions (or informal encounters) with the student, advisors should attempt to establish a rapport with the student. As advisors, we must remember to focus on the students who come to us for advising, no matter how hectic our schedules may be. It is easy to keep sessions impersonal when we 'have things to do, places to be'. However, making a true 'connection' with our advisees early on will assist them in becoming acclimated to MTI and in pursing their education.

If possible, you should develop an advising session style that includes the following elements:
- A greeting that makes the student feel welcome in your office area and shows that you have an interest in him/her as a person.
- A clarification of the meeting's purpose (getting to know each other, for scheduling, discussion of academic difficulty, etc.)
- An assessment of the student's level of preparation for academics, program/career decision, etc.
- A clarification of the net steps (for both the advisor and advisee), particularly if there are follow-up steps that must be completed before the next meeting.
- A foundation for the next meeting (what should be addressed, etc.)
- Some form of closure

Although some sessions will be short and sweet, others may require more preparation and more patience.

You will find it productive to listen actively to your advisees and to take notes on each contact. You may often pickup information key to your advising, information you should note for future reference.

Advising notes help to track your interactions with your advisees so that you know that you did discuss academic deficiencies, or that you did not recommend a particular course or that a particular student has job-related time constraints. Reviewing advising notes prior to a session helps you to be more effective in carrying out your advising responsibilities.

Use MyMTI to schedule advising meetings and store meeting notes
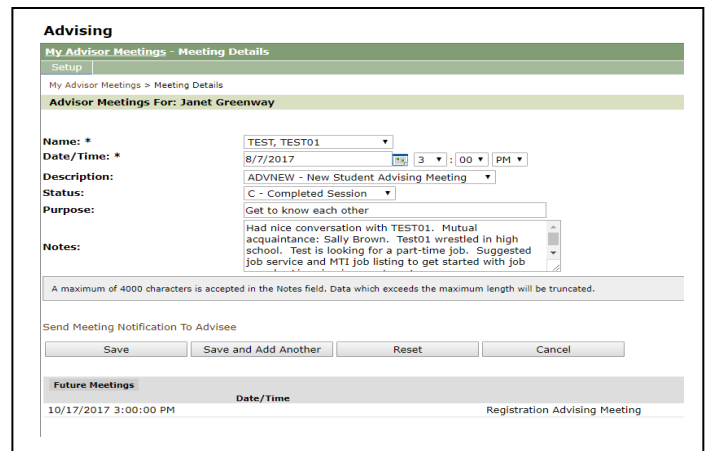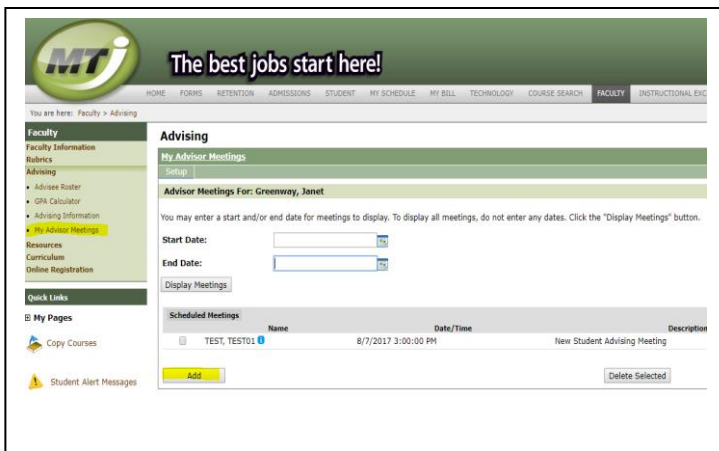
RETENTION TIDBITS

Retention results stem from understanding and meeting an individual student's needs, rather than working with "generic students" who move through campus on an educational conveyor belt.

What students feel during their first semester on campus?
- Anxious
- Uncertain
- Insecure
- Under prepared
- Overwhelmed
- Confused
- Lost
- Easily Distracted
- Terrified

Help your students to:
- Connect to the environment
- Make the transition to higher education
- Work towards goals – degree, career
- Succeed in the classroom
- Feel like a respected member of the MTI campus

Quality Service at MTI is:
- Knowing what the student wants
- Exceeding student expectations
- Ensuring student satisfaction
- Reducing frustration
- Attending to detail
- Getting it right the first time
- Demonstrating that the student matters

"The reasons students give for leaving college indicate that dissatisfied students appear to be discouraged; often they are confused about their options, unsuccessful in the classroom, and likely to withdraw from school." ------ Janasiewicz (1987).

It's not only what you do or say, but the way you do it and the way you say it.

***Positive attitudes build a positive campus culture
that bonds and develops loyalties***.

18

Important Dates to Remember

Fall Semester 2017

Faculty Returns .... August 14
New Student Orientation .... August 21
Fall Semester classes begin .... August 22
Last day to add a class (by 4:00 PM)…………. .... August 29
Labor Day (No classes) .... September 4
Last day to drop a class with a refund (by 4:00 PM) .... September 5
All tuition and fees are due the first day of classes and must be paid by .... September 6
Alumni Foundation Golf Tournament…………………………………………… ………….…September 18
Refunds for financial aid available on/after .... September 22
Advising Week (advisors meet with advisees during this week) .... September 25-29
MyMTI access suspended for non-payment of bill or approved payment plan .... September 29
Native American Day (No classes) .... October 9
MTI Scholarship application period opens ....October 15
Mid-Term .... October 20
Class attendance prohibited for non-payment of bill or approved payment plan .... October 20
Registration period begins for Spring 18 semester .... October 25
Last day to withdraw* (No refund, no "F's", receive "W" grades) .... October 27
Veteran's Day (No classes) .... November 10
MTI Scholarship application period closes ....November 15
Thanksgiving Break (No classes) .... November 23 & 24
Fall Semester ends .... December 15
Semester Break (No classes) .... December 16 – January 7, 2018

Spring Semester 2018

Faculty returns .... January 3
Spring Semester classes begin .... January 8
Last day to add a class (by 4:00 PM) …………………. .... January 12
Last day to drop a class with a refund (by 4:00 PM) .... January 19
All tuition and fees are due the first day of classes and must be paid by .... January 22
Advising Week (advisors meet with advisees during this week) .... February 5-9
Refunds of Financial Aid available on/after .... February 6
President's Day (No classes) .... February 19
Mid-Term .... March 2
Class attendance prohibited for non-payment of bill or approved payment plan .... March 2
Spring Break (No classes) .... March 5-9
Registration period begins for summer '18 semester .... March 12
Registration period begins for Fall 18 semester .... March 19
Last day to withdraw* (No refund, no "F's", receive "W" grades) .... March 21
Good Friday (No classes) .... March 30
Easter Monday (No classes) .... April 2
Spring Semester ends .... May 4
Graduation .... May 4

This withdrawal date is for full semester courses only. Shorter course withdrawal dates vary.
See the Career Services & Advising Director for details and watch for specific date information on MyMTI.