

PLEASE ENCOURAGE FRESHMEN AND SOPHOMORE STUDENTS WHO ARE ON ACADEMIC PROBATION TO PARTICIPATE

WHO CAN PARTICIPATE IN THE ReFOCUS @ Ferris PROGRAM?

- All students who are on academic probation (CUM GPA <2.0) may participate, but the program has a focus on underrepresented students.
- We highly encourage probationary students who fall into the following categories to participate:
 - **First Generation**
 - **TIP Grant Recipients**
 - **Minority Students**
 - **Freshmen (0-25 hours earned)**
 - **Sophomore (26-55 hours earned)**

WHAT IS THE ReFOCUS @ Ferris PROGRAM?

- The **ReFOCUS** program focuses on enhancing student engagement, retention, and academic success.
- Students are required to opt-in to the **ReFOCUS** program before the 3rd week of the semester.
- Throughout the semester, students will attend five “This Semester Matters” workshops.
- Student Progress Reports (SPRs) will be requested of instructors for students in the ReFOCUS program.
- Student Success Coaches will work with ReFOCUS participants throughout the semester.

HOW DO STUDENTS JOIN?

- Complete the **ReFOCUS @ Ferris Application Form** by scanning QR code,
 - Or going to <https://forms.office.com/r/Lk2HScwVaT>



WHY SHOULD STUDENTS PARTICIPATE?

- The **ReFOCUS** program will support students academically and socially
- The **ReFOCUS** program will aid in helping probationary students regain good academic standing and persist to the next semester.
- **ReFOCUS @ Ferris** will allow students to build a strong support system with administration, faculty, peers, and fellow participants
- **FREE FOOD and prizes at the Workshops!**
- **Opportunity to win a \$100 or \$500 book scholarship for the upcoming semester!**
 - Students will have their names entered for a book scholarship drawing for each workshop they attend AND for each EduGuide module they complete. *(Some restrictions apply)*

WHAT ARE EARLY ALERTS AND STUDENT PROGRESS REPORTS (SPRs)?

- **Early Alerts*** are a mechanism for highlighting challenges students are encountering in their classes early enough to connect them with appropriate resources and mitigate poor academic performance prior to mid-term. They are a wake-up call for the student to address specific issues in time to academically recover prior to the end of the semester.
- **Student Progress Reports (SPRs)** provide an informal assessment of a student’s progress at a certain point in the semester. If a student is identified to be “at-risk” to fail the course, the professor provides one or more reasons for this identification. Each reason is treated as a separate alert. It is recommended that students contact the professor directly with any questions about how they are doing in a course and how they can realistically recover prior to the end of the semester. (*source: Albany State University – EAB Early Alert www.asurams.edu)
- FSU’s Student Progress Reports focus on academic and non-academic factors. Instructors may report on the following student issues:
 - Assignment concerns
 - At-Risk of Failing Course
 - Attendance Concerns
 - Belongingness Issues
 - Financial Concerns
 - Life/Balance Issues
 - May Benefit from Tutoring
 - Student not Engaged Remotely/Online
 - Technology Concerns

WHAT ARE THE BENEFITS OF STUDENT PROGRESS REPORTS?

- Strategized / targeted alerts
- Uniformed messaging
- Opportunities for earlier interventions
- Better tracking of interventions
- Easier report/information access for ReFOCUS student success coaches

HOW WILL STUDENT PROGRESS REPORTS IMPACT INSTRUCTORS?

- Instructors of students in the **ReFOCUS** program will receive an email with a link. This emails will ask them to complete a form for each student to provide information on student progress.
- **Instructors will receive this email twice during the semester.**
 - **One SPR to be completed around the 4th week of the semester.**
 - **The second SPR to be completed around the 12th week of the semester.**
- **We are expecting less than 100 students to opt in to the ReFOCUS program. Instructors will only be asked to report on students in our program.**

In 2018 the CUNY system did an in-depth analysis of their early warning system with the conclusion that progress reports/student success checks are most effective if done earlier in the semester than the typical midterm timeline. The public report is found here www.csun.edu/institutionalresearch/inside-counts/importance-timing-early-alerts

Student Progress Reports – “Alerts”

Alert Reasons	Reason Explained	Determined Intervention Pathways
Great Work!	Student is doing well in course.	<p>Student will receive email with notification of the kudos.</p> <p>ReFOCUS Coach will contact students to also provide congratulations for a job well done.</p>
Low In-Course Grade	<p>Student missing assignments or quality of assignments needs improvement.</p> <p>Please place note in comments if tutoring is recommended.</p>	<p>Student will receive email to speak with instructor immediately related to the alert. Email also provides resources to tutoring, writing center, and other student success resources.</p> <p>ReFOCUS Coach will contact student to determine course of action and assist with scheduling tutoring as applicable.</p>
At-Risk of Failing Course	Student is not meeting standards to complete the course with a passing grade.	<p>Student will receive email to speak with instructor immediately related to the alert.</p> <p>ReFOCUS Coach will contact student to schedule appointment to review issues impacting success in the course.</p>
Attendance Concerns	<p>Attendance is or could be impacting student success in the course.</p> <p><i>Please list the number of absences to date.</i></p>	<p>Student will receive email to speak with instructor immediately related to the alert.</p> <p>ReFOCUS Coach will contact student to schedule appointment to review issues impacting success in the course.</p>

Alert Reasons	Reason Explained	Determined Intervention Pathways
<p>Non-Academic Concerns (ex: Sense of Belonging; Life/Balance Issues)</p>	<p>Student may exhibit feelings that they are not accepted, respected, included or supported by the university.</p> <p>Student has stated or seems to have personal/family/work matters interfering with their course progress.</p> <p><i>Place note in the comments section</i></p>	<p>Student will receive email to speak with instructor immediately related to the alert. Email also provide resources to counseling services and student organizations.</p> <p>ReFOCUS Coach will contact student to schedule appointment to review belongingness issues impacting student success.</p>
<p>Financial Concerns</p>	<p>Student has stated financial issues are impacting course progress.</p> <p><i>Place note in the comments section</i></p>	<p>Student will receive email to speak with instructor immediately related to the alert. Email also provides resources to Bulldog Basic Needs Alliance, and the Dean of Students office for potential Ferris Relief Funds</p> <p>ReFOCUS Coach will contact students to schedule appointment to review financial issues impacting student success.</p>
<p>May Benefit from Tutoring (Low in course grade)</p>	<p>Student progress could be positively impacted by attending tutoring.</p> <p><i>Place note in the comments section</i></p>	<p>Student will receive email to speak with instructor immediately related to the alert. Email also provides resources to tutoring, writing center, and other student success resources.</p> <p>ReFOCUS Coach will contact student to determine course of action and assist with scheduling tutoring as applicable.</p>
<p>Technology Access Concerns</p>	<p>Student has stated issues related to technology are impacting their course progress.</p>	<p>ReFOCUS Coach will contact student to determine course of action and make appropriate referrals to eLearning@ferris, the Technology Assistance Center, and/or other resources.</p>

Please contact ShellyVandePanne@ferris.edu for questions related to ReFOCUS progress reports.