

Back On Course – Alert 3**Assignment 2: Retention Counselor Meeting – JSA W17****Name:** _____**Date:** _____**Complete Part A below – before the meeting with your Lane retention Counselor**

This assignment will help you to complete an honest self-assessment following three terms that you did not meet Lane's Academic Progress Standards (APS) requirement of a 2.00 Grade Point Average or complete successfully 67% of credits attempted. Please respond to the following prompts thoughtfully. The best responses are specific and detailed. This work will help prepare you to be ready for a meeting with a Lane retention counselor (not an academic advisor). Instructions for scheduling an appointment will be provided by your instructor.

Below is a list of common obstacles (e.g. things that are often beyond our control) that students have identified.

- Documented or undocumented disability (e.g. physical or learning)
- Chronic Illness or physical condition
- Lack of resources or reasonable transportation
- Family member with serious ongoing illness
- Loss of a significant other or family member

Select from the obstacles listed above (or list your own), ones that persistently create barriers to your ability to meeting the APS standards. Provide detailed examples for two persistent obstacles and describe how each has become a barrier to your success.

(e.g. Undocumented disability – I find myself losing motivation to complete work for my math courses because when the homework gets challenging – I tell myself “When am I ever going to use this information, any way.” This is my third time taking MTH 060 and I get so frustrated because I know I need it to work toward the math I need to transfer – there's a possibility that I have a learning disability but I haven't taken the time to be evaluated)

Obstacle 1:

Obstacle 2:

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2. Below is a list of common **behaviors** (often behaviors or lack of behaviors within our control) that students have identified as reasons for not making their best efforts to be successful.

- **Not asking for help** - from instructors or when I need it from my friends and family members – to understand requirements or to allow for adequate time to focus on my academic efforts
- **Difficulty balancing life roles** – being a student along with working and/or being a parent
- **Not protecting time** – to do required reading, homework or to be adequately prepared for class activities/exams
- **Unclear academic or career direction** – not sure if courses I'm taking will help me to reach my goals so it impacts my motivation to stay focused.
- **Course preparedness/load** – selecting courses not prepared to take or taking too many credits for time available
- **Engaging** – in activities that draw my attention away from my school responsibilities. (e.g. watching too much television, playing video games, getting lost in a book).

Select from the behaviors provided (or list your own), two behaviors that persistently create barriers to your ability to meeting the APS standards. Provide detailed examples of how these two persistent behaviors that have become barriers to your success.

(e.g. Difficulty balancing life roles – I work 35 hours per week and I've been a full time student each term. After I work and come home, I'm frequently too tired. During down-time at work I try to study – but I have a hard time focusing. When I come home my children and partner want my attention so I try to study after the kids go to bed. Then I'm too tired to learn new information and my grades have suffered because of this.)

Behavior 1:

Behavior 2:

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3. Good intentions – most all of us start something new (each term) with good intentions. This may have happened for you every term that you did not meet the academic progress standard requirements. **What did you mean to do and what got in your way of doing it? Another way to look at it – what new solutions were you planning on using and why did they not work? Or, what prevented you from using them?**

(e.g. Each term I say to myself “okay I’m going to make school my top priority.” I start out motivated and usually stay focused the first two weeks of the term. Then life events, invitations to spend time with friends, and distractions start to tempt me and I lose focus. Fall term last year”)

Term 1:**Term 2:****Term 3:**

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4. Potential Solutions	
Honest self-assessment resulting in adjusting behaviors	Get organized using a system that works
Readjust course load to match time available to study	Take good care of oneself to optimize health
Develop clear manageable goals	Learn about and use campus resources
Develop a term by term academic plan	Persist even when things get challenging
Build relationships with instructors, peers and advisors	Communicate clearly with instructors, advisors, tutors
Utilize counseling to help clarify my academic/career goals	Ask for help and encouragement from others
Utilize counseling to help with personal issues	Attend all classes on time
Plan in advance enough time to complete work	Submit all assignments on time
Carefully follow directions when completing assignments	Other solutions

Review the list of potential solutions provided that can help students to reduce barriers to their ability to meeting the APS standards. List three you are willing to consider and discuss in your meeting with your retention counselor.

- 1.
- 2.
- 3.

5. Campus Services and Resource	Classes that build skills and support
Counseling and Advising	Women in Transition Program
Career Services	Career and Life Planning
Student Help Desk - Technology assistance	College Success
Tutoring Services	Effective Learning
Center for Accessible Resources	Writing
Financial Aid Advisors	Math
Study Groups	College Reading
Support Services (e.g. TRiO, Women's Center, Multicultural Center, Veteran's Center)	Adult Basic and Secondary Education - classes
Substance Abuse Recovery Center	Computer Fundamentals

Review the list of potential resources provided that can help students to reduce barriers to their ability to meeting the APS standards. List three you are willing to consider and discuss in your meeting with your retention counselor.

- 1.
- 2.
- 3.

Print out Part A – after you have it complete - bring this and Assignment 1 with you to your meeting with your retention counselor

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Part B: Your meeting with your Retention Counselor will allow you to complete Part B of Assignment 2. The goal of this meeting is to discuss persistent obstacles and to identify potential solutions. The goal will be to create an updated success and resource plan (similar to what you did at your Alert 2 session). This will assist you in your ability to get back on course – and better yet – to stay on course toward completing your academic goal at Lane. Please plan for up to 1 hour for your session.

Students:

1. Please take this opportunity to speak with a Lane retention counselor about the persistent obstacles and behaviors that have gotten in the way of your achieving your academic goals at Lane. Also, it is helpful to discuss what you have tried, your good intentions and circumstances or behaviors that took you off course.
2. Be prepared to discuss solutions you are willing to consider and the potential outcome of each solution. How will this impact the persistent behaviors and obstacles that tend to take you off course?

Counselors: Review Assignment 1 and Part A of Assignment 2 with the student.

Please identify below resources, activities, people etc., that will help this student to reduce the impact of obstacles, alter behaviors and engage in activities that will support their academic success:

Students: please keep one copy for yourself and submit one copy to your instructor.		Date of service
Online students scan this assignment and submit in Moodle		
Student printed name:	Student signature:	
Counselor printed name:	Counselor signature:	