

How to Support Your Student Academically



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Introductions

Differences Between High School & College



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There are a number of differences between the academic environment in high school and Stetson. The way each of these differences affects a student varies greatly. Here are a few common differences:

- The way a student engages in their material is different at the university level.
- In high school, students spend more time remembering, understanding and applying the material they are learning. This then translates into how they are assessed.
- At Stetson, students are asked to analyze, evaluate, and create with the material they have learned. These actions encourage students to take an active role in their education.
- The amount of reading and expectations of reading comprehension also increase.
- Students and faculty develop greater relationships at Stetson. There are wonderful opportunities for mentoring! Students may not be accustomed to developing these relationships.
- Students have to manage their time and assignments very differently from high school. High school has a defined structure and routine. The university environment allows students to create their own structure and routine. This takes time and practice.

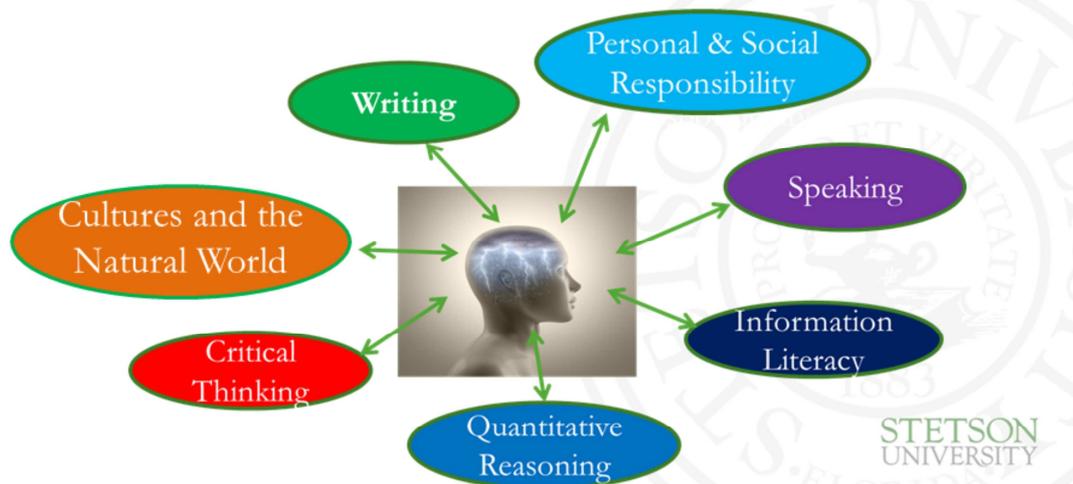
#1: Advocate that the academic experience is on purpose

- Stetson's "academic experience" affords each student the chance to ask "what do I want to learn?"
- This is evident in the set up of our general education program, major courses, elective offerings, and cultural credit requirement
- Students may be coming in and expecting a linear path from first year to degree.
- They may ask "how does this class apply to my major or career?"
- Take the opportunity to look at their educational experience and help them see other intangible skills or passion areas that may develop when the direct correlation is not present.
- Encourage students to find other ways to dive further into their education.

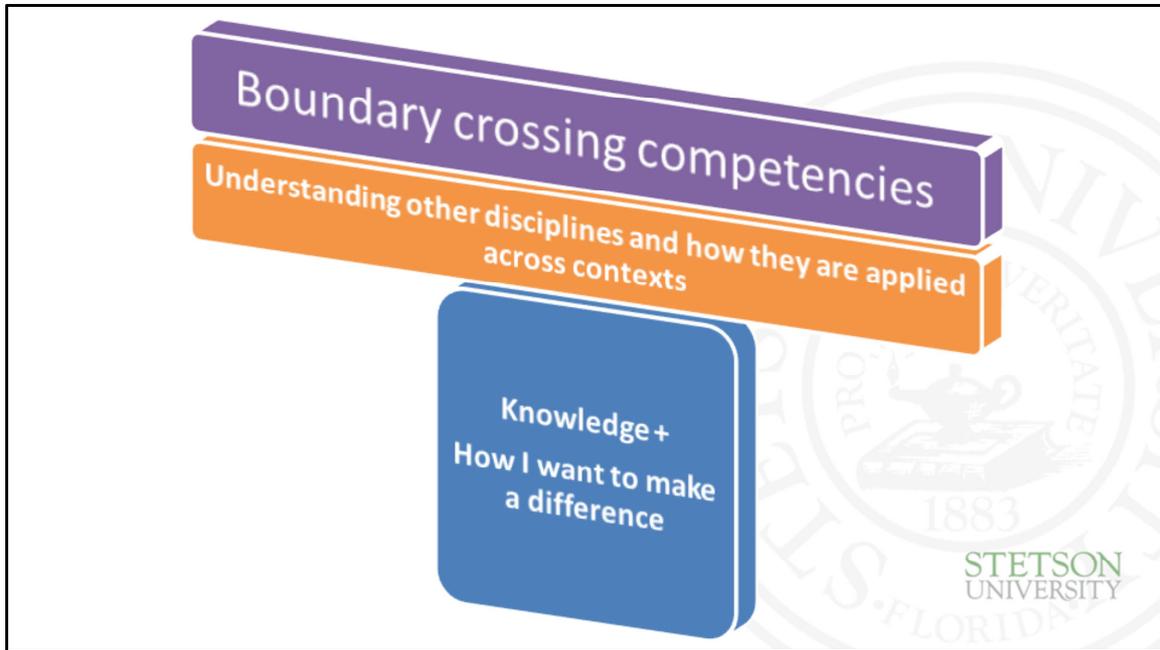
Examples include:

- Community Engagement
- Internships
- Study Abroad
- Undergraduate Research

Integration of Learning | General Education



- The areas outlined in the slide are the learning outcomes of our general education program.
- All these areas provide students with a breadth of competency to address complex problems in our world.
- These areas not only will benefit an individual in their future career, but also help them to be responsible and competent members of our global society
- EXAMPLE: Why do marketing majors take sociology, or history?
- The market is made up of a diverse group of people. Understanding the issues that are affecting a group can help to market a particular product or service.
- Understanding the development of our current landscape by studying our past can provide context for marketing trends the student is studying in another class.
- In the end, we want them to leave Stetson with all of this learning outcomes, not just having knowledge in a particular subject area.



Why is this breadth of knowledge important in our world?

We don't know what jobs will exist in the future.

We can't train vocationally, we have to train skills and competencies in order for people to be viable for multiple industries.

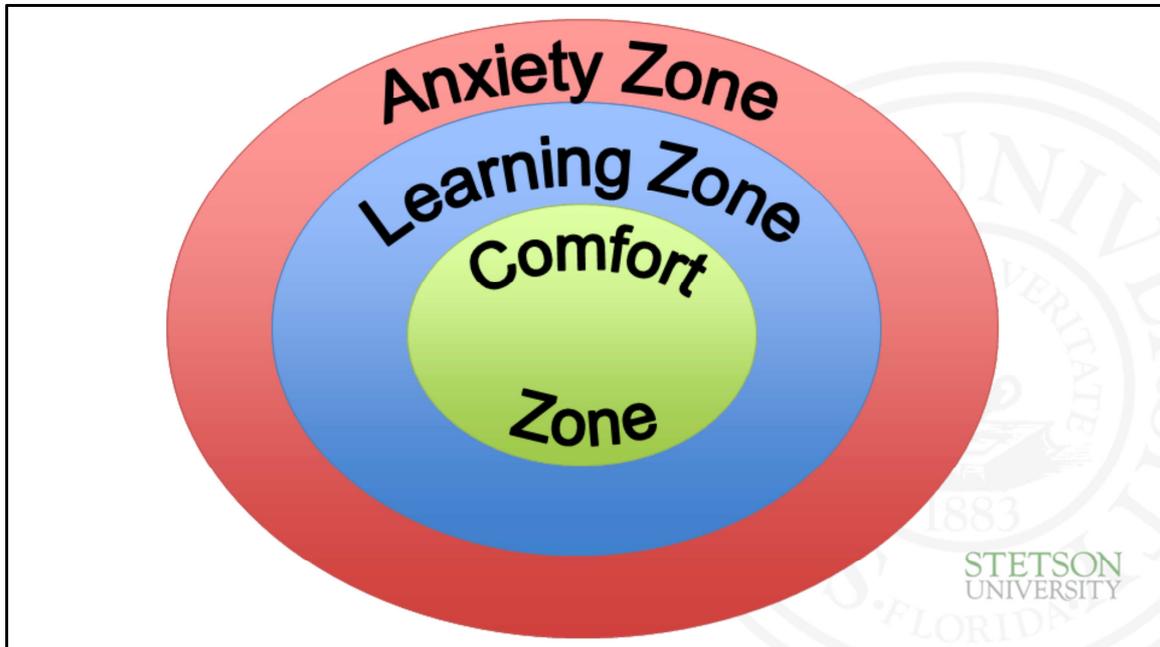
We have some complex problems facing our world, and we need people who can solve them.

As illustrated in the slide, students will learn about a variety of subjects through their courses. They will be encouraged to draw connections between their area of focus and current social problems, other industries, and their passion areas. Today, collaboration between industries is key and we want our students to have the ability to recognize these needs and help facilitate these connections.

#2: Support Through Challenge

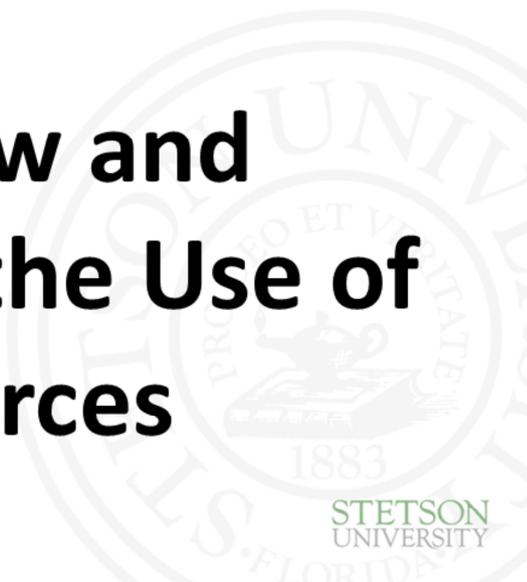
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- Learning will be uncomfortable at times for students
 - “Tight rope walker” metaphor – You cannot learn to walk the tight rope with both feet firmly planted on the floor. Students will be asked to take risks in order to learn and grow.
 - Challenge personal views – The purpose of this challenge is not always to change these views, but help the student further articulate their own personal views and respect the views of others.
- Sometimes the best way for us to support students is to challenge them. We will always be there to support them through the challenge! This is where the magic happens!
- Learning happens all over the campus/ not just inside the classroom
 - Roommate conflicts
 - Campus organizations
 - Leadership opportunities
- Throughout all of this, the faculty and staff are here to support the students as they face these challenges
 - You don’t walk the tight rope without a safety net when you are learning
- Parents can support their students by challenging them to engage more in the process



- The rings illustrated vary in size for each person. Some students when they step out of their comfort zone experience feelings of anxiety. That does not necessarily mean they are in the anxiety zone. It can simply be a natural reaction to trying something new.
 - We just want to see students take a step out into the learning zone which can then lead to an expansion of their comfort zone creating a platform and commitment to more learning!
- What allows learning to be effective is a support system we have when we step out of our comfort zone to stop the fight, flight, or freeze reaction
- Support system is not there to make sure someone never leaves their comfort zone, but to make sure they are equipped to handle when they do step outside. We are all a part of the student's support system.

#3: Know and Encourage the Use of Resources

The background of the slide features a large, faint watermark of the Stetson University seal. The seal is circular and contains the text "STETSON UNIVERSITY" at the top, "PROFESOR ET VITAE" in the middle, and "1883" at the bottom. In the center of the seal is an illustration of a lamp of knowledge on a book. To the right of the seal, the text "STETSON UNIVERSITY" is written in a green, sans-serif font.

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Stetson has a number of resources to support students throughout their academic experience!

ACADEMIC SUCCESS

Hollis Family Student Success Center



- Success Coaching
- Tutoring
- Stetson Peer Instruction
- Discovery/Pre-Advising
- Academic Support for Student Athletes

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Academic Success has 5 different areas of function which are outlined in the slide.

Picture – Hollis Family Student Success Center – This space is in the 2nd floor of the Du-Pont Ball Library. This is where a majority of the Academic Success functions take place including Success Coaching, Tutoring, Stetson Peer Instruction, Discovery and Pre-Advising, and Academic Support for Student Athletes.

Over 38,000 student hours were clocked in this space

Accessibility Services Center



Equal Access and
Accommodations
for Students with
Disabilities

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Students with disabilities can register for accommodations at Stetson to ensure equal access in the classroom. These students are covered under the Americans with Disabilities Act (ADA).

Aaron Distler, Associate Director of Academic Success & Accessibility, serves as the ADA coordinator.

Please visit www.stetson.edu/accessibility for further information.

Aaron can be reached via email at adistler@stetson.edu

Success Coaching



- Time management
- Test Prep
- Active Reading
- Note taking

Sign Up: studentsuccess@stetson.edu

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Success Coaching is academic skill building in areas, such as:

Time Management

Note-Taking

Active Reading

Test Preparation

Test Taking Strategies

Test Anxiety

Motivation

For Success Coaching, a student will meet with either an Academic Success staff member or a Peer Success Coach (PSC), which is a student trained in the skills listed above. Success Coaching is typically 2 meetings.

During the first meeting

The student and Success Coach will assess the areas they want to focus on.

The Success Coach and student will discuss some possible strategies to address that area.

Students will practice those skills for approximately 2 weeks

The Success Coach and student will meet again to discuss how the strategy worked and determine if adjustments need to be made.

Our outlook on Success Coaching is that students come in with a set of skills that allowed them to be successful in the past. Success Coaching is not to fix something that is broken or create something from scratch, but improve the skills and/or cater them to a new environment or experience.

<p><u>SPI:</u> Biology Chemistry Logic Anatomy & Physiology</p>	<p><u>Tutoring:</u> Writing Center Computer Accounting Science Statistics Russian Finance Spanish Math French History German Physics Music Theory Economics Health & Medical Statistics</p>
	

Tutoring

Offered in the subject areas listed in the slide.

All tutoring is group tutoring. However, if you are the only student that comes to the established tutoring time, you are receiving individual tutoring!

All tutoring hours can be found on the Academic Success website:

www.stetson.edu/academic-success

The following tutoring does not take place in the Hollis Family Student Success Center (Please see website for locations):

- Computer Science
- Russian
- Spanish
- French
- German
- Music Theory

Stetson Peer Instruction (SPI)

This is an embedded tutor in sections of each of these courses.

This tutor serves as a teaching assistant and leads two additional 45 minute sessions each week covering the material from the lecture.

These sessions actively engage students in the material through activities and discussion.

Extended Orientation for First-year Students

What's Your Stetson story?



Through programming initiatives, including mandatory advising labs during the fall, Academic Success is helps students navigate the curriculum and tell their story!

At the advising labs, the Academic Success staff will be covering information to help students:

- Attend meetings with their faculty advisors prepared to continue the discussion about major and curriculum,
- Understand how General Education works in their chosen degree,
- Navigate registration systems, like course search and degree audit,
- Gain a better understanding of curricula and the logistics of registration, and
- Identify and articulate places in their chosen curriculum where learning and their individual values meet.

Additional Resources

Professors
and Faculty
Advisors



Reference
Librarians

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- Professors and Faculty Advisors are great resources for students.
 - They can share their personal experience in the fields that your students are looking to pursue.
 - All students are assigned to a faculty advisor when they start. Please encourage them to connect with their advisor early into their first semester.
- Reference Librarians
 - When students get stuck on that research paper, a reference librarian will help the student find articles and get the ball rolling on their assignment.

SO WHAT IS A GOOD PARENT TO DO?

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Scenario: “Your student calls you and says: “I turned in my first paper for my English class, and I got a D. The professor hates me obviously, because I know my paper was an A paper. I worked SO hard on it.” How would you respond? How would you be supportive while also challenging your student to step out of their comfort zone.

REMEMBER: This experience can be difficult for you and the student. It can be hard for us too. Sometimes we just want to take over, but we know it’s our job to help develop and educate your students to go solve big problems in the world.

Thank you for the trust you are placing in Stetson to help your student prepare for their future!

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stetson.edu/stay-connected

Be sure to like the **Stetson Parents** facebook page

Email: studentsuccess@stetson.edu

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Please like the Stetson Parents page on Facebook and remain engaged with our offices via social media! Find out what programs, services, and resources we are marketing to your students!