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Introduction

Each of the fourteen MSU colleges/divisions with undergraduate programs maintains a Student Affairs Office intended to serve as a source of support, information and resources for undergraduate students. These offices offer centralized or decentralized academic advising which frequently includes major exploration, course planning, interpretation of degree requirements, explanation of university policies and procedures, academic support, referral to campus resources and other topics. This is also where students receive assistance with administrative issues involving enrollment, course overrides, late drops, medical withdrawals, repeat credit exceptions, registration HOLDs and a myriad of other actions that require college-level approval. In the College of Education, because admission to all of our undergraduate majors is restricted, students also seek guidance about admission requirements and the process for being admitted to upper level programs.

In addition to supporting academic success, advisors strive to help students find their purpose at MSU by encouraging them to engage in a wide range of opportunities like undergraduate research, study abroad, internships, student organizations and service learning. Advisors help students “unpack” those experiences and think explicitly about how engagement in such activities has helped them to grow and become ready for the contemporary workplace. For example, we hope engaging in these experiences will help students develop skills like communication, teamwork, networking, critical thinking, and global understanding, and we hope that our guidance will help them think about how to communicate about those skills with potential employers.

Part I: Overview of the College of Education Student Affairs Office (SAO)

The work of the College of Education Student Affairs Office (SAO) is grounded in two Bolder by Design imperatives:

- 1. Enhance the student experience by expanding opportunities for where, when and how students learn and increasing the value of an MSU degree, and
- 6. Advance our culture of high performance by elevating the quality and effectiveness of every product and process

The College of Education Student Affairs Office is responsible for a wide range of important functions.
**Academic Advising for Undergraduate Students (and Prospective Undergraduate Students)**

During the past year, eight advisors, some of whom are less than full time (7.13 total FTE), had 6,238 individual meetings with students. This includes scheduled appointments and daily walk-in advising meetings. It does not include group advising meetings, email advising, or advising incoming freshmen, transfer students and international students at Academic Orientation Programs (AOP). Advisors provide specialized advising for cohort students, honors students, probationary students, student athletes, post-baccalaureate students, transfer students and teachers. Advisors are also called upon to document academic eligibility for student athletes consistent with NCAA rules. Because the Kinesiology major has so many student athletes, KIN/AT advisors work closely with Student Athlete Support Services (SASS) and travel to the Smith Center to advise student athletes each semester.

**Academic Orientation Programs (AOP)**

During six consecutive weeks in the summer and an additional 4-5 days before classes begin each semester, College of Education advisors work with the university community in a central location to orient and advise new, incoming students. Advisors make presentations about our majors each morning and then work individually with students each afternoon to develop their course schedules for the coming academic year. Advisors for the Education and Special Education majors also host daily presentations for prospective secondary certification students and work with their advising colleagues in secondary majors (housed in other colleges) to help them promote interest in teacher certification. To a large extent, the freshman cohorts (UECP and GECP) are filled by students recruited by TE/SPED advisors during AOP. See Appendices A, B and C for examples of our AOP Advising Guides.

Because research suggests that many students approach orientation and their first semester on campus with fears about not belonging and not being able to succeed (Tough, 2014), we have adopted the practice of sending follow-up messages from our student workers to orientation attendees before and after each AOP session. Our student workers reflect on their own feelings about attending AOP and their early experiences at MSU and offer reassurance and support.

**Colloquium with Your College**

The university requires that each college with programming for undergraduate students offer a “Colloquium with Your College” as part of Fall Welcome. All new freshmen and transfer students are required to attend. We combine this with a Student Activity and Resource Fair in which all College of Education student organizations are invited to participate. In addition to the activity and resource fair, the colloquium program includes a college-wide welcome session, a welcome session and student panel for each individual major, and major-specific breakout sessions.

**Admission to College of Education Undergraduate Programs**

Admission to all College of Education undergraduate majors is restricted and all of our majors impose minimum admission requirements. SAO handles the admission application process for the Education
and Special Education majors and the teacher preparation program (which includes secondary certification students earning degrees in other colleges). See http://education.msu.edu/academics/undergraduate/apply-teacher-prep.asp for information about admission requirements and the application process. SAO also handles admission to the Urban Educators Cohort Program (UECP) and the Global Educators Cohort Program (GECP). Following admission, all new admits are required to attend an orientation session specific to their teaching level and major led by an SAO advisor.

The Student Affairs Office also tracks successful completion of admission requirements for the Kinesiology (KIN) and Athletic Training (AT) majors and admits students to the majors when all requirements have been met. In the case of Athletic Training, requirements include application to the major and a highly competitive admission process.

**Academic Standing of Undergraduate Students (ASUS) and Satisfactory Academic Progress (SAP)**

The Student Affairs Office is responsible for implementation of the university’s Academic Standing of Undergraduate Students (ASUS) and Satisfactory Academic Progress (SAP) policies and procedures in the College of Education. Based on cumulative GPA and other data, the academic standing of undergraduate students falls into one of six categories: good standing, probation, final probation, extended final probation, recess and dismissal. Decisions about students’ academic standing and satisfactory academic progress (related to Financial Aid eligibility) are made in SAO. Students who have been recessed from the university must petition for a reinstatement decision from their college.

**Degree Conferral and Clearance for Progression to the Internship**

Academic advisors verify that all degree requirements have been met before conferring degrees. Beginning in the fall of the senior year, advisors conduct 2-4 clearance checks for each student, depending on when the student will complete degree requirements (clearance checks must occur early enough to allow for schedule adjustments in subsequent semesters if necessary).

For teacher candidates, advisors are also responsible for internship clearance which includes verification that all exam, coursework, and grade requirements have been met (e.g., to progress to the internship, candidates must have earned a GPA of at least 2.5 cumulatively, in the teaching major, in the teaching minor for secondary certification students, and in professional education courses). See http://education.msu.edu/academics/undergraduate/criteria-for-progression.asp for Criteria for Progression to the Internship.

**University and College Recruitment Events**

In concert with the Office of Admissions, SAO advisors host presentations about our majors during Alumni Distinguished Scholarship weekends (8 sessions), Green Carpet Days (6 sessions) and Green and White Days (8 sessions). Throughout the academic year, in coordination with “Inside MSU” sponsored
by the Office of Admissions, advisors host major-specific informational sessions for high school students and their families on a bi-monthly basis. They also meet with students/families who cannot attend the scheduled meetings on an individual basis. SAO advisors interact with no-preference students at events like MSU’s Marathon of Majors and the honors reception for no-preference students hosted by the Neighborhood Student Success Collaborative (NSCC). Advisors are frequently asked by MSU Athletics to meet with athletic recruits when they are brought to campus (usually during weekends). In the fall, advisors offer presentations in the core colleges about applying to the teacher preparation program and attend college colloquia in the core colleges to provide information about the secondary certification program. Some departments/colleges invite our advisors to talk with their students about the secondary certification program on an annual or semi-annual basis. Advisors also travel to community colleges to participate in college fairs and informational events.

**Destination Survey and Job Placement Data**

Administered annually by the MSU Career Services Network, Destination Survey offers a snapshot of new graduates as they make their initial transition from college to work. In our college, Destination Survey results are gathered for Kinesiology and Athletic Training graduates during the May-March period following graduation. For graduates of the teacher preparation program, Destination Survey results are gathered during the August-March period following internship completion and certification. For graduates of the teacher preparation program, Destination Survey results are carefully integrated with placement data provided by the Michigan Department of Education (MDE) for MSU graduates in their first three years of teaching (in Michigan public schools only).

Survey results for 2014-2015 completers of the teacher certification program are included as Appendix D. Results for Kinesiology and Athletic Training graduates are included as Appendix E.

**Commencement Events**

SAO manages the college’s Baccalaureate Commencement Ceremony in the spring and the college’s Doctoral Convocations in the fall and spring semesters.

**University Policies and Procedures, Risk Avoidance, and Resolution of Student Issues**

Faculty and students (graduate as well as undergraduate) seek advice about the interpretation and implementation of university policies, particularly with regard to allegations of academic dishonesty, satisfactory academic progress and student-faculty disputes.

**Data Extraction and Stewardship**

SAO supports students, faculty, staff and administrators by completing and/or contributing to data reports (e.g., Title II, CAEP, AACTE PEDS, EPI Performance Score, *U.S. News and World Report*) and providing data to help answer administrative, research and other questions. SAO shares information
extracted from MSU’s Student Information System (SIS) as well as a number of specialized databases maintained by SAO.

**Curriculum Resource for Faculty and Departments**

In most MSU colleges, advisors serve as members or ex officio members of departmental curriculum committees. Advisors serve as a resource for faculty and provide insight into the intended as well as unintended consequences of curricular changes. In the College of Education, the Assistant Director of Student Affairs for KIN/AT serves as a member of the Department of Kinesiology curriculum committee and, by request of the department chair, attends departmental faculty meetings. Others advisors consult informally with faculty in other departments.

**Career Services**

In the College of Education, SAO is also the place where students access career-related services. MSU’s Career Services Network connects career professionals working in college-based and centralized career centers across campus. Not only do these professionals offer traditional career services (e.g., career and job search advising, interview preparation, resume and cover letter review, skill and interest assessment, graduate school planning, career fairs, on campus recruiting, etc.), they engage students as soon as they begin their MSU experience and encourage them to think about opportunities for connection and personal growth (e.g., study abroad, internships, undergraduate research experiences, student organizations, service learning, etc.). These experiences help students develop the skills and competencies that characterize “T-shaped” students and professionals. Career advisors and academic advisors work collaboratively to help students understand the transformative power of such experiences and how to communicate about their growth and development with prospective employers.

**MSU Certification Office**

The College of Education Student Affairs Office is unique (among student affairs offices on campus) in that it also houses the MSU Certification Office. The Certification Office is responsible for tracking the completion of certification requirements for prospective teachers, administrators, school psychologists and holders of Occupational (Career and Technical Education) Certificates. When completion of requirements has been verified, the Certification Office recommends candidates to the Michigan Department of Education for certification. The Certification Office offers advising for candidates seeking initial certification as well as teachers and other professionals who wish to advance their certification.

The MSU Certification Officer is responsible for tracking and reporting the conviction and civil infraction histories of teacher candidates. Appropriate court documents must be provided to the Michigan Department of Education when recommendations for certification are made. The Certification Officer is also responsible for reviewing the results of the criminal background checks required of pre-interns annually and for clearing candidates for K-12 classroom placements.
The Certification Officer provides institutional verification of successful completion of teacher certification requirements to other states when graduates of the teacher preparation program apply for licensure outside of Michigan. In addition, consultation with certification personnel in other states is necessary when perceived deficiencies in a candidate’s preparation require explanation and/or additional information.

The Certification Officer receives results of the Michigan Tests for Teacher Certification (MTTC) for MSU students and prospective students. Approximately 1,000 MSU students take MTTCs each year. The Certification Office tracks that information and conveys it to the teacher preparation program so coordinators know which candidates are eligible for internship placement. The Certification Office also determines each test taker’s eligibility for inclusion in MSU’s official test performance data by applying a set of criteria to all registrants included on a monthly test roster. The Certification Office provides information about test results and potential misalignment between test objectives and curricula to the departments and colleges that house our teaching majors and minors.
Part II: SAO Student Success Initiatives

“The goal is to look both across and within a variety of data sets in a timely manner so that students receive the support they need when they need it most. In this way, we will create individual support pathways—rather than one paved highway—making a large, sometimes complicated university easier to navigate, small enough to extend help, and a place to belong.”

Lou Anna K. Simon
Excerpt from written correspondence
http://president.msu.edu/from-the-presidents-desk/2014/focus-on-student-success.html#sthash.J3QzJleJ.dpuf

University Metrics

The university uses several metrics to measure student success, including six-year graduation rates, persistence and time to degree.

Six-Year Graduation Rates

For freshmen entering MSU in 2009 (the most recent cohort for which six-year graduation rates are available), the overall graduation rate was approximately 77 percent. However, there were gaps between the graduation rates of (1) white students versus students of color, particularly black students; (2) students not at-risk versus those considered at-risk; and (3) students not eligible for Pell Grants versus those who were Pell-eligible in their first year. See Figure 1. Because the College of Education has a special focus on the retention and success of black students, the figures that follow show graduation rates for both “persons of color” and black students. Sample sizes for all figures are shown in Table 1. The university defines “at risk” in the following way.

- Projected MSU GPA less than 2.0 (Projected/predicted GPA is the result of multiplying the first time student’s high school GPA by the percentage of high school GPA retained in the first semester by recent MSU matriculants from the same high school.)
- First term GPA present and below 1.6
- Grade in first writing class less than 2.0, regardless of term
Figure 1. 6-Year Graduation Rates for Freshmen Entering MSU in 2009 across all majors.
For freshmen entering MSU as College of Education majors in 2009, six-year graduation rates exceed those of the university as a whole (83%). See Figure 2. However, for students of color, black students, at-risk students, and low income students, College of Education graduation rates are considerably lower, particularly in some majors (small and unequal sample sizes may make comparisons difficult/inappropriate). See Figures 2-7.

Figure 2. 6-Year Graduation Rates for Freshmen Entering MSU as COE Majors in 2009.
Figure 3. 6-Year Graduation Rates for Freshmen Entering MSU as Elementary Education Majors in 2009.

<table>
<thead>
<tr>
<th>Category</th>
<th>Educ</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>84.2</td>
</tr>
<tr>
<td>White</td>
<td>85.8</td>
</tr>
<tr>
<td>PoC</td>
<td>85.2</td>
</tr>
<tr>
<td>Black</td>
<td>84.6</td>
</tr>
<tr>
<td>Not At Risk</td>
<td>86.7</td>
</tr>
<tr>
<td>At Risk</td>
<td>28.6</td>
</tr>
<tr>
<td>Not Pell</td>
<td>84.7</td>
</tr>
<tr>
<td>Pell</td>
<td>82.9</td>
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</table>
Figure 4. 6-Year Graduation Rates for Freshmen Entering MSU as Special Education Majors in 2009.
6-Year Graduation Rates for Freshmen Entering MSU as Kinesiology Majors in 2009

<table>
<thead>
<tr>
<th>Category</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>82.5</td>
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<tr>
<td>White</td>
<td>87.6</td>
</tr>
<tr>
<td>PoC</td>
<td>60.9</td>
</tr>
<tr>
<td>Black</td>
<td>60</td>
</tr>
<tr>
<td>Not At Risk</td>
<td>85.3</td>
</tr>
<tr>
<td>At Risk</td>
<td>37.5</td>
</tr>
<tr>
<td>Not Pell</td>
<td>86.3</td>
</tr>
<tr>
<td>Pell</td>
<td>71.4</td>
</tr>
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</table>

Figure 5. 6-Year Graduation Rates for Freshmen Entering MSU as Kinesiology Majors in 2009.
Figure 6. 6-Year Graduation Rates for Freshmen Entering MSU as Athletic Training Majors in 2009.
Figure 7. 6-Year Graduation Rates for Freshmen Entering MSU in 2009.

Table 1. Sample Sizes for Figures 1-7.
Persistence Rates

Table 2 shows persistence rates for each fall following matriculation for the cohort of freshmen entering MSU in 2009. Persistence is defined as enrollment (in any major) in the term shown or graduation (in any major) prior to that term (e.g., persistence in the $6^{th}$ Fall includes students enrolled in the sixth fall after matriculation as well as students who had graduated by the sixth summer). Again, because of our college’s special focus on the retention and success of black students, the persistence rates of black students have been compared to those of white students in each of our largest undergraduate majors.

<table>
<thead>
<tr>
<th></th>
<th>1st Fall</th>
<th>2nd Fall</th>
<th>3rd Fall</th>
<th>4th Fall</th>
<th>5th Fall</th>
<th>6th Fall</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>All MSU</td>
<td>90.7</td>
<td>84.6</td>
<td>82.2</td>
<td>79.8</td>
<td>79.3</td>
<td>79.2</td>
<td>7,242</td>
</tr>
<tr>
<td>(N=7,242)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All COE</td>
<td>92.1</td>
<td>86.4</td>
<td>85.6</td>
<td>84.3</td>
<td>83.5</td>
<td>83.2</td>
<td>382</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Elem. Ed.</td>
<td>92.1</td>
<td>86.7</td>
<td>85.5</td>
<td>84.2</td>
<td>84.2</td>
<td>84.2</td>
<td>165</td>
</tr>
<tr>
<td>(N=165)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All KIN</td>
<td>94.2</td>
<td>87.6</td>
<td>86.1</td>
<td>84.7</td>
<td>83.2</td>
<td>82.5</td>
<td>137</td>
</tr>
<tr>
<td>(N=137)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education White</td>
<td>91.5</td>
<td>86.8</td>
<td>86.8</td>
<td>85.3</td>
<td>85.3</td>
<td>85.3</td>
<td>129</td>
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<tr>
<td>(N=134)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Black</td>
<td>92.3</td>
<td>84.6</td>
<td>84.6</td>
<td>84.6</td>
<td>84.6</td>
<td>84.6</td>
<td>13</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN White</td>
<td>95.5</td>
<td>91.1</td>
<td>90.2</td>
<td>89.3</td>
<td>87.5</td>
<td>87.5</td>
<td>112</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN Black</td>
<td>100</td>
<td>80</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>60</td>
<td>10</td>
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<tr>
<td>(N=10)</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Table 2. Persistence rates (in percent) for each fall following matriculation for freshmen entering MSU in 2009.

Time to Degree

Table 3 shows time to degree in years for the 2014-2015 graduating cohort. Again, because of our college’s special focus, black students have been separated from students of color for our two largest undergraduate majors. Not surprisingly, time to degree is shorter when displayed for the student’s degree college rather than the student’s first college. This suggests that students who are not admissible to our majors (or simply opt to change majors) take longer to graduate.

<table>
<thead>
<tr>
<th></th>
<th>Student's First College</th>
<th>Student's Degree College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TTD in Years</td>
<td>N</td>
</tr>
<tr>
<td>All MSU</td>
<td>4.176</td>
<td>6,025</td>
</tr>
<tr>
<td>MSU White</td>
<td>4.1003</td>
<td>4,413</td>
</tr>
<tr>
<td>MSU PoC</td>
<td>4.4952</td>
<td>968</td>
</tr>
<tr>
<td>MSU Black</td>
<td>4.9463</td>
<td>369</td>
</tr>
</tbody>
</table>
Table 3. Time to Degree in Years

<p>| | | | | |</p>
<table>
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<th></th>
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<tr>
<td>All Elementary Education</td>
<td>4.0388</td>
<td>149</td>
<td>3.8906</td>
<td>152</td>
</tr>
<tr>
<td>El. Education White</td>
<td>4.0179</td>
<td>127</td>
<td>3.8948</td>
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<tr>
<td>El. Education PoC</td>
<td>4.115</td>
<td>19</td>
<td>3.8473</td>
<td>18</td>
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<td>3.984</td>
<td>6</td>
</tr>
<tr>
<td>All KIN</td>
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<td>247</td>
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<tr>
<td>KIN White</td>
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<td>4.036</td>
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<tr>
<td>KIN PoC</td>
<td>4.2368</td>
<td>21</td>
<td>4.3281</td>
<td>33</td>
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<tr>
<td>KIN Black</td>
<td>4.5936</td>
<td>5</td>
<td>4.7201</td>
<td>8</td>
</tr>
</tbody>
</table>

**SAO Student Success Initiatives (Highlights)**

In addition to these metrics, SAO has a special focus on (1) helping students recover from academic probation at the end of their first semester, (2) helping students who enter MSU as freshmen in our majors meet requirements for admission to upper school in our majors, and (3) helping students who are not admitted to our majors find success in other majors at MSU. In an effort to effect improvement in each of those areas, several initiatives have been undertaken. A few are highlighted here.

**Success Training for Academic Recovery (STAR)**

The six-year graduation rate for MSU students placed on academic probation (GPA<2.0) at the end of their first semester plunges to 36 percent. Students placed on probation of at the end of their first semester need intensive and intrusive support if they are to succeed. The Success Training for Academic Recovery (STAR) program is designed to help students on academic probation develop skills that will not only foster their return to good academic standing, but will support continued academic success and lead to degree completion. After researching best practices, piloting workshops and exploring intrusive advising, the three MSU core colleges launched the STAR program in Fall Semester 2013. The following semester, the College of Education joined the core colleges and implemented STAR with our freshmen on probation. We have since expanded the program to serve all College of Education undergraduates on probation. The program is built around the relationship developed between student and advisor. It combines guided, individualized reflection about the problems that led to academic probation; course planning; meetings with course instructors; online instructional tools and interactive workshops.

Meeting with the student’s assigned STAR advisor is required. An advising HOLD is placed on the student’s record (preventing enrollment changes) until he or she meets with the assigned STAR advisor and completes (at the very least) minimum program requirements.

Results from 2014-2015 indicate that students who participate in the STAR program (beyond meeting minimum requirements) are more likely to persist, more likely to return to academic good standing, demonstrate higher GPAs, and are less likely to be recessed or dismissed from the university.
**Freshmen Seminars**

Students identified as Spartan Success Scholars (and/or with low ACT scores) are encouraged to participate in a freshman seminar tailored to their major (Education/Special Education or Kinesiology/Athletic Training). The 1-credit seminars are taught by SAO advisors with expertise in student development and academic success. The focus of the seminar for students in Education/Special Education is to help them be admissible to the teacher preparation program the following year. Being admissible includes passing the Professional Readiness Exam (PRE) or attaining ACT scores that meet state minima. For some students, this will be a formidable challenge. The focus of the seminar for students in Kinesiology/Athletic Training is to help them succeed in the science and mathematics courses required for admission to those majors. Again, for many students this is a formidable challenge.

**Spartan Success Scholars Coaching Program**

Last year, SAO was asked to partner with MSU’s Spartan Success Collaborative (NSSC) to provide a peer coaching program for students identified as Spartan Success Scholars. Research shows that connecting first year students with trained, academically successful juniors and seniors can help make the first-year transition go more smoothly. When done with thoughtful support and supervision, the student coaches also have a meaningful leadership experience.

The NSSC coaching program serves all Spartan Success Scholars through the Neighborhoods. In collaboration with the NSSC, we hired six College of Education students as coaches (three KIN/AT majors and three Education/Special Education majors) and Spartan Success Scholars who had declared majors in the College of Education were assigned to those coaches. College of Education coaches joined NSSC coaches for three days of training in August and then continued to meet with supervisors in both the NSSC and the College of Education throughout the year. The coaches were instrumental in supporting our freshman seminars.

**Soft Landing**

We hope that every student who enters MSU in one of our undergraduate majors will be admitted to upper school in the major of his or her choice. However, some students are unable to meet admission requirements, at least in the short term. While we support the efforts of all students to qualify, we are also committed to helping students make informed choices about persisting (in the hope of being admitted at a later time) versus making a “soft landing” in another major. If a student does not meet with success in our majors, we want that student to find another major in which he or she can feel successful, excited, and fulfilled. And we want to help with that. Not only is this the right thing to do, it improves our graduation rates.

In the past two years, students denied admission to our majors have been assigned an advisor and invited to come in for a frank and supportive conversation in which a realistic plan for (1) making progress while persisting and applying for admission in a subsequent semester/year, or (2) pursuing another major. We have identified majors in other colleges that have some similarities to our majors.
and to which some of the coursework students have taken in our majors might be applicable. With the help of our College Career Services Consultant, we have created tools that provide information and create a bridge to other majors (e.g., information about the new major and a photograph of the advisor for that major; see Appendices F and G). Other colleges and the NSSC have heard about our soft landing project and asked to collaborate.

**Enhancing Academic Success Early (EASE)**

The most critical time for helping students be successful is in the first semester. As mentioned, the graduation rate for students placed on academic probation at the end of the first semester is very low. This means that we need to find and help students who are struggling before the end of the first semester. EASE is a tool that enables faculty to report early signs of academic risk (e.g., low grades, poor attendance) to advisors. Advisors take action swiftly and offer to help students get back on the path to success.

**References**