

Early Alert Important Dates

Wednesday, February 18

Early Alert Codes due via SAIL

Tuesday, February 24

Text of the message that is sent to each alerted student is sent to all participating faculty members.

Wednesday, February 25

Registrar sends lists of identified EA students to the Ballotti Learning Center BLC sorts and prioritizes students based on indicators of need and urgency: Academic Probation, Lower GPA's, Multiple Alerts. BLC sends sub-lists to various services and offices for outreach to alerted priority students.

Published by the Student Retention and Success Committee

Marguerite Dennis, Vice-President, Enrollment and International Programs
Walter Caffey, Assoc. Vice-President, Enrollment and Retention Mgt
Sebastian Royo, Associate Dean, College of Arts and Sciences
Lauri Umansky, Associate Dean, College of Arts and Sciences
Morris McInnes, Associate Dean, Sawyer Business School
Susan Leyva, Director, Retention Services
Richard DeCapua, Associate Dean of Students
John Silveria, Assistant Dean of Students
Michael Dickinson, Director, Ballotti Learning Center
Michael Duggan, Director of Enrollment Research and Planning
Mary Lally, Assist VP Enrollment/Registrar
Christine Perry, Assistant VP Enrollment/Director of Financial Aid
John Hamel, Director, Assist VP Enrollment/Director UG Admissions

Student Retention & Success Newsletter

Faculty Connections

By Susan Leyva, Director of Retention

The Office of Retention Services along with the College of Arts and Sciences and the CAS Advising Office have been working on connecting students to faculty through the "Meet the Faculty" Lunch Series. The feedback from students has been very enthusiastic and positive and the students would like to see more. The faculty members who have participated were engaging, interesting, supportive and the students have really enjoyed meeting them. The Office of Retention Services looks forward to future collaborations!



The Office of Retention Services is also collaborating with the [Unity Week Committee](#) and would like to encourage faculty to participate. Unity Week is being held the week of March 2, 2009. There are a couple of different ways in which faculty could participate!

Encourage your students to participate this year and offer extra credit by using the Unity Week [Passport Program](#). Recommend programs to your students in terms of course relevance and educational content. In the past, some faculty have given students credit for simple attendance while others have required students to write short papers and/or engage in class discussions about their experiences.

Another way to be involved in Unity Week is to open up your class! What a unique opportunity to showcase your class, share relevant information, and spotlight your class for other students to participate in. If you are interested in participating, or you have questions, please do not hesitate to email Susan Leyva at sleyva@suffolk.edu or call 617.573.8718.

What if I am Asked?

When is the last date that I can drop this course without a grade of W? Students may drop a course with a grade of W through [March 27](#).

What should I do if a student requests accommodations due to a learning or other disability?

Student requests for classroom accommodations are reviewed and approved by the Office of Disability Services, which is located on the 7th floor of 73 Tremont Street. Students must provide the University with documentation to receive accommodations in accordance with the Americans with Disability Act. Students who have been approved for classroom accommodations will provide faculty members with an approval letter describing the accommodation he/she is authorized to receive. For more information, please contact the Office of Disability Services at (617) 994-6820 for assistance.

First Year Experience Student Issues

January/February

Possible Issues/Concerns

Anxiety about second semester performance if they did not do as well as expected the previous semester. Students have added pressure of doing well to be able to stay in school or to keep grades competitive with their peers.

Moving to a new environment causes feelings of intrusion because students move into a unit where most of the friendships have been established, priorities set and expectations understood.

Post-holiday depression occurs at the beginning of the term as students are away from the security and positive strokes.

Some students experience unwanted weight gains over the break with the holiday foods and home cooking.

Reincorporating social and academic life is difficult at first after not having to worry about school for an extended period.

Hourly exams and other academic pressures approach.

Relationship anxieties increase as other couples begin to strengthen their ties or experience weakening relationships.

Fall housing planning begins with trying to tentatively decide about living arrangements.

Ballotti Learning Center Offers Support for Study Groups

Submitted by Mike Dickinson, Director, BLC

What do you think of when you hear “study group?” A program run by the Ballotti Learning Center (BLC) for specific courses? Perhaps a group of students who independently organize to study for an exam? A pedagogical method used by a professor in the classroom? At Suffolk, all of these definitions would be accurate and the BLC can be a resource.

Those who are familiar with BLC services may recognize Study Groups as a formal program established to support success in some of Suffolk’s more challenging courses. Study Groups are modeled after the Supplemental Instruction (SI) program that was developed at the University of Missouri- Kansas City in the early 1970’s. The basic idea behind the program is to identify and provide support to high-risk *courses* rather than high-risk *students*. An SI Leader, a student who has successfully completed the course, serves as a model student, attends classes, takes notes, and then leads study sessions for the course a few times a week. The SI program has been designated by the U.S. Department of Education as an Exemplary Educational Program and has been replicated at institutions all over the country. Suffolk’s version, Study Groups, are offered in 17 courses, which are primarily business and science based. The complete Study Group schedule for this semester is available at <http://www.suffolk.edu/offices/16722.htm>. If you are interested in exploring the possibility of a Study Group being created for your course, contact Hillary Ornberg at hillary.ornberg@suffolk.edu.

While the above definition may be our most formal program for study groups, the BLC also offers support for informal study groups created by students or study groups organized by professors within their classes. “Creating an Effective Study Group” is one of several workshops the BLC offers to students. There are strategies to running a successful study group and our workshop is designed to help students make sure their study groups are effective, don’t turn into one student doing all the work or become a social hour. If you are interested in the BLC offering a workshop for your class or student organization, contact Ed Morgan at emorgan@suffolk.edu.

Both Study Groups and study groups are a means to support students’ success. No matter how you define them, please know the BLC is available to help you put a study group in place. We can be reached at (617) 573-8235.

Are You Concerned About a Student?

The Dean of Students Office is Here to Help. Staff members in the Dean of Students Office are available to consult with faculty members who may be concerned about a student for any reason. Student difficulties may present in a variety of ways while students are on campus including poor class attendance, poor academic performance, disturbing writings in homework assignments, and changes in behavior and personal habits.

An on-line report form has been created to allow the Dean of Students Office to receive and respond to reports more rapidly and ultimately lead to more effective early interventions. Please note: the on-line form is not sent via a “secure line” so if you have special concerns about confidentiality, please call in your concerns to Ann Coyne at (617) 573-8239.

Questions? Please contact Dean Ann Coyne at acoyne@suffolk.edu or (617) 573-8239 or visit the Student of Concern web page at <http://www.suffolk.edu/campuslife/22771.html>.

Save A Student Award



Susan Leyva writes: I would like to nominate **Carolina Garcia** for the "Save a Student Award". The S.O.U.L.S. Office has grown in leaps and bounds since Carolina became director of Service Learning. She has kept the university community informed about new programs, new initiatives, and new service learning opportunities via her online newsletter and she has been successful in connecting Suffolk to the communities that surround us. The array of programs that is now being offered is vast and our students understand the importance of service learning and they have the opportunity to get involved

in alternative winter breaks, alternative spring breaks, supper clubs, jumpstart, and service day to just name a few. I feel that our service learning program has been an incredible retention tool connecting our students to faculty, suffolk university and our community. Thank you Carolina!

Student Organization Faculty Advisors

submitted by John Silveria, Assistant Dean of Students

Spring is in the air!! Spring is in the air!! As your senior leadership starts to get spring fever, often thoughts of student organization management and leadership fall by the wayside as thoughts of graduation, the job search, and senior week and the impending thought of leaving Suffolk become a reality. This is where you become critical to the student organization process. Good faculty advisors do two things- they stay ahead of the problems bound to come with this annual tradition, and they accept that they will happen.

Common questions to ask senior student leaders include: Who have you been grooming to take over your role? What does next year's leadership pool look like? What do you want your legacy with this organization to be? Or even - "With you graduating- who is working on elections and next year's budget?" All of these questions can lead to some interesting discovery about how little or how much thought has been given to these topics and more.

Chalk Talk

Excerpts printed from [Chalk Talk](#) with permission of author **Donna Qualters, Director of Suffolk University Center for Teaching Excellence**

Testing Poorly

Do you have a student who seems to understand the material, attends all the classes, active class participant, does well on homework but does not do well on exams? There are several reasons why a student could be doing well in class yet have difficulty on tests. Perhaps the student doesn't really know how to prepare for a test. For instance does s/he actually work through new problems without looking at the solutions or just review previously solved ones? Does s/he simulate exam conditions and time herself to make sure s/he can work quickly enough? Perhaps the problem is not with preparation but with test-taking techniques. You may be able to get a sense of this by looking at her exam. Does s/he seem to get stuck on one of the early questions, for example, and spend all her time on that one, rather than moving on and answering the questions she does know first? You might spend some time in your classes giving suggestions on how to actually "attack" an exam.

First Year Experience Student Issues March Happenings

Possible Issues/Concerns

Increasing thoughts/deliberations about suicide occur from an inability to cope with the pressures of academic and social expectations.

Academic pressures increase with the approach of mid-term exams.

With the pressure of the end of the semester approaching, many students start to increase their use of alcohol and drugs. This can cause them many problems, both biologically and behaviorally.

Living arrangement anxieties occur with the forcing of decisions—Should I move out? Live in the same building? Stay with the same roommate? Will a friend feel left out of the plan?

Summer job hunting will be heavy over spring break. Worry about finding a job or not finding one will cause severe anxiety.

Trying to find money to use for spring break is a problem, especially when your peers are going to a place other than home and you are not able to join them.

Experiences with Impact - MGT 200 continues to develop

by Lauri Levesque, Assistant Dean, SBS



"Is it likely that any of our ideas will actually be used by the organization?" one student asked. This question was raised in MGT 200 Leadership and Social Responsibility, just before the founder of a not-for-profit arrived to speak to the students about the organization's mission, challenges, resources, and constraints. This semester our students are focusing on three organizations: *Sports4Kids, Bikes Not Bombs, and Furnishing for Hope*. Teams choose one of two challenges faced by the organization assigned to their class, develop a set of questions to ask the founder or liaison, and then design a creative solution that they pitch on the final day of class.

The course, now in its second semester as a BSBA requirement, focuses on real world business challenges faced by the leaders of local not-for-profit organizations. The goal is to give our sophomore students real-world problems to tackle, in situations where their solutions can actually make a difference to a local organization and the people it serves. They hear about partnerships between for-profits and not-for-profits and the leadership challenges faced by the latter. At the same time, professors emphasize effective team and meeting skills and how to present themselves professionally when speaking and writing. Overall, the students are novice consultants, analyzing a problem from many angles, developing solutions given the real constraints faced by the organization, and deciding how best to present the analysis and solution to the client.

Last fall's students worked with ABCD, Jumpstart, the American Cancer Society, and on a bread and milk project for the needy unaffiliated with any organization. While their solutions varied in complexity and attention to the limited staffing and finances of these organizations, the solutions proposed had numerous ideas and projects that could easily be brought to fruition. The Management and Entrepreneurship Department is now in the process of developing a Project Management course to pair with the MGT200 course, with the purpose of aiding student teams to see their project ideas through to completion. This

gives our students and our community partners an even greater experience. Individual students and teams, with the support of the Griffin Ambassadors, are being encouraged to take their proposed solutions and implement them.

One sophomore in the fall semester summed up the experience this way, *"These were great projects for college students to deal with. They made us create innovative projects in a short period of time. We would not have had this experience without this course; an experience like this can only help us in the future, especially in our future jobs."*

Over 200 students responded to a survey about the experience they had last fall. Two-thirds of the respondents indicated that they strongly agreed with the statement that they were proud of their group's final outcome for the project challenge. Nearly half were willing to continue with the project as volunteers if it went forward, and another 40% were willing to consider it. Another student wrote, *"The project allowed us to see how the business world really is. It was very interesting and fun. It definitely just adds more to why I want to go into business."*

Looking forward, we will continue to experiment with the content and course schedule (it is in a condensed format at present) to hone this experience for our students. As students learn about the application of management and business knowledge in not-for-profits, partnerships with the corporate world, their leadership challenges, and the career paths they offer – we hope that they also have a chance to engage fully with the material in their degree program and get satisfaction in knowing that others found their efforts helpful and valuable. In any event, MGT 200 is certainly becoming a valuable link between freshman and sophomore year, bringing students back to the challenge of the undergraduate business curriculum and setting their sights ever more firmly on graduating and pursuing management careers.

Fall and Summer 09 Advising begins March 9