Developing a Strong Working Knowledge of Academic Support Services

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Expected outcomes for the Session

- Introduce/review student resources to those in the Academic Advising Community
- Develop a knowledge base of what the Student Assistance and Support Services area provides students
- Collaborate with fellow community members on effective referral processes and previous advising experiences
Group Discussion

- As a group, read the case study that is on your table
- Take 5 minutes to discuss the question
- Pick a spokesperson to share what the group has come up with.
  - How would you respond?
  - Where would you direct the student?
Scenario #1

Matthew applied for Financial Aid in February. He did not qualify for aid at the time. It is now the first day of the semester. His parents are not able to assist and he has no idea how he will pay tuition this semester. He is now concerned he will be unable to complete his degree.
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Recommendations

- Financial Aid Website (finaid.uncc.edu)
- Assigned Financial Aid Counselor
- On Campus Employment
- Students Account (Payment Plans)
Scenario #2

Jenny has D’s and F’s in all of her classes at mid-terms. You ask to meet with her to create a plan of action for the rest of the semester. During your conversation, you learn that Jenny’s mother has been diagnosed with breast cancer and has been receiving chemo. Jenny has been going back and forth from school to home, which is two hours away, to help take care of her sister who is still in High School.
Scenario #2

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Resources

- University Counseling Center
- University Center for Academic Excellence (UCAE)
- Submit a Care and Concern report through Student Assistance and Support Services
- Withdrawal Advisor
- Encourage student to speak with Instructors
You are meeting with a first-year student, Mark, who tells you that they missed a weeks worth of classes to attend a funeral for a family member. He missed a test during this time and aren’t sure how to go about making it up. The withdrawal date passed for the semester.
Scenario #3

You are meeting with a first-year student, Mark, who tells you that they missed a week's worth of classes to attend a funeral for a family member. He missed a test during this time and aren’t sure how to go about making it up. The withdrawal date passed for the semester.

Resources

- Withdrawal Advisor
- University Counseling Center
- Talk to Instructor
- Absence Verification process through Student Assistance and Support Services
Scenario #4

Sarah, a sophomore transfer student, is not doing well in pursuit of her Nursing major. She shares that her science and math courses were easy at the community college she attended but is now finding them hard to comprehend. She has been to Supplemental Instruction and tutoring. She is debating about changing her major but is concerned about finding a good fit.
Scenario #4

Sarah, a sophomore transfer student, is not doing well in pursuit of her Nursing major. She shares that her science and math courses were easy at the community college she attended but is now finding them hard to comprehend. She has been to Supplemental Instruction and tutoring. She is debating about changing her major but is concerned about finding a good fit.

Resources

- Center for Academic Excellence
  - Individual Consultation
- Career Center
  - Career Exploration
    - Focus II
    - Strong Interest Inventory
    - Career Advisor
- Academic Professional Student Organizations
Scenario #5

You are meeting with a student who has just returned from taking a withdrawal with extenuating circumstances the previous semester. They seem to be distant and not involved in deciding on classes for the following semester. They mention they are thinking of leaving UNC Charlotte because they are not fitting in and they are still struggling.
Scenario #5

You are meeting with a student who has just returned from taking a withdrawal with extenuating circumstances the previous semester. They seem to be distant and not involved in deciding on classes for the following semester. They mention they are thinking of leaving UNC Charlotte because they are not fitting in and they are still struggling.

Resources

- Withdrawal Advisor
- Counseling Center
- Student Club and Organizations
- Care and Concern report through Student Assistance and Support Services
- Disability Services
Student Assistance and Support Services

- Support Students, Staff, Faculty and Families
- Help students navigate the college experience
- Provide resources to better assist
- Know a “little bit about a lot”
Counseling Center

• Provide individual, couples, and group therapy for enrolled students that are “within” scope of services
• Community referrals for students who are outside of scope and can benefit from longer term and/or more intensive therapy services
Who “qualifies” for a Withdrawal for Extenuating Circumstances (WE)

From SASS Perspective
- Medical, Personal, and Military Orders
- Students must be able to show that their academics are affected by the extenuating circumstance(s)

From Counseling Center Perspective
- Students who have been regularly seen at CC and have specific & documented clinical needs that are impacting their academic progress and mental wellness.
- Students that need higher levels of care (hospitalization, intensive outpatient programs)
Partial or Full Withdrawal with Extenuating Circumstances

• Partial WE requests are received by the Withdrawal Advisors but final decisions rests with the Associate Dean of the students college. Partial WE is some of the classes with the student remaining in at least one class.

• Full WE requests are received by the Withdrawal Advisor and the final decision rests with the Withdrawal Committee which is made up of different campus partners. Students approved for a Full WE don’t have access to campus services and must Petition to Return in order to come back to take classes.
Petition to Process

• Required for all students who are approved for a WE to remove the Withdrawal Tag placed on their account
• Withdrawal committee has authority to recommend a return date for the student
• Student must provide supporting documentation and follow all deadlines
• No exceptions are made to deadlines!
Academic Support

• UCAE
  – Individual consultations, study skills assessments (LASSI), Tutorial Services/Supplemental Instruction (SI)
  – Study Smarter Workshops
  – Students Obtaining Success Peer Mentoring
• Mathematics Learning Center
• Writing Resource Center
• Office of Disability Services
• Multicultural Academic Services
• Language Resource Center
• CCI Tutoring Center
• Physics Resource Center
• Speaking Resource Center
Career Guidance

• Career Center
  – Career Advisor by Academic Disciplines
  – WCIDWAMI Day/Sheets
  – Experiential Learning (Internships, UPIP)

• Others
  – Faculty in area of interest
  – Professional Student Organizations
  – Local Charlotte Groups/Organizations
Important Tips

• If a student expresses that they are struggling, please refer them to the Counseling Center or to Kristan at the first mention of the concern.

• If a student is approved for a full WE after the self-withdrawal deadline, the withdrawal committee might make the recommendation that the student take an additional semester as well as the current semester away from campus.

• All students who are approved for a full WE (no matter the time of the semester) will need to Petition to Return.

• Advisors must understand the Academic Implications of these items and refer them to the appropriate resources. Students are responsible for communicating to their academic advisor before pursuing a WE.