SSC Cheat Sheet: Difficult Student Conversations

Scenario:
Student is underprepared for a program with selective admission requirements, or otherwise needs to change their major.

Sample Scripting
“I’m noticing that you’re not performing well in some critical courses. What’s going on? Laying a strong foundation in these courses now is important as you are going to be facing a lot of Economics in this major and it is only going to increase in difficulty. What are you going to change to improve your performance in this subject?”

“Let’s take a look at what courses you have performed well in and in what academic areas you excel in. This way, we can begin to discuss a parallel plan to provide you a pathway toward a career and degree that matches your interests with your academic strengths.”

Features to Utilize in This Scenario
Moderate or high risk level can serve as a quick indicator that something is going wrong. For a walk in student, you can use the Student’s Overview to perform a quick “30 second gut check” and identify the student’s current performance compared to students who historically.

Success Markers – Missed success markers in the student’s major (especially competitive access majors) may be a sign of slow progress toward a degree or toward admission into the program, as well as difficulty in upcoming courses.

### Sample Scripting

**Success Markers**

The student has missed guidelines for progress. Actively working on them can help get the student back on track for successful completion.

<table>
<thead>
<tr>
<th>4 missed markers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENG1102 or ENG1111</strong></td>
</tr>
<tr>
<td>Recommended grade: C (1 course)</td>
</tr>
<tr>
<td>Complete between 15 and 30 credits</td>
</tr>
<tr>
<td>Did not register for any course</td>
</tr>
<tr>
<td><strong>MATH1101 or higher</strong></td>
</tr>
<tr>
<td>Recommended grade: C (1 course)</td>
</tr>
<tr>
<td>Complete between 0 and 15 credits</td>
</tr>
<tr>
<td>Needs attention 2 attempts</td>
</tr>
<tr>
<td><strong>SOC1101 and SOC1100</strong></td>
</tr>
<tr>
<td>Recommended grade: B (2 courses)</td>
</tr>
<tr>
<td>Complete between 15 and 30 credits</td>
</tr>
<tr>
<td>Needs attention 1 attempt</td>
</tr>
<tr>
<td><strong>SOC3310 and SOC3390</strong></td>
</tr>
<tr>
<td>Recommended grade: B (2 courses)</td>
</tr>
<tr>
<td>Complete between 0 and 00 credits</td>
</tr>
<tr>
<td>Did not register for any course</td>
</tr>
</tbody>
</table>
Sample Scripting (In Person):

“Let’s have a discussion about where you are in your program. I have to be realistic with you about what it takes to get into this major. In order to improve your GPA enough to (ex. move forward in your program, be admitted to the selected major or go on to grad school), you need 45 more credit hours with a 4.0. Let’s have a conversation about what drew you to nursing in the first place. Why do you want to be a nurse?”

“If you’re ready to start on that new path, I have a contact in the Health Sciences department who knows a lot about the Nutrition major. I will provide you their contact information so you can connect directly with them. Then, I will follow up with them directly to let them know to expect you and prepare to discuss the major change.

Sample Scripting (For Outreach):

For outreach: “Based on your cumulative GPA between 2.0-2.3, you qualify for additional one-on-one support. Please reach out to me by Friday to schedule a conversation.”

**GPA trend/GPA compared to threshold** – GPA trending downward (rather than upward) is a key predictor of diminishing likelihood to graduate in a given major. A student’s GPA compared to the threshold for the major can also indicate how close or far they are from being eligible for admission.

**Filters** and **worklists** can be used to identify lists of students to monitor. You can use the lists to create an appointment campaign to initiate face-to-face conversation with that student around their progress.

**Major Explorer** can be used to help the student build a parallel plan or decided on.
**Scenario:** Student is struggling academically or on probation.

**Features to Utilize in This Scenario**

*Filters* and *worklists* can be used to create lists of students within certain GPA tiers, or with other specific indicators or risk, to monitor or conduct outreach.

![Performance Data: GPA, Hours, Credits](image1)

- Min. Cumulative GPA: 2.00
- Max. Cumulative GPA: 2.70
- Min. Credits Earned: 30
- Max. Credits Earned: 65

**Academic Performance trends** can serve as a quick indicator of something going wrong.

**Success Progress** graphs can be sued to identify a steep drop in GPA or a drop off in credit accumulation. This should prompt you to enter the exploration stage and being asking probing questions.

![Credit Trends By Term](image2)

* Terms with no attempted credits are not shown.

![GPA Trends By Term](image3)

* Terms with no attempted credits are not shown.
Features to Utilize in This Scenario

Alerts can initiate specific referral or follow-up activities based on the permissions and configurations established within your platform.

![Issue an Alert Illustration]

Scenario: Student referral based on specific referral reason.

Scenario: Student reveals financial situation.

Scenario: Advisor suspects a need for mental health counseling.

Scenario: Student is placed on academic probation, suspension, etc.

Resources across Campus

- Financial Aid Office
  - Name, Title (Ex: John Smith, Assistant Director of Financial Aid)

  **Scripting** "Are you familiar with the location of the Financial Aid office? I can have someone accompany you there to speak with someone that can assist you with this matter."

Resources across Campus

- Counseling Office/Student Affairs
  - Name, Title (Ex: Abigail Adams, Clinical Director)

  **Scripting** "Are you familiar with the location of the XX office? I can have someone accompany you there to speak with someone that can assist you with this matter."

NOTE: Advisors should follow up with Department Chair, Associate Dean and Student Affairs to alert any situations involving personal and interpersonal violence; threats against oneself and/or another person/group likely to result in harm, injury or death; and threats that might imperil the mission of the University to provide the student with a BRAC assessment.

Resources across Campus

- College Name, Dean’s Office
  - Name(s), Associate Dean(s)

  **Scripting** "Are you familiar with the requirements you need to fulfill in order to get back into the program or get off of probation?"