Student Academic Support Policy, CNG-100.32

PURPOSE

To outline the process for monitoring a student's academic progress. If a student is experiencing difficulty with theory, this policy outlines the process for developing a plan for corrective action and initiation of academic support services.

SCOPE

Faculty, Students, Academic and Simulation Lab Professional, Dean of Student and Faculty Development

REFERENCES

Academic Coaching Specialists USA. (2023). Tutoring vs. academic coaching. Retrieved from https://academiccoachingspecialists.com/tutor-vs-academic-coach/

New York State Department of Education. (2022). Program registration guidelines: Department expectations: Admissions, academic support services, credit for experience and program assessment and improvement. Retrieved from https://www.nysed.gov/college-university-evaluation/department-expectations-admissions-academic-support-services-credit

DEFINITIONS / ABBREVIATIONS

Academic coach – An academic coach is one who focuses on the "process of learning." A coach helps students examine their learning styles, habits of working, and current difficulties or barriers to success. The coach and students create and implement effective strategies to enhance learning. The aim is to heighten awareness of what it takes to achieve academic success and anchor this with new strategies, a supportive relationship, and personal accountability. The purpose of coaching is broader than tutoring. There is less focus on content and more emphasis on learning strategies.

Academic support: academic support refers to a wide variety of instructional methods, educational services, or school resources provided to students in the effort to help meet learning standards and achieve academic success. The process includes assisting students in the identification of individual learning needs inclusive of study skills, test taking strategies, content clarification, and initiation of study groups

ASLP: Academic and Simulation Lab Professional

CC: Course Coordinator

CI: Course Instructor

DSFD: Dean of Student & Faculty Development

SECON: St. Elizabeth College of Nursing

PROCEDURE / DIRECTIVE

1. Process for Initiation of Academic Support

A. The CC will monitor each student's academic progress throughout each course.

B. The CC will initiate a meeting with the student who has a weighted exam average after two exams of less than 79% or has shown a negative deviation in their usual exam grades.

C. Students are encouraged to seek assistance from the faculty teaching the content area to clarify any questions. Faculty will track academic support provided on the Academic Support Log (see attachment).

D. The CC will initiate a Student Academic Support Record with each student who is at risk for not being successful in theory (see attachment). "At Risk" is defined as a weighted exam average less than 79% after three exams.

E. The CC has the option to complete a Student Academic Support Record prior to meeting the "At Risk" criteria if they feel that it is necessary.

F. The Student Academic Support Record will include a summary of the student's initial meeting, identifying areas of concern, identifying problems, student initiated plan for academic improvement, and faculty recommendations for academic support.

G. A referral for academic support with the ASLP or DSFD may be included in the academic improvement plan (see attachment), but will only be initiated after seeking assistance from the CC first.

H. Both faculty and student will sign the form to indicate mutual agreement with the designated plan.

I. Follow up meetings should be scheduled to evaluate progress of the student and update the plan as needed.

J. The CC initiating the Student Academic Support Record will retain the original form. A copy of the Student Academic Support Record will be given to the student and the DSFD.

K. Upon completion of the course, the original Student Academic Support Record will be given to the DSFD to be filed in the student's academic file.

L. The CC will document the Student Academic Advisement activities on the Exam Grade Spreadsheet.

2. Process for Providing Academic Support

A. In order to receive academic support from faculty, the ASLP and/or DSFD, the student must attend all theory classes and adhere to the Attendance Policy (CON-100.25).

B. All referrals for academic support with the ASLP or DSFD (see attached) need to be initiated by the CC after meeting with the student to initiate a plan for academic support.

C. All referrals for academic support are required to be initiated by the CC responsible for the Academic Support Record.

D. If the student approaches the ASLP or the DSFD for academic support directly, the ASLP or DSFD will discuss the need with the student and refer the student to the CC to evaluate the academic support needs.

E. The CC and ASLP/DSFD will collaborate and a referral to the ASLP/DSFD will be completed if appropriate.

F. After meeting with the CC it is the responsibility of the student to contact the ASLP/DSFD to establish appointments to meet for academic support.

G. The ASLP/DSFD will meet with the student to develop a plan for academic support.

H. The student is encouraged to continue to seek assistance from the faculty teaching the content areas in which the student has questions.

I. To be referred to the ASLP/DSFD for academic support, the student must meet one or more of the following criteria:

1. An identified need for language support if applicable.

2. The student is registered in the course that they were previously unsuccessful in.

3. Earned less than a 78% weighted course average but still have a mathematical chance of passing the course.

4. Be receptive to extra help and express interest in improvement of academic status.

5. Adheres to the attendance policy for class, lab, clinical and academic support sessions offered by CI's as indicated in the Student Handbook.

6. Continue to follow up with the CC for academic support following being referred to the ASLP/DSFD.

J. If a student requests a referral but does not meet criteria due to an average being at or above 79%, the CI will meet with the student to develop additional strategies to assist the learner with meeting their personal goals. The ASLP/DSFD should be notified and may see the student to assist with this as well, although continuous services may not be needed.

K. The ASLP/DSFD will communicate outcomes of academic support sessions with the CC responsible for the student's Academic Support Record.

L. The CC/CI will update the Academic Support Record and meet with the student to monitor progress and modify the plan as needed.

3. Process for Initiating Study Groups

A.   Students are encouraged to form study groups within each course.

B.   Study groups may be initiated by the CC/CI/ASLP/DSFD when a group of students expresses an interest.

C.   Students within a study group may request to be mentored by the CC/CI. The ASLP/DSFD may mentor the study group if a CC/CI is unavailable to meet at the time of the study group meeting.

D.   A student leader should be designated within the study group, and act as the main contact person with the CC/CI to coordinate meeting dates and times.

E.   The students are expected to attend the group meetings, be an active participant in the learning process, and come prepared with questions for the CC/CI/ASLP/DSFD.

F.   The CC/CI/ASLP/DSFD is not expected to lecture but will serve as an academic coach to assist the students with understanding the course material and content application to examinations and clinical.

G.   The CC/CI/ASLP/DSFD may have practice questions or other type of supplemental activity for the group to work on during the meetings to assist with application of the theory content.

H.   Study group meetings will be documented by the CC/CI to track student progress on the Academic Support Log Form.

CONTENT EXPERT(S) / RESEARCHER(S) / CONTRIBUTOR(S):

This Document Replaces:

NSG-CNG-100.32

Attachments

📎 Academic Support Follow Up Meetings (CNG-100.32).pdf

📎 Academic Support Log Form (CNG-100.32).pdf

📎 Academic Support Record (CNG-100.32).pdf

Approval Signatures

Step Description	Approver	Date
Owner	Faculty Organization	7/2/2025

Applicability

MVHS

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