

Academic Intervention Case Studies

#1 Student

At a small, religiously affiliated institution, you serve as a recently hired Career Counselor. One of your front desk workers, Jazmin, has been telling you about her freshman roommate, Logan. Logan has reportedly been seen a lot throughout her hallway and in her room, but never outside of the building. Others in the hallway wonder when she goes to class. Logan is from a large city 5 hours away from the institution. Jazmin has been talking to Logan about how she is doing adjusting to college and trying to learn more about her class attendance and overall academic behaviors. Logan gives very short answers to Jazmin, insisting that the freshmen classes are not challenging, too religious, and not related to her future in business.

What steps would you take in this situation?

How would you help Jazmin know how to further interact with Logan?

How could you approach an individual meeting with Logan?

#2 Staff Member

You are a Student Activities Coordinator at a large, state institution. Before an Activities Board meeting in early March, you overhear a couple of board members talking. You do not hear a lot of their conversation, but do hear one person mention one of your student leaders, Zak, applying for spring admittance to a well-known community college close to his hometown. During your next 1:1, you ask Zak about his classes for next semester. He shares that he has been struggling to pass Biology and Chemistry which are required to be admitted to the Nursing program. Even in his third year, he is taking the classes with many of first-year residents, who have been in several of the interviews held recently for next year's board positions. Zak thinks it makes the most sense to transfer to a community college where he can get an Associate's Degree in Nursing easier.

How do you proceed with assisting Zac?

What questions might you ask Zac?

What could you have done to avoid getting to this point in March?

What strategies could you put in place to address academics through formal and informal interactions?

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#3 Programmatic—RA Staff

You are the Assistant Director for Residence Life at a mid-sized, state institution. You oversee half of the campus housing population, including three full time staff members. Part of your responsibilities also include RA training and selection. In January you notice that you had a higher than usual number of RAs leave the position in December, breaking the August to May contract they signed when accepting the position. Many of these RAs said they could not handle the rigor of the RA position and still be successful academically. Typically, you only have a handful of RAs leave the position due to graduation or Study Abroad opportunities. Your supervisor wants to know what you are doing to hire RAs who will stay for the whole year and what you are doing to support RA academically.

What other information do you need to know to proceed? How will you get this information?

What can you do to make your selection process address these concerns?

What can you do to support RAs academically from an individual and systemic approach?

#4 Programmatic—Upper-class Students

You are the Director of Academic Advising at a small, private school. As part of a university-wide focus on retention, your supervisor has appointed you to coordinate efforts to reduce the loss of students between their sophomore and junior years. Data shows a steady increase in students leaving the institution due to academic probation in addition to students leaving for finances and academic fit.

What are the anticipated needs of this student population?

What programmatic initiatives would you design and implement to address your supervisors request?

Who needs to be involved in the approach you create?

How would you assess the impact of your work?