**Action Plan Instructions – *For Instructor Use***

*Revised 3/10/2018 – Dr. Debbie Gochenaur*

1. **Identify At-risk Students**
	1. Course repeaters
	2. Failed first exam
	3. Identified as at risk in the Student Advising Platform
2. **Contact students requesting a meeting**
	1. Ask them in person.
	2. Write it by their grade on every assessment until they come see you.
	3. Send an email.
	4. Keep pestering them with emails until they come to see you. It has taken four emails for some students until they finally make the time to come in to the office.
3. **The face-to-face meeting**
	1. *Repeaters*: Ask about their previous experiences in the course; be prepared to hear some ‘professor blaming’ for failure. Move the conversation to what the student believes s/he can do differently in order to succeed in the course.
	2. *Seeking help*: Ask what they have done to date about seeking help on the material. Remind them of their options – MCT 252, DHC 104, LRC, and your office hours.
	3. *Studying*: Ask them how they study. Are they just redoing problems from the notes? Give them some details about other ways to study for the course, including using the MLP Study Plan.
	4. *Work/school/sports balance*: Ask them how much they work (practice?) each week – do they have other responsibilities besides school? This will give you a good idea of their available time.
	5. Ask them if they are willing to *spend about 9 hours per week* outside of class studying for the course; remind them that the college expectation is that they will be studying 1 to 3 hours OUTSIDE of class for every hour they spend IN class. You are asking them to give the maximum because they are struggling in the course. Be prepared for some ‘sighs’, some ‘rolling eyes’, some tears. You will get some ‘chuckles’ and some ‘seriously?’ comments, too. At that point I ask them how badly they want to pass the course. It is this point in the conversation where you are trying to get them to ‘buy in’; it takes some convincing for some of them.
	6. *Verbally explain the Action Plan* *before* showing it to them. I walk through the first class day, tutor, MLP, and following day follow-up. Then explain that they would repeat on the second class day – my classes meet two days a week. Then walk them through the other days. At this point I pull out the Action Plan (printed on neon paper so that it will be easy to find) and walk through the days again. I ask them if they think they can do it – again, a little convincing may be necessary. My fall back comment is always, do you really want to be back in this course again next semester?
	7. *Planner* – I ask students it they have AND use a planner – I get a 50/50 response. The Dean’s office had some extra planners that I give to those students who say they do NOT have one; at this point, you may need to check with the Orientation team to see if they have any left.
		1. I then ask students to WRITE my office hours AND the Action Plan tutoring hours IN their planner.
		2. Scheduling for these help sessions will mean that they have to purposely plan around them.
		3. Typically, we have a discussion about how to plan around those study hours, including the fact that if you get a hot date that conflicts with study hours that you definitely go on the hot date BUT you reschedule the study hours, not skip them!
4. **Follow-up – this can take many forms**
	1. *Email* 1-week after initial meeting – are they following the plan
	2. *Face-to-face* meeting 4-weeks after initial meeting
		1. Ask student to come in to talk about progress in the course.
		2. Do they have any questions?
		3. Are they following the plan?
		4. If they haven’t been in during office hours, mention it.
		5. Mention class absences, MLP grade, other grade concerns.
	3. *Grades*: keep an eye on their grades
		1. I have Action Plan students color coded in my excel grade sheet and keep a close eye on their grades.
		2. Write positive feedback on exams/quizzes if the student is doing better. Smiley faces are helpful!

**Action Plan**

**Course \_\_\_\_\_\_\_ Semester \_\_\_\_\_\_**

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| --- | --- | --- |
|  | **SEEK HELP*** **MCT 252 Math Tutoring Ctr**
* **LRC Tutor (*by apt.*)**
* **Dr. G’s office hours, MCT 284**
 | **MathLabsPlus (MLP)** |
| **Saturday / Sunday** | * Meet with your group at least once during the week to study and do math together.
 | * Work problems from the textbook and/or the Study Plan in MLP.
 |
| **Monday** | * If you have remaining MLP questions, ask tutor.
* Review material from the previous week to ensure that you have a good foundation to move into the new material tomorrow.
 |  |
| **Tuesday***Office Hours:**8 to 9 am***\*\* class\*\*** | * Take your class notes to the tutor & ask questions.
* IF you understand everything, ask for problems similar to those in the notes.
* See Dr. G, if needed.
 | * *By midnight* complete at least one of each type of problem in the hw to ensure that you understand the material.
* Print out problem questions and take them to tutor on Weds.
 |
| **Wednesday***Office Hours:**9 an to Noon*  | * Take MLP questions to tutor. Ask for similar problems.
* See Dr. G, if needed.
 | * Finish last night’s MLP hw.
 |
| **Thursday***Office Hours:**8 to 9 am***\*\* class\*\*** | * Take your class notes to the tutor & ask questions.
* IF you understand everything, ask for problems similar to those in the notes.
* See Dr. G, if needed.
 | * *By midnight* complete at least one of each type of problem in the hw to ensure that you understand the material.
* If questions, ask tutor on Friday.
 |
| **Friday** | * Take MLP questions to tutor.
* Ask for similar problems.
 | * Finish last night’s MLP hw.
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**\*\*\* You should be spending at least 9 hours a week on math outside of class. \*\*\***

**\*\*\* You should also be spending AT LEAST one hour a week in tutoring.** *Check schedule.* **\*\*\***

* **When working with a tutor:** One of the most effective uses of a tutor is to get them to ask you questions as you walk through a problem; watching them show you how to solve problems is the least effective use of your time. If you don’t know how to start a problem, get the tutor to ask you the questions that you should be asking yourself so that you can find a starting point. Having the tutor then ask you questions at each stage of the problem will also help to train your brain on how to approach similar problems in the future.
* **MyLabsPlus:** You are starting homework assignments the day that you learn material to help determine whether or not you understand the material covered or whether you need to seek additional help. Within 48 hours of learning the material you should finish each assignment (even though the due dates give you lots of time to finish). By Friday of each week you should have the assigned homework complete. Over the weekend you should work in the **MLP Study Plan** in order to gain mastery on the topics. In short, homework is to show me that *you understand the material* and the Study Plan is used to *gain mastery* on the material*.* So, there are two ways to utilize this important tool.
* **Planner:** Please write down specific times that you will be meeting with your tutor(s) each week and make sure that you reserve that time slot in your schedule. It is also recommended that you write my office hours in your planner. Yes, write these things in every week.