

This is a consolidated list of students who have been referred by Student Success to Renita/FYE over the course of the semester. The **Yellow highlighted students are the students assigned to Renita on the meeting report as of November 2. The Orange highlighted students are not on the report but were referred to FYE at one point.**

Will Add:

[Redacted]

Have not contacted:

[Redacted]

Initial contact not yet responded:

[Redacted]

Contacted and Responded:

[REDACTED]

Initial Referral:

- being referred to your office by the Student Success Team

Most Recent Report:

- Sent message on Slate, waiting to hear back from [REDACTED]. - Nicollette 11/7
- Robert reached back out to us via phone call. Resources were offered and then he hung up without saying goodbye. -Andrea 9/22

2. J [REDACTED]

Initial Referral:

- being referred to your office by the Student Success Team

Most Recent Report:

- “Hi Renita, [REDACTED] came in yesterday to discuss his performance in ACCT and MATH classes. During our visit, he requested to continue meeting with [REDACTED] in our office in addition to connecting with his mentor and tutoring. Just giving you a “head’s up” in case you have him on your referral list. Thanks, [REDACTED]” - Angelina 9/26

[REDACTED]

Initial Referral:

- Referred by SST. No description available
- Also Referred by Cheri [REDACTED], Homesick and depressed, attendance

Most Recent Report:

- I spoke to [REDACTED] to offer resources. She shared that her mother was recently admitted to the hospital and is not doing so good. This has caused [REDACTED] a lot of unwanted stress. I suggested she visit out office whenever she can so that we can keep supporting her. Counseling was also suggested. - Andrea 9/22
- I contacted [REDACTED] again and asked her how she was doing- Angelina 10/4

Actively Working with Student/Resolved:

1. [REDACTED] - Actively Working with Student:

Initial Referral:

- Low grades and attendance

Most Recent Report:

- I have removed this student from Trello, as she is my mentee and I write reports on her Bi-weekly through the Mentor program. She is struggling to do well and has dropped many of her classes. She is in counseling and plans on enrolling only part-time next semester. She is contemplating whether or not to continue college. Mildly depressed, and I am helping her as much as possible. She is also job hunting and I am helping her.
-Angelina 11/8

2. [REDACTED] Actively Working with Student

Initial Referral:

- Campus ToolKit comment: "Ever since mid high school, I've speculated that I could have ADHD. I've always had trouble in school, and I'm worried of how things will go with my future here in Southern and how I will do in my classes, but I think I can pull through just like I did throughout high school. I have issues when it comes to making friends. The people here aren't an issue, I've been talked to several times during occasions, but my issue is that I don't know how to continue a friendship or to put the effort into one. I get awkward very easily and get scared of making the wrong move. Sometimes I have met people I felt like I could get close with, but it just drifts away due to my lack of effort and awkwardness. I know this is an issue I have to fix myself, but it just isn't that easy for me. It feels quite hopeless. Either ways, I do sense that I am happy with just having my family, but the thought that I have no one else and just them always saddens me. In addition to my speculation of ADHD, I have realized that I am a slow and clumsy person, and sometimes people pick on me for it. I get that its funny and I don't take it too seriously, but it hits me sometimes, that I'm not like everyone else and just slow and not smart. But I also know how to look at the positive of things such as what things I am good at, and I do trust my life in God's hands."

Most Recent Report:

- Sent [REDACTED] a text about her stress barometer test results, offered her resources, and asked if there is anything I can do to help her. Waiting to hear back from her. - Nicollette 10/17

3. [REDACTED] **Actively Working with Student:**

Initial Referral:

- “Rough background, on the spectrum, and is confused quite easily. Would be helpful to connect with his mentor and also meet up with him to guide him through Eclass and other online resources. He knows to reach out for help, continue to encourage that characteristic. Professor [REDACTED] discussed behavioral issues he noticed with [REDACTED] to Cheri Durst. See FYE email for more info.”
- Also referred by [REDACTED]. “Stressed, reactive, volatile, etc.”

Most Recent Report:

- Still had not retrieved the lanyard as of yesterday. This lanyard was provided by Renita so he would no longer need the dean to open his room as often. I gave [REDACTED] the task of getting the lanyard to him. Renita met with him about two weeks ago. Does not think that DSS is something that will benefit him. He has a difficult personality and hopefully the lanyard we gave him will keep him from getting locked out of his room as often as he was in the past.- Angelina 10/17

4. [REDACTED] **Actively Working with Student-**

Initial Referral:

- “Blake doesn't seem to grasp what being a college student involves as far as his responsibilities are concerned. He doesn't hand in homework very often and what is handed in is very poor. He doesn't do his pre lab assignments for chem lab. Quiz and Test scores average below 25%. I have asked him to come get help but he has never come.” – Professor [REDACTED]
- Also referred by [REDACTED], “Struggles to understand what's going on”.

Most Recent Report:

- [REDACTED] has been in contact with us regarding his grades. He came because [REDACTED] referred him to us. Angelina is his accountability partner and hopes to help him

boost his grades as well as his organizational skills. There is a possibility to send him in for an ADHD diagnosis. - Angelina 11/8

5. [REDACTED] Completed Contact-

Initial Referral:

- "Student that may or may not stay at SAU."

Most Recent Report:

- She is doing well and was last in contact with me on 11/7 regarding her enrollment checklist. She was initially assigned to Angelina, but after some improvement in [REDACTED] emotional state, she has been assigned to the Chaplain [REDACTED] by Angelina so she can continue to be monitored -Angelina 11/8

Below is an Assessment I pulled different questions from for students based on need:

Student Performance Assessment Form

Student's name : _____ Grade : _____
 Topic : _____
 Subject domain : _____
 Teacher's name : _____
 Date of lesson : ____ / ____ / ____ Number of period : ____ Periods

	Always	Often	Sometimes	Seldom	Never	No comment
<i>1. Learning Motivation/Attitude</i>						
a) Able to focus on a topic for a long period of time						
b) Able to learn autonomously and independently						
c) Sustained interest in certain subjects or issues						
d) Persistent and refuse to give up when facing difficulties or failure						
<i>2. Learning Characteristics</i>						
a) Seek the "hows" and "whys" rather than taking them for granted						
b) Able to understand diagrams by intuition						
c) Able to understand the logical relationship between similar diagrams						
d) Able to appreciate the beauty of drawings and create different diagrams						
<i>3. Behavioural Performance in Class</i>						
a) Study or participate in activities in accordance with instructions						
b) Show courage to ask questions						
c) Able to concentrate on his/her study						
d) Able to cooperate with classmates						
e) Able to express his/her emotions effectively						
f) Able to listen to others patiently						

4. Creativity						
a) Demonstrate a keen sense of humor						
b) Willing to attempt, to make assumption and to prove						
c) Refuse to accept other people's views without reasons, not afraid of being unique and courageous to express his/her own opinion						
d) Like to think in different angles						
e) Able to suggest ideas and solutions to various problems						
5. Leadership						
a) With a strong sense of responsibility and can be entrusted with tasks						
b) Like to participate in group activities						
c) Able to cooperate with others						
d) Able to communicate effectively with others and express him/herself clearly						
e) Able to understand other people's feelings and needs						
f) Show leadership in various activities.						

Other characteristics _____

Problems and solutions for improvement _____

Teacher's signature: _____

Date: / / _____

