

End-of-Year Report, Student Affairs Committee (AY 2024-2025)

The Student Affairs committee for 2024-2025 has overseen a number of small initiatives and conducted inquiries about campus issues. These charges were either brought to the attention of the committee by its members or proposed to us by the Faculty Senate.

At the beginning of the year, there were two main charges from the Senate. First was to clarify the role of CARES in communicating student absences and the vision of CARES for faculty. This was taken up by the privacy rights subcommittee. Additionally, the Senate asked that we explore how Student Affairs and Academic Affairs will work with Ospreys Navigate. This has been postponed until the current pilot has been completed and tweaks have been made to the system. A report on Navigate will be given to the Senate by Dr. Arianne Newman at this year's retreat, which should inform how the committee approaches this charge next year.

Another charge for this year was to anticipate and explore how coming changes to national immigration policy and related issues would impact students. In the end, the Senate agreed that this was a pressing matter and suggested that it would most effectively be handled at the level of the Senate. The Senate took this up after we had had preliminary meetings with OEOIC and Student Affairs. **Overall, the major charge of the committee was to explore ways of improving communication of university policies and procedures to students and faculty.**

In December Drs. Latham and Baum and Tammy Saunders spoke to the committee about their roles in protecting student information, the reporting of hate incidents, and other issues. The committee was assured that regarding the coming political changes, that the Office of Equal Opportunity & Institutional Compliance did not anticipate changes to statewide laws regarding protected classes of persons, and that the office was monitoring the federal rules. The representatives from Student Affairs, regarding undocumented students, noted that the university generally does not gather information about students' documentation status. They also signaled that university's general counsel would be consulted about these matters when appropriate.

While discussing questions about how students report concerns/incidents, the "How Do I Report...?" resource was brought to committee's attention. This is an initiative by Student Affairs to consolidate answers to all of the questions they have received from students over the years in one place. We discussed ways to make that resource more visible to students and instructors. More on this in a bit.

The March meeting of the committee was going to be the clearing house meeting for all the issues in the spring. We had representatives from a variety of offices lined up to discuss.

Heather Medina was going to discuss the new secondary review process for admitted students whose scores indicated that they might struggle at Stockton without additional preparation. Dr. Baum was going to attend to help us design an incident reporting flowchart, a resource proposed by the Senate for faculty. We also planned to have someone from the Provost's office come to discuss the attendance policy. None of that happened in March, and the shortest meeting in the history of Senate subcommittees entered the record books.

Things picked up in April. Heather Medina introduced the committee to the secondary review process (<https://stockton.edu/admissions/pathways.html>) and the Pathways program. Dr. Tracey Meilander from the Provost's office discussed attendance policy and the dissemination of the policy to faculty. Dr. Meilander said that the attendance reporting process was undergoing revisions. Generally, however, it seems that reporting student one-day absences is up to the discretion of the instructor, including whether or not they require a letter saying the student missed class because they saw a medical professional. Students should inform CARES when there is an extended absence. Those specifics, at the time of the meeting, were to be hammered out between the Provost's office and Student Affairs.

I understand that Dr. Ariane Newman will be providing an update to the Senate about Navigate at their retreat. Renée Cavezza has supplied an explanatory graphic about CARES vs Navigate for faculty, which I include as an appendix to this report.

Dr. Baum met with Bob Blaskiewicz and Sunny Mathews a few days later, and a plan for the flowchart idea was put forward that promises to greatly improve communication to students and faculty about school policies and procedures. Because creating such a resource from scratch would duplicate such a lot of work, Dr. Baum offered to make room on the "How Do I Report...?" page for faculty inquiries. Bob will write up those questions over the summer. He will also talk to CTLD about placing "How Do I Report...?" branded information on the model syllabus that we give to new instructors at orientation. Additionally, he will ask the student senate to endorse this resource and to urge its inclusion on faculty syllabi, which should encourage faculty uptake.

Respectfully submitted,

Bob Blaskiewicz

Chair, Student Affairs Committee

IS IT OSPREYS NAVIGATE OR STOCKTON CARES ?

This guide helps faculty and staff determine if a student concern should be submitted through Ospreys Navigate or Stockton Cares.

Initial faculty outreach to students (via email or in-person conversation) Initial Faculty Response:

- Direct outreach to student:
 - "I noticed you missed the last three classes. Would you like to meet during office hours to discuss the material you missed?"
- Document incidents and conversations:
 - "Emailed student on 1/15, met on 1/17, student expressed difficulty with course concepts."
- Allow student to explain or modify behavior:
 - "Thank you for letting me know about your family situation. How can I support you in catching up?"

Once the student responds, the faculty will establish either a formal or informal (conversations) plan with the student to address concerns and support improvement.

To document faculty outreach to students, use Ospreys Navigate - add either a Note or Appointment Summary on the student's profile to make the record visible to other faculty/staff.

If initial attempts to engage the student are not successful. Faculty/staff may consider submitting a referral to either Ospreys Navigate or Stockton Cares, see details for Course and Non-Course Concerns

COURSE CONCERN

For course concerns, use



- Student responsive but needs more support:
 - Attends office hours but scores below 60% on exams or is otherwise not making satisfactory academic progress.
- Declining performance:
 - For example, the student needs help with calculus despite attending lectures.
- Referral to Tutoring Center
- Academic services
 - Preceptor
 - Faculty Office Hours
 - Tutoring Services
 - Student Success Scholars
- Administrative questions:
 - Financial aid/FASFA, tutoring, academic advising.
- Questions about dropping/adding courses, course registration.

Learn more about Ospreys Navigate at stockton.edu/ospreys-navigate.

Initial Assessment & Response

- Ospreys Navigate (Course):
- Tutoring Center (writing/math support)
 - Academic Advising
 - Course scheduling
 - Preceptor/Course Instructors
 - Financial Aid office

- Case Closed When Students:
- Regular tutoring attendance
 - Improved grades
 - Regular class attendance
 - Engaged with academic supports

Note: Course concerns should be initiated through Ospreys Navigate, where Student Affairs also monitors cases and will transfer any non-course related cases to the Stockton Cares case management system for continued support. Conversely, non-course concerns should be initiated through Stockton Cares, where Student Affairs will transfer any course related cases to Ospreys Navigate.

NON-COURSE CONCERN

For non-course concerns, use



- No response to faculty outreach:
 - For example, no reply to three emails over two weeks about missing assignments.
- Mental health concerns:
 - Behavioral/emotional changes:
 - Normally engaged student becomes withdrawn.
 - Erratic/disruptive behavior:
 - Appears disoriented, makes concerning comments.
 - Crisis signs:
 - Mentions feeling hopeless, shows dramatic personality changes.
- Basic needs issues:
 - Food/housing insecurity:
 - Mentions living in car or not eating regularly.
- Financial hardship:
 - Unable to buy textbooks or pay rent.
- Academic changes due to:
 - Death in family, physical/mental health, personal circumstances.

Learn more about Stockton Cares at stockton.edu/stockton-cares.

Initial Assessment & Response

- Stockton Cares (Non-Course):
- Basic Needs:
 - Food Assistance Program/Campus pantries
 - Emergency Loan Program
 - Student Relief Fund
 - Housing assistance
 - Health & Wellness:
 - Uwill teletherapy
 - Counseling Services
 - Student Health Services
 - Learning Access Program

- Case Closed When Students:
- Immediate needs addressed
 - Connected to ongoing resources
 - Regular check-ins completed
 - Student reports stability
 - Periodic follow-up plan established

Case Management Flow:

- Referral Received
- Initial Outreach (24-48 hours)
- Resource Connection
- Regular Check-ins
- Progress Monitoring
- Case Closure
- Follow-up Support (Stockton Cares)

Emergency Protocol:

- Immediate Safety Concerns:
 - Contact Police/911
 - Submit Stockton Cares referral at stockton.edu/stockton-cares
 - Emergency intervention
 - Transition to ongoing support

