



# Academic Rhythm

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Dean of Education

# Academic journey

How do I learn best?

How do I advocate for myself?

What excites and engages me?



Step 1  
Transitions



Step 2  
Settling in



Step 3  
Creating

# PEDAGOGY



Make the hidden curriculum explicit



Break down large tasks and assignments



Activate, explore, discuss, and review in class



Check in on deadlines



Vary teaching approaches



Provide regular feedback



Help students engage with resources



Communicate and document concerns

# Rhythm of Academic Semester

Org, study skills,  
active reading,  
technology, and  
course content  
introduced  
Focus on small  
assignments

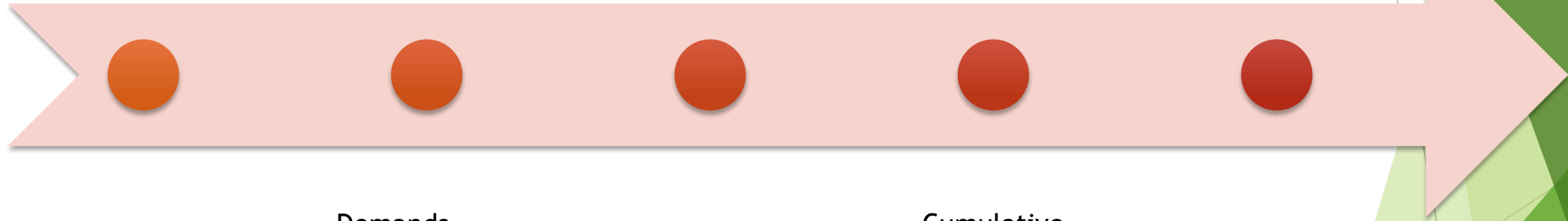
Second half of  
the Semester  
• An  
Awakening

Executive  
functions  
taxed

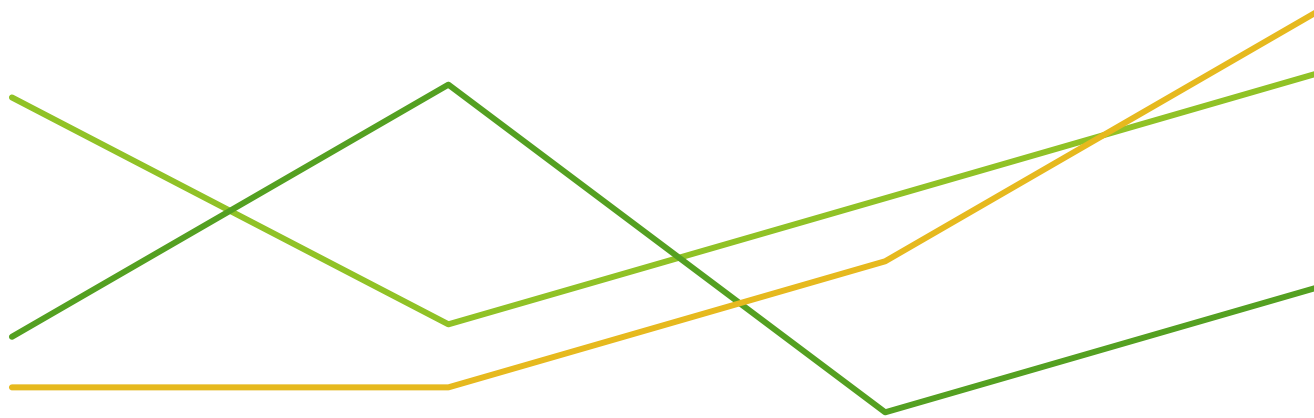
Metacognition  
Exhilaration  
Exhaustion

- Demands increase
- Longer readings
- Papers
- Tests
- projects

Cumulative  
knowledge  
assessed  
Deadlines begin to  
clump  
Projects and  
presentations



# What does progress look like?

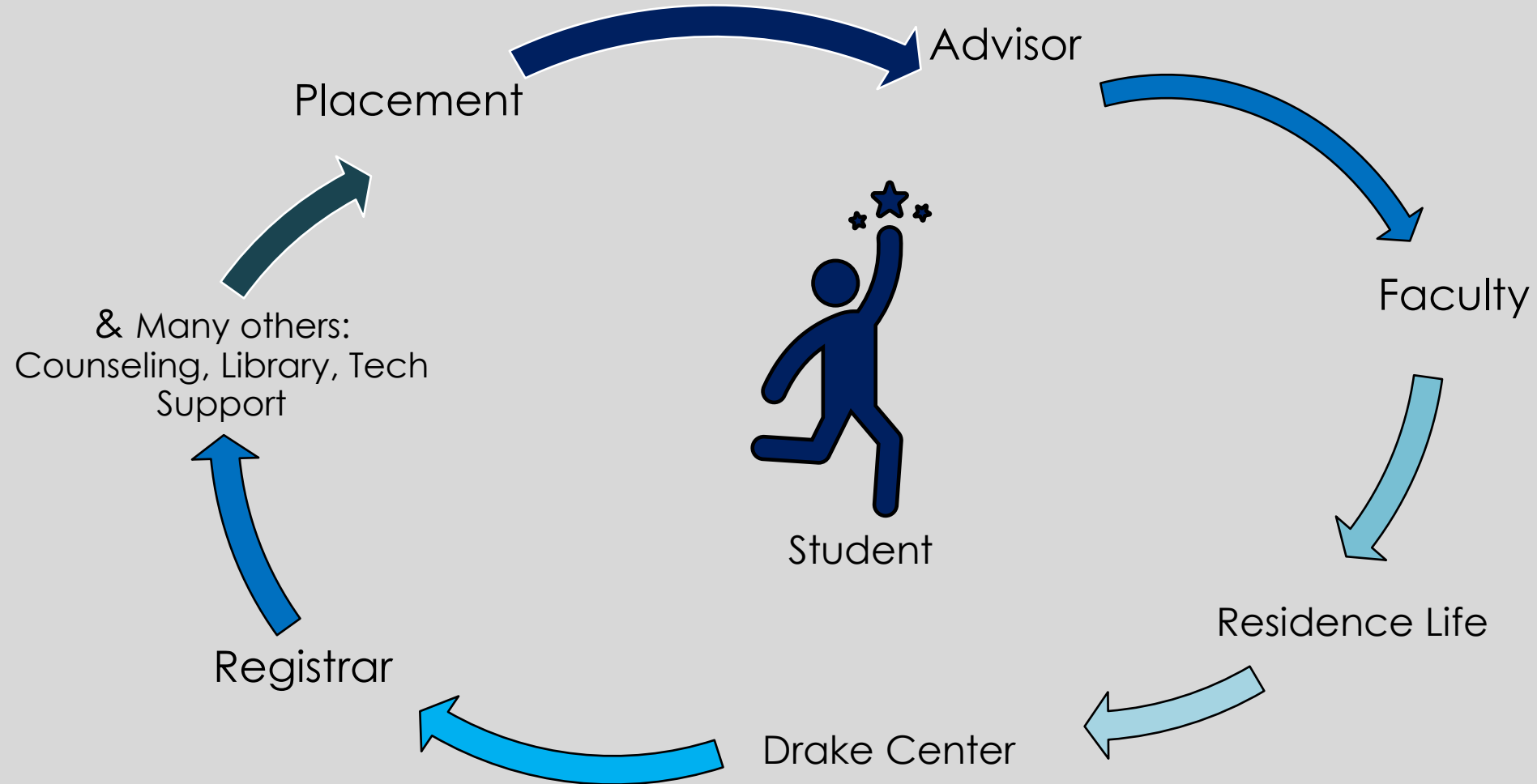




# SUPPORTING STUDENT SUCCESS AT LANDMARK

Academic Support and Advising

# Holistic Approach to Support



# STUDENT USE OF SUPPORT RESOURCES

## THE GOAL



## REALITY





# AIT: A Team Approach to Developing Habits for Success



EARLY SIGNS OF CHALLENGE  
INFORMATION SHARING  
COMMUNICATION



IDENTIFYING NEEDS  
DEVELOPING A PLAN  
ENGAGEMENT WITH RESOURCES



EXECUTING THE PLAN  
EVALUATING SUCCESS  
MODIFYING THE PLAN

# AIT: Early Warning Signs

- Low attendance- consecutive or frequent absence from class.
- Lack of engagement in coursework- Late, incomplete, inconsistent work, not logging into canvas
- Poor performance- failing grade in more than one course
- Faculty recommendations- Faculty comments on any or all the above and recommends intervention.

# Academic Intervention Team: Levels of Intervention



STUDENT NOTIFIED OF EMERGENT CHALLENGE  
STUDENT AND ADVISOR REFLECT AND DEVELOP A PLAN  
PROGRESS IS MONITORED FOR SEMESTER  
LARGELY STUDENT DRIVEN



TRIGGERED BY LACK OF ENGAGEMENT IN LEVEL 1 OR FOLLOW THROUGH WITH PLAN  
WORSENING PERFORMANCE.  
MORE PRESCRIPTIVE OR "REQUIRED" ACTIONS.  
DISCUSSION OF LARGER CONSEQUENCES OF INACTION.  
MEETING MAY INCLUDE SEVERAL STAFF AND STUDENT.

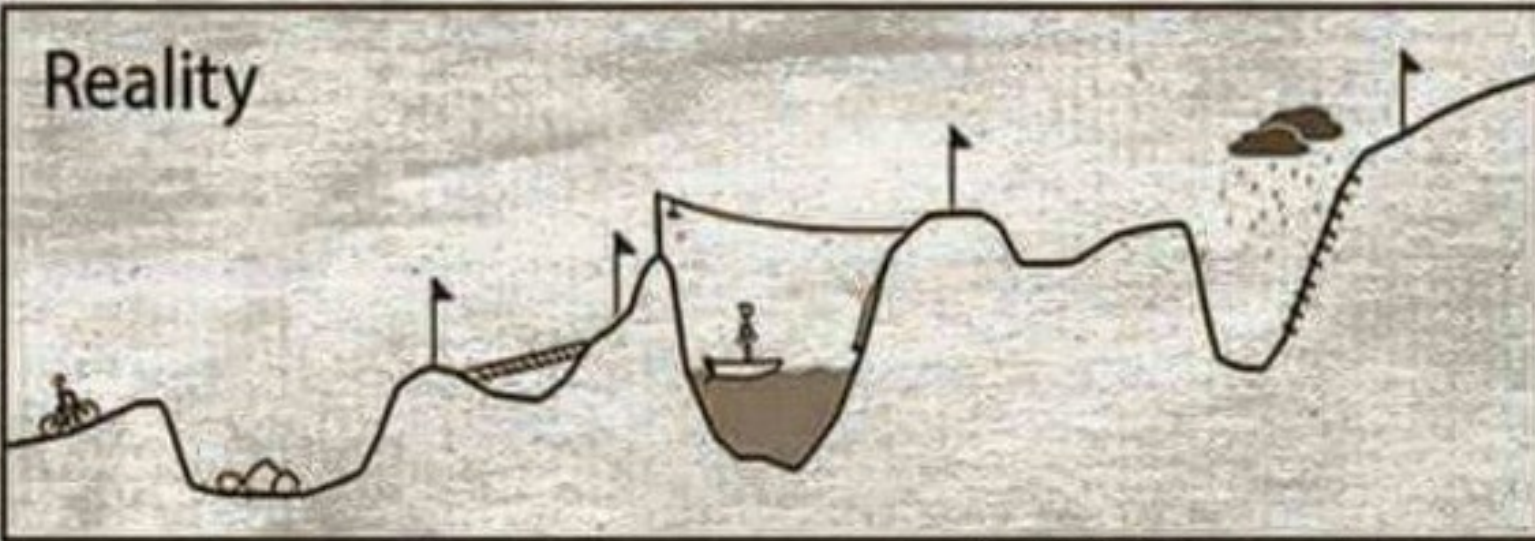


TRIGGERED BY CONTINUED LACK OF ENGAGEMENT OR POOR PERFORMANCE.  
MEETING WITH DEAN OF EDUCATION OR V.P. OF ACADEMIC AFFAIRS.  
EXPLORATION OF CAUSES.  
DISCUSSION OF LONG-TERM CONSEQUENCES TO ACADEMIC FUTURE.  
DISCUSSION OF GOALS AND MOTIVATION FOR BEING AT LANDMARK.

## Your plan



## Reality



# Closing Thoughts:

- Support can be thought of as aligning expectations and reality.
- The valuable learning happens in “reality”.
- Perseverance is the key to success, no matter how you choose to define it.
- Being part of system of support means we cannot let our discomfort with “reality” impede success.