Presentation Outline

Name: Odeliz Rodriguez De Santiago

Audience: Academic Advising Pod, New & Current Agents

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Learning Outcomes/Objectives

*Write the intended 2-3 **measurable** learning outcomes using the levels of Bloom's Taxonomy that are appropriate for the target audience*

The audience will

- *Learn to calculate Satisfactory Academic Progress.*
- *Learn to properly counsel students regarding their academics.*
- *Learn to handle escalated students.*

Activate Prior Knowledge/Gain Attention (1-2 minutes)

How will you assess what your audience already knows about the topic? How will you gain their attention at the beginning of your presentation?

What do we know about college? You get in, do the work, and get out… then pay student loans. We *love* those. No, really, when it comes to academics, what do we already know?

**wait for response or place a dramatic pause **

When in college, especially when accelerated and career-focused like Full Sail, it's important to pass courses on the first attempt, vocalize when assistance is needed, and follow the advisor's guidance when needed to successfully complete courses.

Sometimes, life happens. We understand. This is where YOU come in. How can we help students who are struggling due to extenuating circumstances? We'll learn that today.

Lecture (1-3 minutes)

List the main parts of the lecture you intend to give. In other words, what information does your audience need to know before watching your demonstration for this training?

Some students are unable to meet benchmarks and fall on academic probation. Whether it's medical reasons, legal reasons, family issues, employment issues, or any other issue a student could potentially experience, the academic experts in student advocacy are here to assist. The goal for the team is to guide

these students and aid in their success. By stepping in and helping the students considered at-risk, we prevent an excess in salvageable program withdrawals.

There is a little math involved, but don't worry. It's going to be done for you. All you must do is input the correct information from the systems and we'll show you step by step where to find it and how to get the information necessary. Based on this information, you will be able to speak to the student and efficiently counsel them towards success – however that may look. Success may be clearing probation within a semester, but it may also look like withdrawing from the program, handling their business, and then re-entering the school. This is why it's so important to know what academics to review and speak to when in contact with a student.

You may run into students that are upset over their placement in academic probation. At times, they may be blindsided. This is a topic that is thoroughly detailed within our student manual, which you can refer to, and we will provide you the necessary tools to properly handle those situations. Do not worry, we won't let you sit there and be verbally abused. Emotions are okay, but abuse is not.

Let's get you a little familiarized with the work, shall we?

Demonstration (1-3 minutes)

What skill do you plan to demonstrate before the Activity portion of your presentation? In other words, write 2-3 sentences describing the skill you plan to demonstrate that your audience will practice afterward.

With my demonstration, I plan to show agents how to properly find and input the information needed for the Satisfactory Academic Progress calculator. In addition to this, I will demonstrate how I handle an academic probation call with the student in question. As for an escalation, I will role play with another experienced agent and pretend to be an escalated student (unless the student I speak to also is escalated).

Activity (3-5 minutes)

Describe the activity you want your audience to participate in that you previously demonstrated. List the steps of the activity you plan on giving your audience before they practice the skill themselves.

For the activity, I will go ahead and assign an academic probation case to each group of trainees (maybe 2 groups total) and have them attempt to "solve it" as a team using the calculator. Then, I will pair trainees so that they can role play quick counseling and handling escalations, as well. They will have to swap roles, and each get a chance to be "the escalated student."

Assessment (1-2 minutes)

How will you briefly assess whether the audience achieved the learning outcomes?

I'd have a few a spokesperson per team explain to me how they worked the case and would counsel the student. I'd also have some volunteers share what they thought worked with counseling students and handling escalated students. Another option is a quick poll (like maybe a game of Kahoot!) where they all participate in answering.

Survey/Evaluation (1-2 minutes)

Summarize how you would measure the success of the training following [Kirkpatrick's Levels of Evaluation](#).

To survey and measure the success of the training, I'd audit cases that were worked by the trainees prior to and after the training itself.