

# Simplifying Complexity in the Student Experience:

## Appendix — Sample Documents

This appendix contains documents that may be useful in a college's efforts to undertake a redesign similar to that described in parts one through three of the practitioner packet. All of the sample documents mentioned in the packet are included here.

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# 1 | Recruitment Example: Inviting Students to Participate in a Focus Group

Dear Student:

[College Name] invites you to participate in a focus group interview among a small group of students like yourself. The purpose of this study is to better understand student experiences at [College Name] in order to identify ways that the college can improve its services to students.

The study will require no more than [estimated time] hours of your time. The atmosphere is kept relaxed, and previous participants have told us that they have found the experience quite interesting and worthwhile. In appreciation for your participation, you will receive [compensation amount].

If you would like to participate in this study, you can set up an appointment by calling [contact person name and phone number]. When you call, please indicate you are calling about the [College Name] study. Should you get voicemail, please do the following:

Leave your *name* and *daytime number* and say you are calling about the [College Name] study. We will return your call as soon as possible.

Please indicate which date you would like to attend:

[Day of week and date]    [First time slot] OR [Second time slot]

[Day of week and date]    [First time slot] OR [Second time slot]

Since each time slot in the study is limited to a specific number of people who qualify, calling us quickly will improve your chances of becoming one of the limited number of students who will participate in this study.

Your input is valuable to us, and we hope you are able to participate.

Sincerely,

[Staff Member Name]

[Staff Member Title]

## 2 | Informed Consent Example: Student Focus Group Consent Form

To be handed out at the focus group and signed before students begin participation.

[College Name]

### INFORMED CONSENT

DESCRIPTION OF THE RESEARCH: You are invited to participate in a research study on students' experiences at [College Name], which is designed to gather feedback to help improve the college's practices. You will be asked to share your experiences at [College Name] in a focus group with other current [College Name] students. The conversation will be audio-recorded with your permission and used for research purposes only.

RISKS AND BENEFITS: The research has the potential risk inherent in focus groups of sharing personal opinions or information with a group of individuals who will know each other. Your participation in this focus group is voluntary, so you may choose not to respond to a particular question if you do not wish to. Beyond this group, your identity will remain confidential. The potential benefit from your participation is contributing to the improvement of the college's programs. There are no negative consequences if you do not wish to participate in the research.

PAYMENTS: You will receive [incentive] as payment for your participation.

DATA STORAGE TO PROTECT CONFIDENTIALITY: Confidentiality will be ensured throughout the research. You will not be identified by name or any specific identifiers in any reports or documents. Data will be stored in the locked offices of [College Name] personnel and will be used only for professional research purposes.

TIME INVOLVEMENT: Your participation will take approximately [estimated time].

HOW WILL RESULTS BE USED: The results of the study will be used to identify ways [College Name] may better serve its students.

PARTICIPANT’S RIGHTS

- I have read and discussed the Research Description with the researcher. I have had the opportunity to ask questions about the purposes and procedures regarding this study.
- My participation in research is voluntary. I may refuse to participate or withdraw from participation at any time without jeopardy to student status or other entitlements.
- The researcher may withdraw me from the research at his/her professional discretion.
- If, during the course of the study, significant new information that has been developed becomes available which may relate to my willingness to continue to participate, the investigator will provide this information to me.
- Any information derived from the research project that personally identifies me will not be voluntarily released or disclosed without my separate consent, except as specifically required by law.
- If at any time I have any questions regarding the research or my participation, I can contact the investigator, who will answer my questions. The investigator’s phone number is [phone number].
- If at any time I have comments, or concerns regarding the conduct of the research or questions about my rights as a research subject, I should contact the [College Name] Institutional Review Board /IRB. The phone number for the IRB is [phone number]. Or, I can write to the IRB at [address].
- I should receive a copy of the Research Description and this Participant’s Rights document.
- The focus group discussion will be audiotaped, and the audio files will be accessed only by the principal investigator and members of the research team. Please choose one:

- I consent to be audio/video taped.
- I do NOT consent to being video/audio taped.

My signature means that I agree to participate in this study.

Participant’s signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Name: \_\_\_\_\_

# 3 | Interview Protocol Example: Faculty and Staff Semi-Structured Interview

## Initial Interview Protocol

### Background Question

- What is your role at the college, and how long have you been in that role?

### For Those in a Counseling or Advising Role

- Based on your experiences working with new students, is there anything about the enrollment process at [College Name] that students find particularly confusing or frustrating?
- How helpful do you think the current orientation is? (*Probe:* Are there any ways in which you think it ought to be changed?)
- Once students are enrolled and begin taking classes, what kinds of things do they come to you for during the first two semesters?
- What information do students need in order to make good decisions about:
  - o course selection?
  - o major or program selection?
  - o transfer programs or schools?
- Do you show students how to use the online degree audit? (*Probe:* Why or why not?)
- Are there any issues that students come to you for that you feel they could handle themselves if they knew how to find the right information?

### For Those Serving on the Orientation or Information Review Committees

- Why do you think you were selected to serve on this committee?
- The mission of the committee you're serving on is to [insert mission here]. How do you feel about that mission? (*Probe:* If that mission is accomplished, do you think it will make a big difference to student success? Why or why not?)
- If you had your own way, what would you want the result of this committee's work to look like?
- Do you think the final product is likely to match your vision? Why or why not?
- Do you have any concerns about problems or challenges the committee might encounter? If so, do you have any ideas about how to work through those problems?

### For Stakeholders Not Sitting on Either Committee

- What have you heard about the work of the [orientation/information review] committee?
- How do you feel about what they are trying to do? (*Probe*: Do you think their work will make a big difference to student success? Why or why not?)
- Do you have any concerns about their work? If so, do you have any suggestions about how to deal with those potential problems?

## Follow-Up Interview Protocol

### For Those in a Counseling or Advising Role

- How do you feel about the changes to orientation?
- How do you feel about the work that's been done by the information review committee? (*Probe*: Do you think it's going to be easier now for students to understand the pros and cons of different programs, or to make good decisions about the courses they need to take? Why or why not?)

### For Those Serving on the Orientation or Information Review Committees

- I understand the committee has done a lot of work over the past year, including [summarize what committee has done]. What has your particular role been in this process? (*Potential probe*: How would other committee members describe your contribution or impact?)
- How do you feel about what the committee accomplished? (*Probe*: Do you think the committee's work will make a big difference to student success? Why or why not?)
- What did the committee do well? What made that possible?
- Were there any stumbling blocks or barriers you encountered? If so, how did you work through them?
- *If they feel the committee was not as effective as it could have been*: Is there anything that you think, had it been done differently, that might have made the committee's work more successful?
- *If they expressed a worry in last interview that hasn't yet been brought up*: In our last interview, you mentioned [summarize some of respondent's worries from first interview]. Did that end up being an issue? If so, how did you work through it?
- *Follow-up for those also in a counseling/advising role*: Based on the changes recommended by the committee, how has or will your job really be affected? What is the lesson to take away from this, especially as it applies to other schools?
- Part of the purpose of this research is to provide an example for other colleges to follow in their own attempts to improve student success. What would be your advice to other colleges that want to do something similar?

**For Stakeholders Not Sitting on Either Committee**

- How do you feel about the changes that have happened as a result of the [orientation/information review] committee?
- In our last interview, you mentioned [summarize some of respondent's worries from first interview]. Did that end up being an issue?
- Part of the purpose of this research is to provide an example for other colleges to follow in their own attempts to improve student success. What would be your advice to other colleges that want to do something similar?

# 4 | Focus Group Protocol

## Example: Student Focus Group, Exploratory Phase

Provide brief background of study and follow informed consent process, if required by college's IRB.

### Participant Introductions and Study Goals

First, let's go around and have everyone introduce yourselves. Tell us your program—or if you haven't decided on one yet, what you think you're interested in—and also let us know if you're interested in eventually transferring to a four-year school.

Great. We're hosting this discussion because the college wants to understand the issues that students face in making decisions—about things like enrollment, courses, programs of study, and whether and where to transfer. We hope we can identify ways for the college to improve programs and services, to make your student experience less complicated and more straightforward.

### Discussion 1: Enrollment

We'll start by talking about the enrollment process. By enrollment, I mean the entire process from when you first contacted [College Name] to when you began classes. So that includes things like applying for admission, applying for financial aid, placement testing, orientation, meeting with counselors or advisors, and registering and paying for classes.

#### Questions

- Were there parts of the enrollment process that were particularly confusing or challenging?
- Looking back, what information would have made the enrollment process easier?
- How many of you attended an orientation at [College Name]?
  - Was it an online orientation, or did you come to campus?
  - What was it like?
  - Was there information that would have been helpful to have been covered in your orientation?
- How many of you registered for classes using [college's online portal]?
  - Did you run into any problems when you used [college's online portal] to register for classes?
  - How could [college's online portal] be changed to make it easier to use?
- Did you meet with a counselor or advisor for a course planning session?
  - If *yes*: How did they help you choose courses for the first semester?
  - If *no*: How did you choose what courses to take that semester?



## Discussion 2: Post-Enrollment

Now we're going to focus more on your experiences after you first enrolled, in your first or second semester of school, as you tried to choose a program of study, choose specific courses to take in the next semester, or choose a transfer school (if that is your goal).

### Questions

First, think about how you go about choosing courses for the next semester.

- What kind of information do you use to help choose your courses?
- Where do you get this information?
- What information or resources do you *wish* you had, to help you choose courses?

For those of you who have decided on a major or program of study...

- How did you come to choose your program?
- In what ways could [College Name] have been more helpful in making this decision?

For those of you who have not yet decided on a program...

- Do you have a sense of how you will go about deciding upon a program?
- What could [College Name] do to help you make a good decision?

For those of you who are interested in transferring to a four-year college...

- What factors are most important in making your decision on which school to transfer to?
- How do you seek out this kind of information?

Have you met with counselors or advisors since enrollment?

- If not, why not?

For those of you who have met with a counselor or advisor:

- Did they help you choose courses? (*Probe: How did that work? Or see other potential probes below.*)
- Did they help you choose a major/program of study? (*Probe as necessary.*)
- Did they help you choose a transfer college? (*Probe as necessary.*)
- What other topics have you gone to a counselor to discuss?

## Conclusion

We are almost out of time, so I just have a couple of general questions to wrap things up.

### Final Questions

- Based on your experience, what advice would you give to other students starting the enrollment process at [College Name]?
- Any other comments or suggestions on what [College Name] can do to make this type of decision-making easier for students in the future?

Thank you so much for your time; this was really useful feedback. We appreciate you taking the time to share your insights and opinions. Please let us know if you have questions or additional thoughts.

*Additional follow-up questions/probes to encourage more in-depth responses throughout the discussion, when and if needed.*

- Can you tell us more about that?
- What was that experience like? / How did you feel about that?
- How did you know what to do? / How did you figure it out?
- Did you have any questions?
- Where did you go for help?
- Was that important to you?
- Why was that?

## 5 | Performance Data Example: Focus Group Scenarios

Below, we provide example scenarios for three different types of self-advising topics: choosing a program of study, choosing a transfer school, and choosing courses. To cover the scope of programs, transfer destinations, and courses provided at your institution, you may wish to create several variations on each type of scenario.

### Scenario Example 1: Choosing a Program of Study

**YOUR PROBLEM:** You've never been to college before, and you decide to start at [College Name] next semester. You've always liked the health field, and you hope to work in that field eventually. Your parents have agreed to help pay for your education, but they expect that when you finish, you'll be qualified to get a job with a starting salary of at least \$30,000. To get started, you want to declare a major (or program of study) at [College Name], but you have no idea which program you should declare, or how much education you'll need to meet your starting salary goal.

**YOUR SOLUTION:** Use the provided materials and the [College Name] website to: (1) search for a health-related program of study that will help you meet your salary goals, and (2) learn some basic information about this program that will allow you to answer the questions on the following page.

#### Sample Questions

1. What program (or major) should I pursue at [College Name]? \_\_\_\_\_
2. I can start taking courses right away in my health program.
  - Yes
  - No, there are prerequisites I need to take first.
3. The majority of the courses in my program can be completed at which campus?
  - [Location]
  - [Location]
  - [Location]
4. The health program in which I'm interested is a Selective Admission program.
  - Yes
  - No
5. When I've finished this program at [College Name], what type of degree will I have earned?
  - No degree; it's a noncredit program.
  - Certificate
  - Associate degree
6. What will I need to do with my education after finishing this program at [College Name]?
  - I'll be done; finishing the program at [College Name] should allow me to meet my goals.
  - I'll need to transfer to a four-year college, since I'll probably need at least a bachelor's degree to meet my goals.

*If you decide that you will need to transfer, also answer the following questions about transfer.*

7. How many of the credits from this program will transfer toward a bachelor’s degree?
  - All of my credits from this program will transfer.
  - Most of my credits from this program will transfer.
  - It depends on where I transfer and what my major is.
  
8. How do I learn about transferring (transfer guide, how to apply, admissions procedures, etc.) to another university/college?
  - Visit the university or college I’m planning or considering attending
  - Visit the Articulation and Transfer office at [College Name]
  - Visit the Counseling and Advising office at [College Name]
  - Visit the Career Services office at [College Name]

## Scenario Example 2: Choosing a Transfer School

**YOUR PROBLEM:** You want to earn a bachelor’s degree in journalism. You’ve already completed 6 courses at [College Name], and you decide it’s time to transfer to a four-year school. You want a school that offers a program that will accept all 6 of your [College Name] courses as counting toward their journalism bachelor’s degree. The 6 [College Name] courses you have already completed are:

Course	Grade
ENGL 1180	A
PSYC 1010	A
HUMN 1210	B-
ENGL 1190	B+
SPAN 1260	A-
PHIL 2200	C+

**YOUR SOLUTION:** Use the [College Name] website to search for information on journalism programs offered at transfer schools partnering with [College Name]. Choose the transfer school that will accept all the courses you’ve taken into its journalism bachelor’s degree program (or if none of them will accept all, choose the school that will accept the most). Also learn some basic information about this transfer school that will allow you to answer the questions on the following page.

### Sample Questions

1. What transfer college/university at the University Center seems like your best option?
  
2. Which of your completed courses will this transfer college/university accept as counting toward its journalism degree?
 

<input type="checkbox"/> ENGL 1180	<input type="checkbox"/> PSYC 1010
<input type="checkbox"/> HUMN 1210	<input type="checkbox"/> ENGL 1190
<input type="checkbox"/> SPAN 1260	<input type="checkbox"/> PHIL 2200
  
3. What is the minimum cumulative GPA (grade point average) required for admission to this transfer college/university’s journalism program? \_\_\_\_\_

4. What is the maximum number of [College Name] credits accepted by this college/university's journalism program?
- 32                       62  
 92                       124
5. Does this college/university require you to complete an associate degree before you can transfer to their journalism program?
- Yes                       No

### Scenario Example 3: Choosing Courses

**YOUR PROBLEM:** You've never been to college before, and you decide to start at [College Name] next semester. Eventually, you want to get an associate degree in business management. You're in a great situation: You did well on the placement test, so you can start college-level courses right away; and you can afford to go to school full-time. To get started, you need some basic information about the program, including which college-level courses you ought to take.

**YOUR SOLUTION:** Use the provided materials and the [College Name] website to search for basic information on the business management associate degree that will allow you to answer the questions on the following page.

#### Sample Questions

1. I can start taking courses right away in the business management program.
- Yes                       No, there are arts and sciences courses I need to take first.
2. The associate degree in business management requires the completion of at least one math course.
- Yes                       No
3. The associate degree in business management requires the completion of a PHED 2000 or higher class.
- Yes                       No
4. How many credits are required to complete the associate degree in business management?
- 18                       24–25  
 62                       90

# 6 | Survey Example: Post-Orientation Survey Questions

**First, please give us some information about your educational goals.**

Have you chosen a specific area of study yet?

- No—I have no idea yet which area(s) I want to study.
- Maybe—I have two or three areas I’m particularly interested in, and I’m trying to narrow down my choice.
- Yes—I plan to study in the area of: \_\_\_\_\_
- Not applicable—I’m only taking a few courses here and don’t plan to focus on a particular academic area of study.

Are you interested in eventually transferring to a specific four-year school?

- No—I have no plans to go to a four-year school.
- Maybe—I might want to go to a four-year school eventually, but I’m not sure where.
- Yes—I eventually want to transfer to: \_\_\_\_\_

**Now, please give us some feedback on the orientation you just completed. To what extent did the orientation help you understand...**

The functions available in [online student portal]

- Not at all helpful
- Somewhat helpful
- Very helpful

How to log into and use [online student portal]

- Not at all helpful
- Somewhat helpful
- Very helpful

How to read and understand the course catalog

- Not at all helpful
- Somewhat helpful
- Very helpful

How to read and understand a program plan

- Not at all helpful
- Somewhat helpful
- Very helpful

How to read and understand the schedule of classes

- Not at all helpful
- Somewhat helpful
- Very helpful

My options in terms of what academic areas I could study at [College Name]

- Not at all helpful
- Somewhat helpful
- Very helpful

My options in terms of four-year schools I could transfer to

- Not at all helpful
- Somewhat helpful
- Very helpful

Which courses I should take in the upcoming semester

- Not at all helpful
- Somewhat helpful
- Very helpful

How to register for courses

- Not at all helpful       Somewhat helpful       Very helpful

How I can get more information on areas of study, transfer options, and which courses to take

- Not at all helpful       Somewhat helpful       Very helpful

How I can get more information on employment and career options

- Not at all helpful       Somewhat helpful       Very helpful

# 7 | Additional Resources for Survey Research

(1) Fowler, F. J., Jr. (Ed.). (2009). *Survey research methods* (4th ed., Vol. 1). Thousand Oaks, CA: Sage Publications.

(2) Rea, L. M., & Parker, R. A. (2012). *Designing and conducting survey research: A comprehensive guide* (3rd ed.). San Francisco, CA: Jossey-Bass.



## 8 | Recruitment Example: Inviting Faculty and Staff to Participate in a Work Team

From: [Key Administrator]

Subject: [Research Study]

As most of you know, the college has been working with the [Research Institute] on a project entitled [Project Name]. [4–5 sentence description of project and goals]. We would like to include you on the work team to address [focus of working group].

I have attached a draft work plan for the group which includes a tentative timetable. My hope is that the first meeting can be used to better define the work plan and develop a realistic timeframe to accomplish the tasks. The goal is to implement a redesigned [outcome] for [date] so that [rationale for date]. The [types of recipients of this email] copied on this email are the content experts and have been working toward [outcome] for some time. I look forward to collectively brainstorming on what [focus of working group] at [College Name] can be like in the future.

[Short description of the team's leadership and role in project.] We are inviting you to become members of this team, which would consist of the following members, if you all choose to participate:

- [List of all individuals included on the email and invited to join, along with their titles.]

I would like to hold a kickoff meeting on [date] in [location] from [time] (lunch will be served).

Please confirm your willingness to serve on this work-team as well as your availability for the kickoff meeting on [date]. We do have an aggressive timeline to follow to make substantive changes to [outcome] by [date], but we must adhere to this timeframe in order to meet the requirements of the grant.

To get everyone engaged, I encourage you to review what other institutions are doing. While some of you may be familiar with what other institutions do, I have been reviewing interventions that peer institutions have implemented, including [programs/schools undertaking similar change initiatives with brief sentence linking them to potential focus of the work group]. I encourage you to review this information prior to the meeting on [date of meeting].

I would be happy to answer any questions, should you have any. I look forward to working on this exciting project.

Thanks,

[Key Administrator]

## 9 | Meeting Agenda Example

[Name] Work Team

[Date]

[Time]

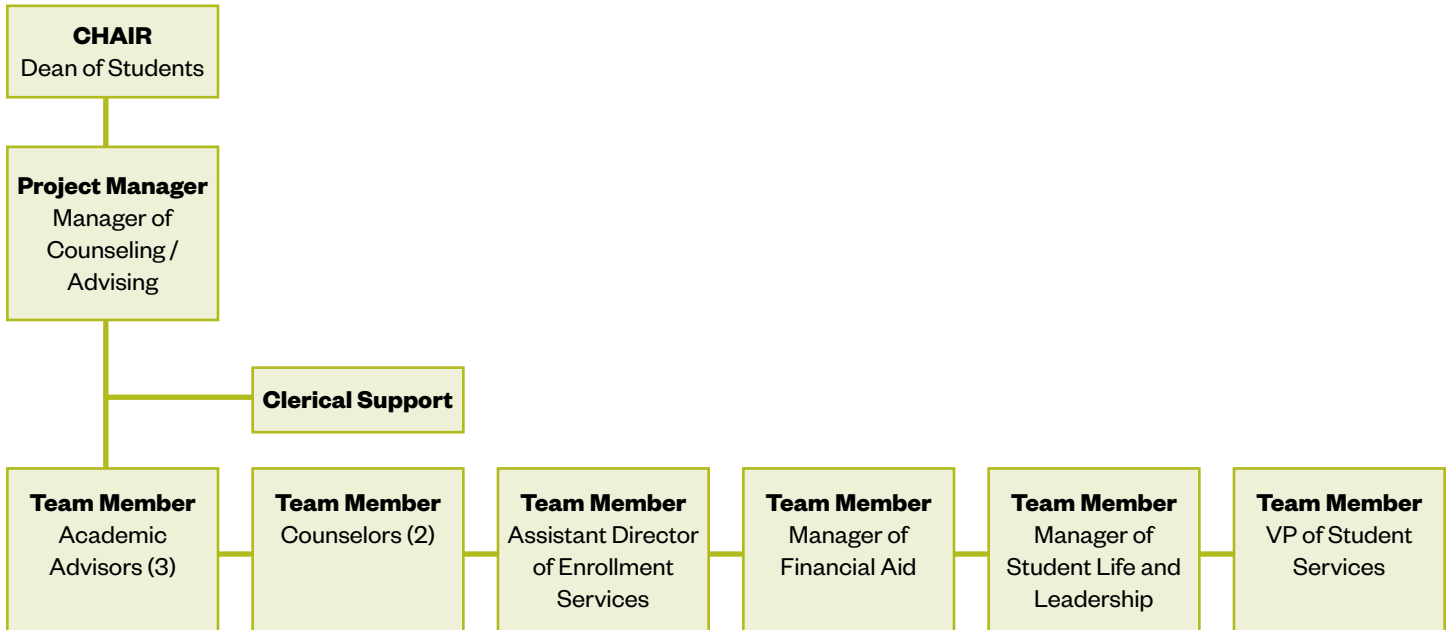
[Location]

### AGENDA

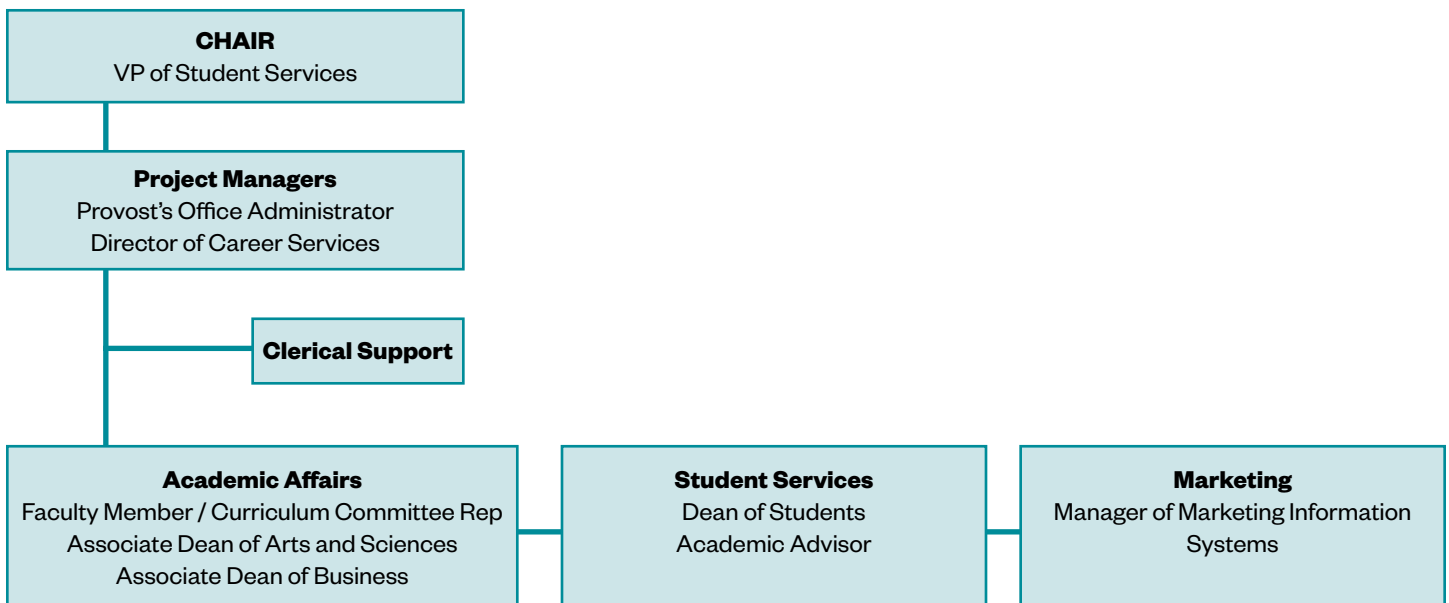
1. Welcome and introductions
2. Review of past meeting minutes
3. Report back on action items from last meeting
  - a. ABC—[name of team member responsible]
  - b. XYZ—[name of team member responsible]
4. Overall work team update
5. Other work team update [if project divided between teams]
6. Institutional project update
7. Project time tracker forms [Remind team members to submit if tracking time and effort on project.]
8. Next steps [Identify action items for next meeting.]
9. Future meeting dates and time
  - a. Next meeting: [date, time, location]
10. Other
11. Adjourn

# 10 | Organization Charts for Macomb's Work Teams

## Orientation Work Team



## Information Review Work Team



# 11 | Old vs. New Entry Process Guide

## Old Entry Process Guide: “7 Easy Steps”

### Admission & Registration—7 Easy Steps

#### Step 1—Admission

- Apply online at [www.macomb.edu](http://www.macomb.edu) or complete an Application for Admission and submit to the Enrollment Office in G Building at South or Center Campus.
- Submit final high school transcript (current high school students may apply without final transcripts).
- (Optional) Submit transcripts from all colleges previously attended.
- (Optional) Attend a “Getting Started at Macomb” workshop.
- For questions regarding the admissions process, please contact the Enrollment Office or visit [www.macomb.edu](http://www.macomb.edu)

#### Step 2—Financial Aid

*This step may be optional*

- Students are encouraged to file for financial aid to help with educational expenses.
- The college participates in a variety of financial aid programs including scholarships, grants, loans, and employment opportunities.
- Complete the Free Application for Federal Student Aid (FAFSA). This can be completed online at [www.fafsa.gov](http://www.fafsa.gov). Macomb’s School Code: 008906
- Please contact the Financial Aid Office at [finaid@macomb.edu](mailto:finaid@macomb.edu) for further information regarding the application process and eligibility requirements or visit [www.macomb.edu](http://www.macomb.edu)

#### Step 3—Photo I.D.

- All new students are required to have a Macomb OneCard Student I.D.
- Following application for admission, go to the Student Life & Leadership Office to have your photo taken (a valid driver’s license/state I.D. is required). Offices are located in G110 at Center Campus, and K251 at South Campus.
- The Placement office will confirm your photo has been taken prior to checking you in for placement testing. You must have your photo taken PRIOR to your placement test.

#### Step 4—Placement Testing

- Most new students to Macomb will be required to complete placement testing in mathematics, reading and English (writing).
- Results will be utilized to recommend courses appropriate for the student’s skill level.
- Students are encouraged to do some preparation prior to testing.
- The Placement Testing office can provide test information and links to Internet practice tests and other resources.
- Some students may be exempt—please consult the Schedule of Classes. Testing will take approximately two and one-half hours.

#### Step 5—New Student Orientation/Course Planning Session

- Following placement testing you must visit the Counseling & Academic Advising Office for your New Student Orientation options.
  - Option 1 New-Student Orientation Online, you must have a minimum reading placement score of 60 or higher

on the COMPASS Test or 38 or higher on the Asset Test. You will need to attend a Course Planning Session on campus following the completion of your online orientation.

- Option 2 New-Student Orientation On-Campus, you will meet with professional staff that will help you become familiar with the college, interpret your placement testing scores, discuss the registration process, and assist with the selection of courses for your first year.
- A list of orientation sessions for students with special needs or for those who do not meet the minimum COMPASS scores required to complete the New Student Orientation Online can be obtained in the Counseling & Academic Advising Office or online at [www.macomb.edu](http://www.macomb.edu) (search Orientation).
- Please consult the Schedule of Classes for additional information.

#### Step 6—Register for Classes

- Following orientation, students are ready to register for classes.
- Students can register online by using WebAdvisor on our website at [www.macomb.edu](http://www.macomb.edu), click on WebAdvisor Login. Tutorials on how to use WebAdvisor and Search for Sections are available on [www.macomb.edu](http://www.macomb.edu) keyword search: Tutorials.
- Registration Statements are available on WebAdvisor. They will also be available at the Enrollment Office upon request with proper photo I.D.
- This registration option allows students to add or drop courses and obtain account balances.
- On-campus Registration allows registration in person and is only offered a few days before the beginning of classes each term.

#### Step 7—Pay Tuition and Fees

- Your tuition and fees can be paid at the time of registration or by the payment due date.
- We accept cash, checks, money orders, MasterCard, Visa, and Discover in person and MasterCard, Visa, Discover, and checks on WebAdvisor.
- Cashier’s office is located at South Campus in G building, room 302; and Center Campus in G building, room 131. Drop boxes are located at the Cashier’s offices during regular business hours.
- Sponsored Billing Authorization forms must be mailed or faxed to the Financial Services office prior to payment due date.

#### Other Things to Consider—Tuition, Fees, and Books

- Please pay particular attention to the due date for tuition and fees.
- Failure to pay by the established date may result in classes being dropped, and you will have to register again.
- The first term you register for a credit class, a Macomb OneCard will be sent to you by mail. Use the card to visit [www.MacombOneCard.com](http://www.MacombOneCard.com) and activate a refund preference.
- Books, supplies and other materials can be purchased through the bookstore or online. Please bring a printout of your class schedule at the time of purchase. Be certain to retain purchase receipts in the event items need to be exchanged or returned.

## New Entry Process Guide: “Easy Start 1-2-3”

### How to Get Started:

# Macomb Easy Start 1-2-3

\*PLEASE NOTE: Starting at Macomb is easy, but it will take more than one day to complete these steps

## 1 Discover Online (at your own pace)

You can always AskAnAdvisor (email/call/visit) if you have any questions during this step.

### Complete an Application

- Apply online at [www.macomb.edu](http://www.macomb.edu) or complete an application for admission and submit to the Enrollment Office located in Building G at either campus.
- Please request an official transcript from all colleges previously attended be sent to the Enrollment Office at Macomb Community College.

### Apply for Financial Aid

- Complete the online Free Application for Federal Student Aid at [www.fafsa.gov](http://www.fafsa.gov). Macomb's School code: 008905.
- The college participates in a variety of financial aid programs including scholarships, grants, loans, and employment opportunities. For more information, please visit Macomb's Financial Aid website at [www.macomb.edu/financialaid](http://www.macomb.edu/financialaid).

### Participate in New Student Orientation

- All students must complete online orientation and cannot do so until the Macomb ID number is issued to the student via their admission letter. It is self-paced and can be completed from any computer with internet access. It will take approximately 30 to 45 minutes to complete. Visit [www.macomb.edu/nso](http://www.macomb.edu/nso).
- Computers are available in the Student Services Labs located at Center Campus in Building H Room 108 and South Campus Building H Room 219. Visit Macomb's website for hours of operation (keyword search: student resources).

### Prepare for the Placement Test

- Students are strongly encouraged to prepare prior to placement testing. For sample test questions, practice tests, or more information, visit [www.macomb.edu](http://www.macomb.edu) (keyword search: COMPASS Resources)
- The Placement Test is not a pass/fail test, although results in writing, reading or math may impact the courses in which you can enroll.

## 2 Connect On-Campus (approximately a half-day to complete the following)

PLEASE NOTE: A valid driver's license/state I.D. is required

### Meet with an Academic Advisor for "Starting at Macomb"

- Visit Counseling & Academic Advising located in Building H at either campus.

### Obtain a Macomb OneCard

- Go to the Macomb OneCard Office to have your photo taken for your Macomb OneCard (student ID). Offices are located at Center Campus Building G Room 110 or South Campus Building K Room 251. Card will arrive by mail two weeks after you register for your first classes.

### Take the Placement Test

- Testing is on campus and given on a walk-in basis. It will take approximately two hours to complete. Placement Testing is located at Center Campus Building H Room 113 or South Campus Building H Room 217. Testing is on campus and given on a walk-in basis. It will take approximately two hours to complete.
- Results in writing, reading or math may impact the courses in which you can enroll.

### Participate in a Course Planning Session

- Following placement testing, meet with a counselor to discuss your placement test results and determine your class options. Go to Center Campus Building H Room 103 or South Campus Building H Room 316.

## 3 Advance at Macomb Online or On-Campus (Could be completed directly after step 2)

### Register for Classes

- Students can register online through WebAdvisor at [www.macomb.edu](http://www.macomb.edu) by clicking on the WebAdvisor Login button. Tutorials on how to use WebAdvisor and how to Search for Sections are available on [www.macomb.edu](http://www.macomb.edu) (keyword search: WebAdvisor tutorial).
- Be sure to carefully review Terms & Conditions which you agree to at the time of registration. ([www.macomb.edu/termsconditions](http://www.macomb.edu/termsconditions))

### Pay for Classes

- Tuition and fees must be paid at the time of registration or by the payment due date. General Payment Information is available on [www.macomb.edu](http://www.macomb.edu) (keyword search: payment)
- Pay online using Check, MasterCard, Visa, or Discover
- Pay in-person using cash, check, money order, MasterCard, Visa, or Discover at the Cashier's office located at Center Campus Building G Room 131 or South Campus Building G Room 302.
- Sponsored Billing authorizations can be submitted to Cashier's Office, faxed to Financial Services office at 586.445.7020, or e-mailed to [regpay@macomb.edu](mailto:regpay@macomb.edu)

### Acquire Books and Supplies

- Books, supplies, and other materials can be purchased or rented through the college bookstore or on our website. Bookstores are located at Center Campus Building P or South Campus Building K.
- Please bring picture ID and a WebAdvisor printout of your class schedule noted as "My Class Schedule/Registration Statement" with you to the bookstore.

### Complete the Introduction to ANGEL

- ANGEL is Macomb's Learning Management System that provides web access to your grades, course syllabus, and materials.
- Visit <https://macomb.angellearning.com> for login information.
- Complete the Introduction to ANGEL for on-ground classes.
- Complete the Introduction to Online Learning for online classes. (keyword search: online learning)

# 12 | Old Academic Catalog vs. New Academic Catalog

## Old Catalog

### EDUCATION: PARAPROFESSIONAL EDUCATION

#### South and Center Campuses

The Education-Paraprofessional Education program provides students with the basic competencies, knowledge, and skills requisite to seek employment in local school districts as educational paraprofessionals. Principles of learning, human growth and development, and instructional strategies for working with special needs students are included. The practicum component gives students the opportunity to directly apply classroom theory in a K-12 educational environment.

To participate in the practicum students must have a criminal background check and physical including a TB test. Student health care is not provided by the college or practicum site.

Students interested in combining the goal of an Associate Degree with further study to become teachers are encouraged to work closely with an academic advisor or counselor to plan their courses. Teacher education programs are highly selective. Academic performance at Macomb (GPA) will be a significant factor in admission to a university program.

#### ASSOCIATE OF APPLIED SCIENCE DEGREE REQUIREMENTS (Minimum 62 Semester Hours)

##### A. Career Preparation and Related Courses

COURSE	COURSE NAME	SUGGESTED SEQUENCE	SEM HRS
EDUC-1010	Paraprofessional Theory & Practice	X	4.0
AND			
ENGL-1180	Communications 1	X	4.0
OR			
ENGL-1210	Composition 1	X	3.0
AND			
PSYC-1010	Introductory Psychology	X	4.0
MATH-1280	Mathematics for Education 1 <sup>1</sup>	X	4.0
AND			
ENGL-1190	Communications 2	X	4.0
OR			
ENGL-1220	Composition 2	X	3.0
AND			
PHED-2070	Wellness-Focus Prevention, Intervention, Treatment of Disease, Illness & Injury	X	3.0
PSYC-2210	Child Growth & Development	X	3.0
ECHS-1580	School-Age Care	X	3.0
ENGL-2640	Children's Literature	X	3.0
SPCH-1060	Speech Communication	X	3.0
ECHS-1520	The Exceptional Child	X	3.0
HUMN-1700	Comparative Religions	X	3.0
AND			
PSYC-2310	Educational Psychology	X	3.0
OR			
POLS-1000	Introduction to American Politics	X	4.0
OR			
SOCY-1010	Principles of Sociology	X	4.0
			42.0-44.0

<sup>1</sup> MATH-1000 is a prerequisite for MATH-1280 but may be waived if student has a college mathematics course comparable to MATH-1000 or equivalent high school college prep course or an acceptable score on a placement exam.

##### B. Arts and Sciences Component .....min 18 sem hrs Refer to Degree & Certificate section online.

- Group I requirement is met by successfully completing ENGL-1180 or ENGL-1210
- Group II requirement is met by successfully completing MATH-1280
- Group III requirement is met by successfully completing PSYC-1010
- Group IV requirement is met by successfully completing HUMN-1700 or ENGL-2640
- Group V requirement is met by successfully completing PHED-2070

##### C. Elective Courses ..... 18-20 sem hrs Suggested Elective Courses

In programs where the combination of required Career Preparation and related courses and Arts and Sciences courses do not equal a minimum of 62 semester hours, an academic advisor, counselor, or program advisor will aid in the selection of appropriate elective courses.

COURSE	COURSE TITLE	SEM HRS
BIOL-1000	General Biology 1	4.0
ECHS-1100	Early Childhood Development	4.0
HIST-####	any History course	3.0-4.0
MATH-1290	Mathematics for Education 2	3.0

PROGRAM DESCRIPTIONS

# New Catalog

Programs

## ASSOCIATE OF APPLIED SCIENCE IN EDUCATION: PARAPROFESSIONAL EDUCATION

**Career preparation and related courses** (require successful completion of a minimum of 62 credit hours)  
 To create an individualized program plan, go to [www.macomb.edu](http://www.macomb.edu) and log-in to WebAdvisor > Current Students > Academic Profile > My Program Plan

CORE COURSES: COMMON DEGREE CORE REQUIREMENTS FOR ASSOCIATE OF APPLIED SCIENCE IN EDUCATION: PARAPROFESSIONAL EDUCATION					
OPTIONAL SEMESTER	COURSE	COURSE TITLE	PREREQUISITE	COREQUISITE	CREDIT HOURS
<b>SEMESTER 1</b>					
-	EDUC-1010	Paraprofessional Theory & Practice	-	-	4.0
<b>SEMESTER 2</b>					
-	ECHS-1580	School-Age Care	-	-	3.0
<b>SEMESTER 4</b>					
-	ECHS-1520	The Exceptional Child	ECHS-1100 or PSYC-2210 or permission of program coordinator	-	3.0
					10.0

## COMMON DEGREE CORE REQUIRED ARTS AND SCIENCES COMPONENT FOR ASSOCIATE OF APPLIED SCIENCE IN EDUCATION: PARAPROFESSIONAL EDUCATION (MINIMUM 36 SEMESTER HOURS)

OPTIONAL SEMESTER	COURSE	COURSE TITLE	PREREQUISITE	COREQUISITE	CREDIT HOURS	
<b>SEMESTER 1</b>						
-	Group I requirement is met by successfully completing ENGL-1180 or ENGL-1210					-
-	ENGL-1180	Communications 1	Placement, or ENGL-0050 or EAPP-1500 with grade C- or better	-	4.0	
-	ENGL-1210	Composition 1	Placement, or ENGL-0050 or EAPP-1500 with grade C- or better	-	3.0	
-	Group III requirement is met by successfully completing PSYC-1010					-
-	PSYC-1010	Introductory Psychology	-	-	4.0	
<b>SEMESTER 2</b>						
-	Group II requirement is met by successfully completing MATH-1280					-
-	MATH-1280	Mathematics for Education 1 <sup>1</sup>	Grade C or better in MATH-1000 or an equivalent college course, or an acceptable score on a placement or prerequisite exam	-	4.0	
-	ENGL-1190	Communications 2	ENGL-1180	-	4.0	
-	ENGL-1220	Composition 2	ENGL-1210	-	3.0	
-	Group V requirement is met by successfully completing PHED-2070					-
-	PHED-2070	Wellness-Focus Prevention, Intervention, Treatment of Disease, Illness & Injury	-	-	3.0	
-	PSYC-2210	Child Growth & Development	PSYC-1010	-	3.0	

# 13 | Old Orientation vs. New Orientation

## Old Orientation




## Things you can expect to learn about today:

- Certificate and Degree requirements
- How the transfer process works
- Resources available to assist with your success here at Macomb
- How to read the Catalog & Schedule of Classes
- How to register for your classes each semester
- What your Placement results mean
- Your first semester class schedule





## New Orientation



# Macomb Community College

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**NEW STUDENT ORIENTATION**

Welcome

Getting Started

Counseling & Academic Advising

Placement Testing

**Student Resources**

Academic Assistance/Learning Centers

Library

Career Services

WebAdvisor

Financial Aid

Campus Publications

Educational Goals

Transfer

Choosing Classes

Enrollment Services

Tuition, Fees & Payment

Textbooks

Macomb OneCard

Your First Semester

Student Rights & Responsibilities

College Policies

Grading Policy

Mobility Policy

Withdrawal Policy

### Student Resources

#### Academic Assistance/Learning Centers

Located in the library at each campus, the Academic Assistance/Learning Centers support classroom instruction with a wide range of video, audio, computer software, books, and laboratory materials. Staff is available to help students determine which resources might be best for their particular need. The centers provide an area for students to study individually or in small groups. Tutor-led study sessions are available for many subjects such as mathematics, biology, chemistry, and physics.



**Hannah Eversole**  
Macomb Student

#### Student Success Seminars

These seminars are offered throughout the fall and winter semesters to assist students in developing academic skills that will support their success in class. Proven techniques are presented about a variety of topics such as time management, test anxiety, and how to take notes during a lecture. The underlying theme of the seminars is to learn to “study smarter, not harder.” The seminars are free and are offered midday and in the evening. Schedules are posted online, in the Academic Assistance/Learning Centers, and in the current schedule of classes. A limited number of sessions run during the summer.

*This practitioner packet was prepared by Shanna Smith Jaggars, Jeffrey Fletcher, and Georgia West Stacey of the Community College Research Center, Teachers College, Columbia University, and by Jill M. Little of Macomb Community College. Funding was provided by The Kresge Foundation.*

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