



the Accuplacer scores to define this cohort were chosen somewhat arbitrarily and should be examined to determine if these criteria can be further refined, we believe that this data provides a good indication that this population of students has a disproportionately low retention rate and is unlikely to succeed in our curriculum. For reasons set forth below, the currently proposed solutions offered by Admissions will not be sufficient to address this issue.

The Appendix includes composite portraits that might help report readers better picture why we in FRST (Firm eq

that students may have received in K-12. As a result, the students cannot meet minimum college level course objectives despite best efforts from students, faculty, and support programs.

We think many of these students would not retain/graduate even if Stockton had new, lower levels of courses in the curriculum or at a community college, although they may and do at times succeed in individual courses at appropriate levels. More of the students might succeed given a combination of lower-level courses appropriate to their current knowledge AND increased support. That support might look, at minimum, like weekly meetings with an Academic Coach and a mandated, supported study hall. It might be like the weekly or twice-weekly support offered by the Skills for Success/Goals program. Perhaps students would be conditionally admitted and required (as one of the conditions) to participate in these

2. \_\_\_\_\_

3. \_\_\_\_\_ in attending one or several semesters, receiving frequently poor grades and a high ratio of constructive criticism to full praise and sometimes describing challenging interactions with roommates, classmates, or other peers and/or challenges navigating the university environment or sadness at being away from their family support.

4.







required (as one of the conditions) to participate in these programs and not allowed to attend in their first term if they did not agree to these conditions nor allowed to continue if not meeting those conditions.

We remind readers that, thus far, there has been no appetite at the University, either from administration or the FRST program, for creating and staffing a program for students with intellectual disability, a new curriculum appropriate for students in the groups defined in this report, or new intensive support structures for such students.

New courses might teach how to write a sentence, complete basic computation problems, or read with middle school level reading comprehension.

A new program or new support staff members might work with students on life skills, like how to turn on a computer, complete a simple Google search, check one's email, count how many days it has been from Feb. 18 to 22, know their mother's name, know their home address, download or complete a voter registration form, or find their classroom.

Not being able to do any one of these things might be ok, and a human moment, but start stacking them, and it is hard to imagine success in a full course load in 16 weeks.

We understand that many of these solutions could not be implemented for the fall 2024 class and so we acknowledge we would need to, for this admission cycle, hope for more success than in the past two years of the plan for identification of, meetings with, and revoked admission for students over the summer.

a page long IU is of accommodations in using things like via much time on tests  
is a 19-year-old female student. She reveals having had a personal assistant and  
pull-out courses in high school. She expresses that her Developmental Math (cap 20), College  
Writing (cap 20) and Critical Thinking (cap 25) courses are big compared to her high school  
courses, and so she feels lost. She is not getting the constant one-on-one help interpreting and  
completing assignments that she got in high school. She spends at least 10 hours a week in the  
Tutoring Center trying to get help



is an 18-year-old male student. He is not sure if he had extra help in high school. He does not want to register with LAP. He gets agitated when people talk to him about his grades and says he is going to do better. He is currently failing Developmental Math, College Writing, and Critical Thinking. He thinks Intro to Crim is going well so far but they have not yet taken the first exam. He seems to have trouble reading and following the directions on his math quizzes. His submitted assignments in Critical Thinking and College Writing are extremely short—like 1-3 sentences when the assignment asked for 500 words or a page or two—and seem to be unrelated or barely related to the assignment prompts. He participates in class, but his contributions are usually not relevant. His peers snickered at his responses on day one, but now seem kind and patient. He picks at his skin and potentially is not eating or sleeping well.

is a 20-year-old student who prefers they/them pronouns. They are social with their peers in class, so much so that initially their faculty members thought their academic problems were a lack of effort/focus. However, when they started meeting their faculty and a tutoring center staff member for one-on-one assistance, the faculty and staff reported that the student retained little of what they did in one session to the next session. They would make progress, but in the next session they would have to mostly start over. They also did not appear to use a planner or calendar and regularly missed meetings. They expressed that college is fun but that the academic work is hard, and teachers do not grade fairly. They say they never had homework and are used to doing much shorter math homework assignments. They do not remember ever authoring a paper over a page long. Their parents want them to play soccer, but their team members complain to the coach that they act like a middle school student. They are not sure whether they are registered with LAP and have not provided their teachers with letters, but when their teachers reach out to LAP, they learn that they are registered.

Heather McGovern

Geoffrey Gust

Emari DiGiorgio

Frank A. Cerreto

Eddie Horan

marcy isabella

Nancy Reddy

Emily Van Duyne

Bob Blaskiewicz

Emily Ryan

Lisa C Youngblood

Lisa S Spector

Thie

Mariam Hussein

Jimmy Hamill

Aleksandra Hultquist

Daniel Al-Daqa

Flora Griffin Hall  
Naheel Naber  
John O'Hara  
Patrick Burns  
Christina Steele  
Patricia McConville  
Kerrin Wolf  
Joe Cirio  
Christine Salvatore  
Francis Nzuki  
Rebecca Mannel  
Pam Cross  
Siobahn Suppa  
Harman Aryal  
Christine Gayda