

LBS College Program Policies & Procedures... Working Towards Consistency



September 2003

College Sector Committee for Adult Upgrading

Project Worker: Dee Goforth

The Initiative

This initiative follows up on discussions which took place at the Provincial Managers' Meeting hosted by the College Sector Committee in June 2002. At that time LBS program policies and procedures were discussed.

In its January 30 message posted on Info-LBS regarding the Continuous Improvement Performance Management System Initiative, the Ministry requested that all LBS agencies have policies and procedures in place for learner involvement starting this year. This includes a learner attendance policy and a process to determine (a) a learner-initiated exit (b) an agency initiated exit and (c) a leave of absence.

The goal of this initiative was to identify areas of consistency across current LBS college policies and procedures and develop samples that reflect that consistency. The samples are intended to provide programs with ideas for further developing or revising their own policies and procedures. It is not the intention of this initiative that colleges adopt identical policies.

There are potential benefits for adopting policies and procedures that are more consistent. One is that it demonstrates co-operation among college LBS programs in the province. Another is that it would increase transparency for different stakeholders. For students who move between colleges, it would ensure a smoother transition. For LBS college managers, it would provide common ground for discussing program issues and statistical information. For practitioners, it would mean that effective strategies for improving student attendance and behaviour could be shared and more easily implemented in all colleges.

The Process

A questionnaire seeking agreement on 22 statements about policies and procedures was distributed to colleges. Sixteen questionnaires were returned and the results were tallied. See **Appendix A** for 'visual snapshot' of the raw data. The raw data was consolidated to show more clearly the degree of support and lack of support for specific policy statements. Please see **Appendix B** (Introduction) for an explanation of how the data was consolidated. Policy statements were generally considered unsupported where 25% or more of the respondents indicated disagreement. All comments made by individual respondents were recorded. The comments provided critical direction for developing the sample policies and procedures.

Summary of Findings

While there were a number of diverse and definite views about what should or shouldn't be in the policies, there was generally strong support for the majority of policy statements (14 out of 22). The supported statements have been incorporated as much as possible into sample policies and procedures on attendance and progress. See **Appendix C** for the sample policies. Please keep mind these policies are intended to provide ideas for agencies to further develop or revise their current policies. A sample attendance contract (**Appendix D**) and a progress contract (**Appendix E**) have been included along with sample letters expressing concerns about attendance. See **Appendices F1** and **F2**.

Some general themes emerged from the comments. The most dominate one was the need for policies and procedures to be flexible. Comments such as "too variable," "very situational," "too individual to include in the policy" or "with exceptions" were frequent. This theme was also reflected in responses to policy statements that referred to specific targets or time frames. Respondents felt that individual programs should have the discretion to make these kinds of designations. Another theme evident in the comments was that policies be respectful and supportive of students. One respondent commented, "We must make sure that our policies are not punitive, rather that they provide enough support and information to help learners develop appropriate skills." A third theme was the concern that additional paperwork and

bureaucracy would result from adopting policies that involved written contracts with students and written letters of warning. One respondent was apprehensive about the implications, "The more time we spend on filling out forms and signing contracts, and then following up on them, the less we have to spend on addressing learners' needs."

The 8 statements that were not supported warrant some discussion since they, too, strongly influenced the development of the sample policies.

They include:

Statement # 19

Allowing students no more than 3 opportunities to demonstrate progress before being exited from the program. (50% disagreement) At least 4 respondents felt that 3 opportunities (at 8 weeks each) were excessive. Others were concerned that there were too many variables to state a specific time frame. The sample policy, therefore, does not specify the number of opportunities.

Statement # 6

Stating how long students should remain in the LBS Program. (43% disagreement) Most respondents felt that this policy statement didn't allow for individual circumstances. Only one respondent felt an absolute limit should be spelled out. The sample policy does not suggest a time limit.

Statement # 3

Asking students to sign agreements and probationary contracts upon joining the LBS college program. (33% disagreement) One respondent felt that this policy was "patronizing and disrespectful." Others felt that this should not happen at the beginning of the program, only when it becomes an issue. The sample policy therefore, does not ask students to sign agreements or probationary contracts. Please note that there was 94 % support for Statement #7, which states that students' responsibilities for attendance and progress be covered in orientations sessions or upon admission. This would appear to be an appropriate and sufficient approach at this stage in the student's program.

Statement # 5

Granting a leave of absence of up to 3 months to work out personal problems. (33% disagreement) Respondents' comments do not reveal a rationale for their lack of agreement for this statement. It may, however, be due to the specific amount of time suggested for the leave, i.e., 3 months. At least one respondent felt that exiting and restarting students was better than granting a leave of absence. The sample policy does refer to a leave of absence, since it is mentioned in the Ministry directive, but the suggested timeframe is left to the discretion of individual colleges.

Statement # 20

Allowing students who make steady or poor progress to stay in the program for at least a period of 2 years. (29% disagreement) One respondent asked what 'poor progress' was. Another felt that part-time and evening students might need more time. A third respondent pointed out that some programs tapped into bursaries and that flexibility was needed. The sample policy does not specify a time period.

Statement # 22

Specifying appropriate classroom behaviour. (29% disagreement) Respondents provided a number of comments detailing their concerns about this statement. Student conduct/behaviour is already covered by colleges' overall policies and it appears that there is no need to include it again. Respondents further felt that issues related to the use of cell phone, head phones, food in the classroom should be left to the discretion of individual colleges. For that reason, the sample policy does not deal with student behaviour explicitly. Rather it makes a brief reference to it in the introduction. **Statement # 14**

Issuing students no more than 3 warnings before exiting them from the program for poor attendance. (27% disagreement) One respondent felt that one warning was sufficient, while another mentioned that his/her program has a five-step process in place due to the high risk nature of the learners. Two

respondents felt that attendance needed to be considered on an individual basis. The sample policy does not spell out a specific number of warnings.

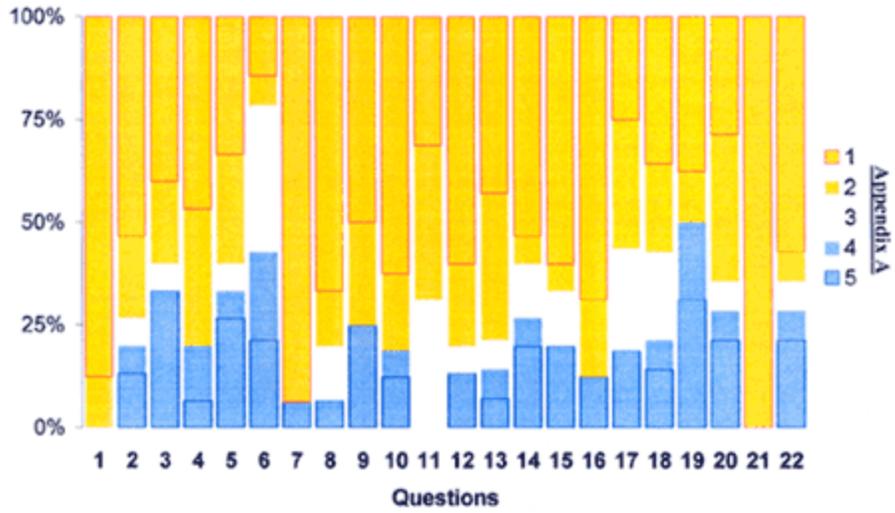
Statement # 9

Issuing a warning to students who miss three consecutive days without notifying the office. (25% disagreement) One respondent felt that 3 days represented too short a period and that one week was better. Another felt that if students know about the expectations in advance, 3 consecutive days were too many. A third felt that this should be left to the discretion of the colleges. The sample policy does not spell out a specific number of warnings.

Finally, there was one statement which had strong support (80%), but was not able to be incorporated into the sample policy. **Statement # 8** proposes that students have an opportunity to evaluate the policies or have input into them. One respondent expressed concern about the logistics of doing this with a continuous intake situation. Another asked how input from learners could be vetted, if the policies are set by the Ministry. A third, however, commented that this type of feedback is very important. It is therefore recommended that LBS college students be given opportunities to evaluate program policies on attendance and progress and provide input into them.

Please Note: A final appendix (**Appendix G**) was added after the project findings were shared and discussed with college managers. **Appendix G** describes an innovative and effective strategy that seeks to identify learners at risk. It was developed by Gloria Joannis-Romaniuk, LBS/OBS Co-ordinator of Northern College. The strategy uses an evaluation tool designed to enhance the self-direction skills of learners. It provides them with an opportunity to reflect on their own personal circumstances and how these circumstances affect their participation in the program. It encourages learners to take responsibility for their action. In that regard, it also serves as an effective approach to retention. Above all, the strategy is sensitive to and highly respectful of learners.

Appendix A Responses to Policy Statements



Appendix B

LBS Program Policies and Procedures - Questionnaire Results

Introduction: A scale of 1 to 5 was used to indicate level of agreement to twenty-two statements about LBS College Program policies and procedures, with number 1 indicating a high level of agreement and number 5, a high level of disagreement.

Sixteen colleges responded. Feedback to the questionnaire was tallied in the following way: Agreement (**A**) is indicated by combining **1's** and **2's** as a percentage. **N** indicates the percentage of **3's** or neutral responses. Disagreement (**D**) is indicated by combining **4's** and **5's** as a percentage. All comments are recorded.

Part A Statements related to general policies	A	N	D	Comments
1. LBS students' responsibilities with respect to attendance, progress and behaviour should be clearly stated in the policy.	100%	0%	0%	<ul style="list-style-type: none"> • Progress is not always aligned with intent. • Behaviour is sufficiently covered by college policies. • Behaviour is covered in college wide book of students' rights and responsibilities. • Individual colleges should explain, calling in absences, 3 days discontinued, student alerts, meeting with Dean
2. Solutions to poor attendance, lack of progress and inappropriate behaviour should be included in the policy.	73%	7%	20%	<ul style="list-style-type: none"> • Responses (not solutions) • Consequences should (not be included in the policy) but be spelled out. • Not necessarily solutions, but rather a process for problem solving . • Make general reference to range of responses possible. • These are individually determined.
3. LBS Students should make a commitment to the program (attend regularly, make satisfactory progress and behave appropriately) in writing, e.g., sign a Participation Agreement or Probationary Contract, once they have decided to join the program.	60%	7%	33%	<ul style="list-style-type: none"> • Only when it becomes an issue... not at the beginning. • I find this blanket policy patronizing and disrespectful. Contract only those where the issues lie. • Maybe we should rename it 'jail'. • Progress needs to be discussed. • Assume positive until proven otherwise. • These items should be spelled out in orientation sessions. • Do you do that when you join something?

Appendix B - continued
LBS Program Policies and Procedures - Questionnaire Results

<p>4. Students who are exited from the program by the college for attendance, progress or behavioural problems and who later re-apply should be asked to document why they should re-admitted.</p>	80%	0%	20%	<ul style="list-style-type: none"> • I ask them to verbalize it so asking them to put it in writing isn't a big issue. • Yes, through an interview process . Students should be accountable. <ul style="list-style-type: none"> • Let's make it really bureaucratic and unfriendly; discourage them for coming back. <ul style="list-style-type: none"> • Not document...justify • We're already deluged with red tape.
<p>5. A leave of absence granted to students to work out personal problems should not exceed 3 months.</p>	60%	7%	33%	<ul style="list-style-type: none"> • Don't know • With exceptions • Student might need to be re-assessed anyway. • The leave of absence notions is just another bureaucratic thing - better to exit and restart.
<p>6. The policy should state how long students can remain in the LBS program.</p>	21%	36%	43%	<ul style="list-style-type: none"> • This doesn't allow for individual circumstances, i.e., special needs, slow learners, steady but not fast progress. • Individual circumstances may make this impractical. • Unclear of what this means - an attendance policy . <ul style="list-style-type: none"> • Very situational • An absolute limit should be spelled out. <ul style="list-style-type: none"> • Depends on student commitment • Progress and attendance are the main determiners. <ul style="list-style-type: none"> • Can't hold spot if waiting list • Too individual to include in the policy
<p>7. Students should be made aware of policies during orientation or upon admission.</p>	94%	0%	6%	
<p>8. Students should have an opportunity to evaluate the policies or have input into them.</p>	80%	13%	7%	<ul style="list-style-type: none"> • As a group • If the policies are set by the Ministry, how is the input from the learners vetted? <ul style="list-style-type: none"> • Feedback is very important. • Every student? Frequency? How recorded? These questions beg to be answered with continuous intake programs if this is to be accomplished fully.

Appendix B - continued
LBS Program Policies and Procedures - Questionnaire Results

Part B: Statements Related to Attendance	A	N	D	Comments
<p>9. Students who miss at least three consecutive days without notifying the office should receive a warning or be put on alert.</p>	75%	0%	25%	<ul style="list-style-type: none"> • Not sure an alert should occur for a first infraction • Should enter into a first discussion with appointed position. • But not written at this point • 3 days too short a period - 1 week better • If told expectations in advance, 3 consecutive days are too long. Again, exceptions may apply. • Or receive a friendly call! • Leave to college's discretion.
<p>10. Students who miss 80 % of their scheduled classes within a month should receive a warning or be put on alert.</p>	81%	0%	19%	<ul style="list-style-type: none"> • 70% in the winter months (flu, weather, etc.) • I would hope a warning would occur before a month is up. • I don't like the word warning - better to advise of not meeting expectations. . • These are students on the way out. • Too long • They should receive encouragement (not be put on alert) • Or receive a friendly call! Too cut and dried
<p>11. Students should receive warnings for poor attendance in writing.</p>	69%	31%	0%	<ul style="list-style-type: none"> • If there's a way of doing this without more work for administrative staff . • Always • Only if necessary to start process • First contact by telephone, after second call, then send written notice. • Issue with delivery of notice if student isn't there.
<p>12. Students should sign contracts and/or be put on alert if they continue to have poor attendance</p>	80%	7%	13%	<ul style="list-style-type: none"> • No, they should be exited. • Contracts are important. • Attendance needs to be discussed and plans put in place, e.g., shift work.

Appendix B - continued
LBS Program Policies and Procedures - Questionnaire Results

13. Students who have signed a contract or have been put on alert should be monitored weekly.	79%	7%	14%	<ul style="list-style-type: none"> • Again, who has the time? • Good concept but, by whom. • We do this bi-weekly • But who has the time? • If at all possible • Monitored weekly for one month • For what purpose? • I think all students should sign
14. Students should receive no more than 3 warnings for poor attendance before they are exited from the program.	60%	13%	27%	<ul style="list-style-type: none"> • One warning is sufficient. • Circumstances? • Within a time frame • There should be a process - currently we have 5 steps due to the high risk of our learners. • 3 to 6 months... or placed on a waiting list • 3 too many if in writing • Attendance needs to be individually considered.
15. Students who are exited because of poor attendance should have to wait until the next semester or at least three months before they re-apply.	67%	13%	20%	<ul style="list-style-type: none"> • Plus show evidence that they will not offend • What if it's a day care or funding issue that is resolved in two weeks. • Some flexibility needs to be available. • A lot of paperwork to not do this. • 6 months • Too complicated because they may miss certain subjects only. • Need to know reasons, weigh significance, put plan in place • Depending on the resolution of the problem that caused the absence.
Part C: Specific Questions Related to Progress	A	N	D	Comments
16. Most LBS students who attend on a regular basis should be expected to make reasonable progress within a four-week period.	88%	0%	12%	<ul style="list-style-type: none"> • Reasonable based on the individual • Depends on the subject level of the student • Taking individual needs/differences into account. • Meaningless. • Too variable • Need to be able to respond to individual

Appendix B - continued

LBS Program Policies and Procedures - Questionnaire Results

<p>17. Students, who repeatedly fail to make progress, even after interventions, should sign a progress contract.</p>	56%	25%	19%	<ul style="list-style-type: none"> • Not as a next step • May be issues out of their control. • Depends on definition of progress • What, commit to being smarter in the future? • Too variable
<p>18. The progress contract should give the student at least 8 weeks to demonstrate a reasonable amount of progress.</p>	58%	21%	21%	<ul style="list-style-type: none"> • 4 would be better • Depends on individual circumstances. • Some students are much more capable - should see reasonable progress in 4 weeks. Others may require 8. • Difficult to track this with continuous intake. • A good idea • Too long if small chunks of learning measured • Too variable • Not 8 weeks, but a reasonable amount of time.
<p>19. Students should receive no more than 3 opportunities to demonstrate progress before they are exited from the program.</p>	50%	0%	50%	<ul style="list-style-type: none"> • No, one will do • 3 opportunities seems a little excessive at 8 weeks each • Individual situations may make this impractical . • Yes we look at 3 planners (6 weeks). • Where appropriate, referred to other help • As a general policy.. .allow some discretion. • Too many . • N/A • Too variable • Conflicts with other processes.
<p>20. As a general guideline students who make poor but steady progress should be allowed to remain in the LBS program for at least a period of 2 years.</p>	64%	7%	29%	<ul style="list-style-type: none"> • Don't know. • I'm not sure • Some programs tap into bursaries. Flexibility! • This would need to be looked at on an individual basis. • Really depends on individual- at least one year. • What is 'poor' progress? • Monthly review • Part-time learners/evening learners may need more. • Depending on attendance and other factors

Appendix B - continued

LBS Program Policies and Procedures - Questionnaire Results

Part D: Specific Questions Related to Behaviour	A	N	D	Comments
21. LBS students are expected to abide by the overarching College Policy on behaviour.	75%	0%	25%	<ul style="list-style-type: none"> • Absolutely! • Definitely
22. To avoid disrupting their classmates, students should be punctual, refrain from bringing food/coffee into the classroom, talking loudly or using cell and head phones.	81%	0%	19%	<ul style="list-style-type: none"> • I can live with this (coffee in the classroom). Who can work without it? • Head phones and food and coffee are allowed. • These are overall college policies with the exception of coffee or beverages at the desk. Nothing is allowed in labs. • We allow coffee in the main classroom (they are adults). We ask people with cell phones to make the ring silent and to leave the room if they wish to respond to a call. In certain circumstances we allow students to listen to music on head sets provided that no one else can hear it and if it is seen to aid the student in working independently. No food or drinks are allowed in the science lab or the computer lab. • Cell phones (for emergency) • Need to separate out issues/need to accommodate. • Coffee is OK, headphones might be OK. • Must follow college rules re: food and behaviour but be flexible (though established agreed upon expectations) around attendance and punctuality • This should be up to practitioners and to the circumstances of the program and learners.

Other comments:

- We must make sure that our policies are not punitive, rather that they provide enough support and information to help learners develop appropriate skills.
- Our students have too much going (for policies) to be rigid, yet expectations need to be established, managed, negotiated as part of the learning.
- Good survey questions.
- I am reluctant to endorse the proliferation of paper trails that are implicit in some of the suggestions made in this survey. The more time we spend on filling out forms and signing contracts, and then following up on them, the less we have to spend on addressing learners' needs.

Appendix C

Sample LBS College Attendance and Progress Policies

Introduction:

Regular attendance, steady progress according to individual ability and appropriate conduct are three indicators that show LBS students are committed to the program and are achieving success. A problem in anyone of these areas could indicate the student is at risk. The program makes every effort to support students in these three areas and has policies in place to ensure that concerns with attendance, progress and behaviour are identified as early on as possible. The policies outline the responsibilities of the student and the process for identifying and resolving concerns. The policies also outline options for students who cannot meet their responsibilities even after a number of interventions have been tried.

ATTENDANCE POLICY

Good attendance is key to student success. The program recognizes that adult students have many demands that may make good attendance a challenge. Every effort will be made, therefore, to help accommodate students' busy schedules and family responsibilities.

Students' Responsibilities

1. To attend scheduled classes. (suggest 80% as a general guideline)
2. To attend the times and classrooms indicated on their timetable.
3. To attend each class for the full amount of time.
4. To notify the office at ____ if they cannot attend a class. The answering machine is available 24 hours a day.
5. To turn in their attendance cards.

Options for Students Experiencing Problems with Attendance

If students do not or cannot meet their attendance responsibilities, they have a number of options:

(a) **Timetable change** - A flexible schedule that includes reduced hours or changed times can be arranged in consultation with the Program Advisor and the involved faculty.

(b) **Leave of Absence** - Students who are experiencing personal problems or have an employment conflict may be granted a leave to address the problems. Students are required to notify the office of their intention to return.

(c) **Voluntary Withdrawal from the Program** - If the student and the Program Advisor are not able to determine a solution to the attendance problem, the student may choose voluntary withdrawal. Students selecting this option may be able to re-enter the program (at the beginning of next semester, when a space becomes available or.....)

Process

1. Students who have not attended for consecutive days and have not notified the office will be asked to see the Program Advisor or scheduling staff to discuss this concern.
2. Students who are consistently attending less than 80% of the number of hours identified on their timetable will be referred to the Program Advisor.
3. Students who have (a) received a timetable change or (b) returned from a leave of absence and are still not fulfilling their commitment will be referred to the Program Advisor for a second interview. At this interview the preceding three options will again be discussed. If the student decides to continue in the program, s/he may be asked to sign an Attendance Contract.

4. Students who have signed an attendance contract but continue to exhibit poor attendance may be asked to withdraw. Students withdrawn by the college may not be eligible to re-register in the program for . They may be asked to justify why they should be re-admitted.
5. Students who wish to appeal their withdrawal for any reason can make an appointment with the Dean.

Staff Responsibilities

1. Referrals to the Program Advisor for poor attendance may be made by the support staff or the person responsible for attendance. Teachers are also responsible for identifying students who are having problems attending on the weekly Progress Review lists.
2. The Program Advisor in conjunction with the appropriate support staff will maintain a list of students who are on leave and students who have signed an attendance contract.

PROGRESS POLICY

The focus of the LBS Program is to help students make progress towards achievable and realistic goals. It is particularly important that students going on to a post secondary program make measurable progress within the time frames identified in the course outlines. Inability to make the required progress may be caused by several factors, but it is the responsibility of both the student and the teacher to identify problems as quickly as possible and work with the Program Advisor to develop effective options.

Students' Responsibilities

1. To work with teacher to establish realistic target dates for completing assignments.
2. To submit assignments on time.
3. To attend all progress meetings.
4. To notify the teacher of any problems affecting progress and implement any suggestions made by the teacher.

Options for Students Experiencing Problems with Progress

- a. **Timetable change** - A flexible schedule that includes reduced hours or changed times can be arranged in consultation with the Program Advisor and the involved faculty.
- b. **Redirection** - Students may need to change their goals and/or the route to their goals.
- c. **Additional Support** - Students may need additional help through peer tutoring or review of study skills.
- d. **Leave of Absence** - Students who are experiencing personal problems or have an employment conflict may be granted a leave of absence to address these concerns. Students are required to notify the office of their intention to return.
- e. **Voluntary Withdrawal from the Program** - If the student and the Program Advisor are not able to determine a solution to the lack of progress, the student may choose voluntary withdrawal. Students selecting this option may be able to re-enter the program (at the beginning of next semester, when a space becomes available or.....)

Process

1. Students making no progress within a negotiated time period (suggest 4 to 8 weeks as a general guideline) may be asked to meet with the Program Advisor to review their goals and develop a plan of action.
2. If progress continues to be a problem, students should make an appointment with the Program Advisor to discuss other options.

3. If other options do not work, the student may be asked to sign a **Progress Contract** and remain on that contract until sufficient progress is made.
4. Students not fulfilling the terms of their Progress Contract may be asked to withdraw at the end of the semester.
5. Students who wish to appeal their withdrawal for any reason can make an appointment with the Dean.

Staff Responsibilities

1. Teachers will review the progress of all students monthly. Students who have made no progress during their negotiated time period, have written no tests or have not been successful in the tests they have written may be referred to the Program Advisor. Teachers may also check the student's goal at this time.
2. The Program Advisor will consult with teachers and see the student as soon as possible to discuss possible options. The teachers will be kept informed of any decisions and may be asked to participate in meetings with the student.

Appendix D

Sample ATTENDANCE CONTRACT

I, _____, ACKNOWLEDGE my responsibilities as an LBS student enrolled in the Program at College.

I UNDERSTAND that regular attendance is an important commitment I must make in order to reach my personal and academic goals.

I AGREE to follow my timetable and attend the number of hours and days indicated on that timetable.

I AGREE that I will attend all classes that I am scheduled to take on a regular and uninterrupted basis.

I RECOGNIZE that if I do not adhere to the above conditions, I may be asked to withdraw from the _____ Program.

I, _____, AGREE to attend hours each week on a regular basis.

STUDENT

DATE

PROGRAM STAFF

DATE

Appendix E

Sample PROGRESS CONTRACT

Student Name:

Date:

Goal:

Subject:

Teacher:

I have discussed my goal and current rate of progress with the Program Advisor. I understand that my rate of progress is not enough to reach my current goal and succeed in my future studies. I will do my best to complete the following units by _____ .

I understand that I have a follow up interview with the Program Advisor on at which time we will review my progress and identify learning tasks for the following month.

COMMENTS:

STUDENT

PROGRAM ADVISOR

FACULTY

Appendix F1

First Letter of Concern

Date:

Dear Student:

We are concerned about your attendance in the LBS Program.

We would like to remind you of the importance of regular attendance and of your commitment to attend on a regular basis. While you may have valid reasons for being absent, it is necessary to notify the office. Self-management skills such as responsibility, commitment to program and positive attitude are contributing factors to achieving success in the program. We want you to be successful.

Please make an appointment with the Program Advisor at the **first possible opportunity** to discuss your attendance. The Program Advisor will work with you to find a satisfactory solution such as a schedule change or a leave of absence.

Yours truly,

Appendix F2

Second Letter of Concern

Date:

Dear Student:

Your attendance in the LBS Program continues to be unsatisfactory.

You are required to make an appointment with the Program Advisor at the **first possible opportunity** to discuss your continuing problems with attendance. The Program Advisor will again work with you to find a satisfactory solution.

You may also be required to sign an **Attendance Contract**. If so, your attendance will be closely monitored each week for a period of.....

Yours truly,

Appendix G

Check Point Overview

The faculty meets at the end of each month to discuss the Rates of Progress data on every learner. At this meeting, faculty identify the at-risk learners who may need support, a new goal, encouragement, counseling, etc. These learners are tagged for a checkpoint interview (usually 2 or 3 learners). In order to avoid any labeling, we also tag 2 or 3 learners who are doing very well.

The 6 or more interviews are scheduled within the next 4 to 6 days. Learners receive the letter and the form a few days prior to the checkpoint date.

To date, the interviews have been most informative and valuable to both the learners and the instructors. Some learners may have few items checked off on the form, so the form is completed during the interview (some learners like the consultation process before identifying their needs or barriers). More importantly, the learner leaves the interview with a good plan of action. Those learners with an excellent rate of progress usually leave with a sense of satisfaction feeling their hard work is recognized and that their opinions are appreciated.

Some learners have received a checkpoint notice as early as 4 weeks into the Program; others may receive a checkpoint notice 3 months after their start. What counts is that learners sense the checkpoints are randomly selected and that they are positive in nature. Everyone gets a checkpoint at some time or other. Some get two or more, but in these instances the learner has agreed to meet again.

Checkpoints may occur before the monthly meetings if the need arises. No learner ever gets discontinued or placed on probation after a checkpoint. These measures result only after a series of personal interviews and/or planning meetings with the learner, the faculty and the coordinator.

COLLEGE & CAREER PREPARATORY STUDIES PROGRAM

To: _____

At different times during your enrollment in the LBS/OBS Program, checkpoints will be scheduled to determine your level of satisfaction. The checkpoints are designed to signal that everything is working well or that support is required for improvement. They also help us find ways in improving our service to you.

The Program recognizes that many factors affect adult learners who return to school. Although learners may be highly motivated, barriers can sometimes interfere with the best of intentions and make things more difficult than expected. We also acknowledge that goals may change due to new circumstances in a learner's everyday life.

The Program goal is to provide assistance as soon as possible to the learners who are experiencing problems and to encourage every learner to carry on. We can only do this if we communicate with the learners, and we feel the checkpoints provide a great opportunity.

Attached is a checkpoint form that we would like you to complete. The information will make the checkpoint interview more focused on the level of activity that is occurring and, if necessary, more focused on the supports essential to your success. You may have very little information to check off on the form and that is all right. We do not wish to suggest there are problems if there aren't any.

All learners in the LBS/OBS Program get checkpoints during their stay in the Program, and the information you provide is kept confidential.

Your checkpoint appointment with the Program Coordinator is scheduled below. Please reschedule within the next 3 school days if the time and date are inconvenient to you.

Day: _____ Time: _____

I am looking forward to your feedback on the Program.

Gloria Joannis-Romaniuk, LBS/OBS Program Coordinator

Appendix G

CHECK POINT EVALUATION FORM

1. My present interest in the LBS/OBS program is best described as

- High Moderate Fading In trouble

2. My program progress to date is best described as

- Faster than planned On track Slower than planned

3. My attendance to date is best described as

- Acceptable 80% or better Border line 70% Below 60%

4. My progress and success to date is due to the following: (Check all the items that apply to you.)

- | | |
|--|---|
| <input type="checkbox"/> The training offered in Program Readiness | <input type="checkbox"/> Program support(s) |
| <input type="checkbox"/> Faculty support | <input type="checkbox"/> Early success |
| <input type="checkbox"/> Family support | <input type="checkbox"/> Staff support |
| <input type="checkbox"/> Personal discipline | <input type="checkbox"/> Agency support |
| <input type="checkbox"/> A manageable routine | <input type="checkbox"/> A strong desire to succeed |
| <input type="checkbox"/> Previous level of schooling | <input type="checkbox"/> Homework |
| <input type="checkbox"/> Minimal stress and anxiety | |

Other _____

5. My program would continue to be successful or it would improve if the following action(s) were taken. (Check all of the actions you are interested in discussing.)

- | | |
|--|---|
| <input type="checkbox"/> A new timetable | <input type="checkbox"/> Fewer hours in the program |
| <input type="checkbox"/> More hours in the program | <input type="checkbox"/> A leave of absence |
| <input type="checkbox"/> A tutor | <input type="checkbox"/> A different goal |
| <input type="checkbox"/> Better work habits | <input type="checkbox"/> Improved punctuality |
| <input type="checkbox"/> More focus | <input type="checkbox"/> More direction/help |
| <input type="checkbox"/> Counselling | |

Other _____

6. The following is affecting my performance and effort in the LBS/OBS program. (Check all the items that apply to you.)

- | | |
|--|---|
| <input type="checkbox"/> My health | <input type="checkbox"/> A family member's health |
| <input type="checkbox"/> Job expectations | <input type="checkbox"/> Financial pressures |
| <input type="checkbox"/> Personal problems | <input type="checkbox"/> Medical drugs |
| <input type="checkbox"/> Time management | <input type="checkbox"/> Family obligations |
| <input type="checkbox"/> Lack of support | <input type="checkbox"/> Sponsor pressures |
| <input type="checkbox"/> Peer pressure | |

Other _____

7. Check one of the following statements as the closest to how you feel about your LBS/OBS commitment to date.

- The work is manageable, the progress is satisfactory and my goal still appears achievable.
- I'm not getting much work done, the progress is slower than what I would like and achieving my goal is not a sure thing.
- I can't get the work done, there's hardly any progress and I'm thinking of dropping out.