
PASS Guideline

1.0 Program to Assist Student Success (PASS) Program

Early identification of issues and connection to timely supports can make all the difference in student success. New Brunswick Community College (NBCC) students who are experiencing barriers to academic success are identified early and are connected to a range of supports within the College through PASS including advising, academic coaching, counselling, and strategic referral.

PASS is a collaborative approach between Academic Development and Student Development. Instructors and Academic Chairs assist students in making connections with supports and services available through NBCC's Student Development department.

2.0 Objectives of the PASS Program

- To provide prompt and discreet intervention by an instructor (front-line), regarding a student who demonstrates at-risk academic performance and/or demonstrates behaviours of concern
- To quickly refer a student who is demonstrating or expressing difficulties. This means informing the student of the supports and services available and then connecting the student to that appropriate resource.
- To document that a student who is not meeting academic or behavioural expectations has been offered timely supports and services.

3.0 Roles

3.1 Role of the Student Services Team

The Student Development team member receiving the notice will reach out to the student via email to request they book a time to meet with them and/or join one of their group sessions which may be appropriate for the student's needs. Additionally, the team member may assist the student and/or refer the student to an external agency.

3.2 Role of NBCC Leadership

Each NBCC leader is encouraged to provide endorsement, awareness, encouragement, support, and sponsorship for the PASS program's successful implementation. This will include all phases of the PASS program, including the planning, organizing, implementing, and evaluation stages.

3.3 Role of Faculty

The success of the PASS program begins with faculty. It is anticipated that all instructors will:

- Familiarize themselves with the PASS referral process and the referral sources within Student Development.
- Monitor student performance and behaviours that suggest or indicate that academic success is at risk (See [Appendix A](#)).
- Respect students' right to confidentiality

- Work collaboratively with the student, the Academic Chair, and members of the Student Development team.

3.4 Role of Student

The PASS referral program was created for students to recognize:

- Academic success is possible and proactive steps must be taken when it is at risk.
- There are a variety of reasons that can lead to academic difficulties.
- Help is available from the NBCC team

4.0 PASS Procedures

1. In most cases, an instructor is the first person to initiate contact with a student to address any concern(s).
 - The instructor may wish to lead with, “I have been concerned about you lately...,” stating why and using examples.
2. If the student and instructor feel the issue can be adequately addressed between them, a PASS form should be completed with the student to document the concern and any action(s) taken.
3. If the instructor or student feels that they wish to proceed with a referral to Student Development, continue with these steps.
 - The instructor may wish to ask the student, “Can I help you make a connection with our Student Development team? The members of this team will help you define and address issues that are affecting your academic success.”
 - If the student wishes to proceed with a referral, the instructor completes the PASS form.
 - Give the student the link to the Student Development Resources available. <https://nbcc.ca/student-services>. This contains information about services, and contact information as well as a link to book an appointment.
4. Inform the student that a member of the Student Development team will contact the student. (Instructor should verify that the email address for the student is accurate.)
5. Following the referral, Student Development Team members will share information if the student has given consent. Every attempt will be made to ensure that instructors receive timely information necessary to support a student.
6. If the student and instructor feel the issue cannot be adequately addressed between them, or if there is a concern of repeated misconduct or possible major misconduct a PASS form should be completed and indicate a Formal Student Assessment process to be completed.

Note: At the discretion of either the Academic Chair or Manager, Student Development, a copy of the PASS form may be placed in the student’s official record.

5.0 How to Submit a Referral

1. Fill out the form under the [INSTRUCTOR’S TOOLKIT PASS REFERRAL](#) section of the NBCC Library Website. The PASS Response team will receive the form and triage to the student, the owner within Student Development, and copy the initiator via CC.

Unsuccessful Referrals

NBCC hopes that all students referred through the PASS program will meet with a member of the Student Development team; however, should this not be the case, instructors should continue to meet with at-risk students to conduct conversations of concern and offer PASS or other means of referral for help. These should be recorded with the student copied in.

Instructors should notify the Academic Chair of their concerns. The Academic Chair may want to meet with the student to explore if sources of help are being pursued by the student. It is worth noting that assistance with Student Development can be strongly recommended, but not enforced. Many students have additional sources of supports and services available to them within their community. PASS is not punitive or judgmental and ultimately the student can choose to accept the supports or not.

6.0 Other Related Documents

[PASS Referral Form](#)

Appendix A

Signs a Student may benefit from a referral (via PASS) to Student Development (some examples):

Academic Performance On-Going Issues:

- Inadequate academic performance – instructor recommends formal meeting with Academic Chair
- Repeated absent or late despite prior discussions - Instructor recommends formal meeting with Academic Chair

Academic Performance:

- Student is having difficulty organizing and/or prioritizing work - missing deadlines consistently
- Student is consistently asking/needing additional help, not able to apply previous learning
- Student has made inappropriate outbursts or negative comments, lack of self-control in the learning setting, even after being spoken to about their behaviour
- Student has expressed that they had "help" or supports in their learning in the past
- Student has shared with their Instructor that they had accommodations in High School or another academic setting
- Student is experiencing apparent distraction, lack of focus -difficulty staying on task
- Student is expressing anxiousness about tests, assignments and/or failing
- Student is performing poorly on tests (though in-class work suggests they are working hard and understanding/applying concepts successfully)

Academic Integrity:

- Second possible violation of Academic Integrity Policy, formal assessment meeting required
- Plagiarism- Student is suspected of plagiarism and must meet with Academic Chair
- Plagiarism - Student requires session (by NBCC Library Services) on avoiding plagiarism
- Student requires session (by NBCC Library Services) on using citation
- Student requires session (by NBCC Library Services) to improve poor research skills

Student Conduct:

- Student wishes to pursue a formal complaint (under the Student Issues and Complaint policy)
- Student disputes an allegation (either minor misconduct and/or academic integrity)
- Student has continually/additionally violated the Academic Integrity policy following coaching and development opportunities
- An instructor has become aware of a potential major Student Code of Conduct violation
- Possible major violation of Student Code of Conduct Formal Meeting Required

Wellbeing:

- Student is expressing personal issues - family, children, or having a hard time financially
- Student has excessive feelings of stress making it hard for them to focus
- Student missed a lot of time unexpectedly or without reasonable explanation
- Student shows disengagement with program/coursework, lack of interest, wrong program choice, or unsure of career path or direction
- Student is feeling overwhelmed and can't cope; displays emotional outbursts such as crying, anger, aggression, etc.
- Student disclosed they are generally having difficulty functioning but can't explain why
- Student disclosed a mental illness or general statement concerning wellness/wellbeing

Social Economical Support:

- Student is looking to be connected with 2SLGBTQIA+ community or support
- Student is looking to be connected with international student support
- Student is looking to be connected with resources offered for First Generation students
- Student is looking to increase their own awareness of Social Justice, Equity, and Inclusion topics
- Student looking to be connected with Indigenous Peer support
- Student has a question about Indigenous Sponsorship or funding
- Student is looking for information regarding Indigenous culture
- Student wishes to speak to Indigenous Service Advisor (ISA) about barriers they are experiencing
- Student is looking or information on scholarships or bursaries
- Student has expressed need for emergency funding/aid
- Student has expressed they are struggling with food insecurity
- Student has expressed they are experiencing financial challenges and are looking for info on financial supports
- Student is waiting on laptop funding or experiencing difficulty purchasing a laptop
- Student is in a rural/remote area and has limited access to WIFI

Frequently Asked Questions

Will the student receive a copy of the PASS form?

Yes, once submitted the PASS Referral is received by the PASS Response team and then triaged by email to the student, the PASS owner and initiator (cc).

Why should I complete a PASS form if I am not referring the student to the Student Development Team?

It is important that all student issues or concerns and any action(s) taken in response be documented regardless of a referral. In the event that it is necessary to review past events, the PASS form will provide a written record of what occurred.

Can I refer a student to the Student Development team or Academic Chair without first completing a PASS form?

There may be situations where it would not be advisable to complete a PASS form prior to referring a student to the Student Development team or Academic Chair. In such cases, you may refer the student without first completing the form; however, you should make sure to complete the form at the earliest possible opportunity in order to document the concern and any action(s) taken.