At-Risk Students

Academic Advising for Student Retention and Persistence

Cultivating the Potential in At-Risk Students

Webinar Handout

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Pre- or Post-Webcast Discussion Suggestions

• Who are the rising-potential students on our campus?
• What rising potential groups do I identify with? What assumptions do I make about rising potential students on a regular basis? How many of these assumptions can be considered generalizations or stereotypes?
• How can I establish credibility with groups I do not identify with?
• How many different ways does our campus use to reach out and engage students? How can these methods be more effectively used to engage rising potential students?
• How can we move rising potential students from the periphery to the center of campus life?
• How can my campus better prepare practitioners to serve rising potential students and what current training is offered to these practitioners?
• What campus offices and programs should we build coalitions with to further support rising potential students?
• What were the three most useful suggestions gleaned from today’s presentation? What will it take to implement these ideas on our campus?

References and Resources

Universal Design

Universal Design is the design of products and environments to be usable by ALL people, to the greatest extent possible, without the need for adaptation or specialized design. – Ron Mace, as quoted by The Center for Universal Design Environments and Products for All People, North Carolina State University

Academic Advising Strategies


Self-Authorship


As students develop self-authorship, they move from feeling unsatisfied and in need of self-definition, to constructing internal foundations which are internally defined perspectives to guide action and knowledge construction. ~Marcia Baxter Magolda


Intrusive Advising

Academic Advising Today article by Jennifer Varney available at http://www.nacada.ksu.edu/AAT/NW30_3.htm#10

• Based upon the work of Robert Glennen
• Earl (1987) defined it as an action-oriented approach to involve and motivate students to seek help when needed
• Upcraft & Kramer (1995) intrusive advisors show a willingness to assist students in exploring services and programs to improve skills and increase academic motivation.
• Heisserer & Parette (2002) Students who perceive that someone cares about them and that they belong to the school community are successful and retained.

Strength based advising


Appreciative advising


Step 1: Disarm. Diffuse defensiveness
Step 2: Discover. Explore student’s strengths, academic assets, and passions through intentional positive, affirmative questions. StrengthsQuest ©, Strengthsfinder 2.0©, VIA or the MBTI© can be used to stimulate discussion.
Step 3: Dream. Build on students responses to ID/articulate strengths, academic assets, and passions to formulate a purpose for their life.
Step 4: Design. Develop short- and long-term goals toward purpose identified in Phase 2
Step 5: Deliver. Advisor serves as a mentor while the student actively pursues the plan that has been put in place.
Step 6: Don't Settle!
**New Student Planning Form**

Based upon the form currently used at Cloud County Community College, this form is included in your packet. For more information about this form and its use contact DeeDee Coppoc at dcoppoc@cloud.edu

**Academically Underprepared Students**


> 53% of students entering our colleges and universities are academically underprepared, i.e., lacking basic skills in at least one of the three basic areas of reading, writing or mathematics – David Tritelli


- 70% (2005) Indiana community college students needed remediation
- 60%+ students in the California State University system needed assistance in a basic skills area
- Nationally, nearly four out of five remedial students had a HS GPA of 3.0+. 
- In the 2004-2005 academic year there were 1,300,000+ college students enrolled in remedial courses for a cost of ~$ 2.5 billion
- 72% - ‘Achieving the Dream’ students who needed math remediation.
  - After 3 years only 23% had completed the developmental math sequence.
- < 50% - community-college students seeking a degree or transfer who achieve their goals within six years.
- 14% - community college students who do not complete a single credit in their first academic term.


Percent of ACT-tested 2010 high school graduates failing to meet college readiness benchmarks

- English 34%
- Reading 48%
- Mathematics 57%
- Science 71%

Only 24% of these students were ready for college-level courses in all four academic areas.


70% of high school graduates matriculate to college


Successful Universal Design Strategies for student success

- Mandatory, Intrusive Advising
- Strong academic support and supplemental instruction
- New student planning conferences
- Clarify career and life-planning choices
- Finding the match between goals and background
- Help students connect to campus
  - First-Year Experience courses
  - Mentoring programs
Learning communities
Early alert programs


Early Alert System resources via the NACADA Clearinghouse of Academic Advising Resources at http://www.nacada.ksu.edu/clearinghouse/links/Early-Alert.htm

Temple University Project 2013. For more information contact Christopher Wolfgang at cwolfgan@temple.edu

Students with Disabilities


- 12-18% of college students in the United State have a diagnosable psychological disorder (Mowbrey et al., 2008)
- Kadison and DiGeronimo (2004) suggest that as many as half of college students may experience, for a period of time, an incapacitating depressive episode.
- College disability service providers report a tripling in the number of students with psychological disorders (National Association of Personnel Administration, 2002).


- Since October 2001, more than 2 million U.S. troops have deployed to support operations in Afghanistan and Iraq (Marine Corps Times, December 8, 2009)
- ~1/3 Veterans return with non-mortal injuries.
- The Veterans present visible, non visible, or combinations of both types of injuries including:
  o TBI (traumatic brain injury)
  o PTSD (post traumatic stress disorder)
  o along with hearing, vision, and mobility losses


Students of color


11% of undergraduates reported having a disability in 2003–04. Among students reporting a disability:
- 25% reported an orthopedic condition
- 22% reported a mental illness or depression
- 17% reported a health impairment.


First-generation students


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Guidelines for Culturally Responsive Interactions

- Consider cultural factors; keep in mind that differences are just that and not deficiencies.
- Meet students where they are at and allow them to tell their own stories.
- Examine our own cultural baggage and consider our possible cultural privileges.
- Keep in mind the level of cultural identity development of each student and their degree of acculturation.
- Be willing to learn from diverse students and utilize their experience in advocating for changes in the “system.”

Cultural Self-Awareness Questions

- What rising potential groups do I identify with? How does my identification with those groups affect or effect my self-positioning in the world or in my academic community?
- What assumptions do I make about rising potential students on a regular basis? How many of these assumptions can be considered generalizations? Stereotypes?
- What might I need to learn about my advisees’ individual cultural backgrounds to ensure that I am relating and communicating effectively with them?
- How often do I expose myself to cultural gatherings and events that represent racial/ethnic cultures other than my own?
- How does my worldview help or hinder me in understanding my advisees’ perspective.
- What are other cultures or rising potential groups that I identify with?
- How aware am I of customs and behaviors that have different meanings in different cultures? How might my awareness (or lack of awareness) of behavioral variety affect my interactions with my students?
New Student Planning Conference
Fill out and bring to conference

Day/Date________________________  Time:___________

Last Name, First Name  Campus address  e-mail address

ADADEMIC PLANS

_____ Number of semesters (including this one) I plan to attend here

My college major is _________________________________________________________________

How certain I am about my major. (circle one)

1 – don’t have a clue, 2 – OK with my major but it could change, 3 – Positive

Careers I’d like to know more are:

After finishing my courses here I plan to ______________________________________________

ACADEMIC PROGRESS

_____ Overall, number of class sessions I have missed

_____ Average number of hours I have been studying each class day

_________________________________________________________ is my favorite class.

_________________________________________________________ is the class I like the least.

_________________________________________________________ is the class in which I need the most help.

Academically, I am most concerned about _____________________________________________

LIVING CONDITIONS  (check all that apply)  I am having some difficulty with:

_____ roommates  _____ commuting

_____ food  _____ juggling family responsibilities

_____ sleep  _____ people close to me not understanding college demands

_____ finances  _____ missing someone at home

_____ loneliness  _____ Other: _______________________________________________

Be specific

The responsibility that takes the most away from studying is __________________________________

OVERALL COLLEGE EXPERIENCE

So far the BEST thing at college has been ______________________________________________

So far the WORST thing at college has been ______________________________________________

The thing about college I am MOST concerned about is ____________________________________

Adapted from Cloud County Community College