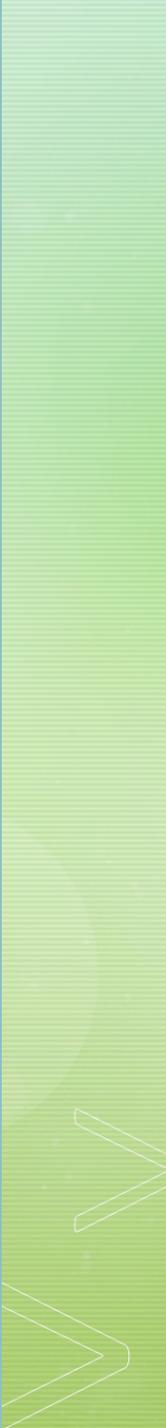


Advising at Risk Students: Identifying Non-Academic Barriers

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Agenda

- What are the non-academic barriers you have seen in your advisees and how have they impacted your students?
 - The research on the top non-academic barriers to learning
 - How these barriers may impact learning
 - Ways to identify and connect with students that may have non-academic barriers
 - Supporting students dealing with various barriers
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Non-Academic Barriers Can Include...

- Physical health (hunger and poor nutrition)
- Mental health (depression, anxiety)
- Violence
- Abuse and neglect (physical, emotional, sexual abuse)
- Trauma (repeated, long-term traumatic experiences)
- Family (homelessness, domestic violence, family conflict)
- Negative peer influences (rule breaking)
- Alcohol, tobacco, drug use
- Difficulties with concentration
- Behavioral (disruptive)
- Social-emotional (poor impulse control, anger)
- Lack of social and emotional relationships
- Financial barriers

How might these barriers impact learning?

- Attention-poor concentration
- Organizational abilities
- Time management
- Motivation
- May see underdeveloped skills
- Behavioral issues
- Ability to make connections with peers or participate in instruction
- Avoidance affects academic participation
- Lack of trust may create barriers and inability to take educational risks
- Student may “zone out” and not be able to recall important information

Advising affords us the opportunity to identify and support our students.

This can lead to...

- Academic success
- Stronger retention
- Successful relationships
- Personal growth beyond academic life

The Role of the Adviser

- Academic advisors operate in a strategic position where they have the unique opportunity to engage students in thinking about their education in the context of their overall life and aspirations.

Various universities have set advising goals and outcomes. Some of these include the following:

- Create an atmosphere of support and provide expert information to students
- Promote decision making and independent thinking by assisting students in their exploration of personal, academic, and career goals
- Develop practices that support student success
 - Executive Functioning supports
 - Time management
 - Organizational strategies
 - Developing a Growth Mindset

Goals Continued

- Establish effective working relationships with faculty, staff, and administration
- Increase campus awareness about advising (Which we are doing)

Waiwaiolo, E. (2015). *Improve advising to help students reach completion*. Retrieved from the AACCC 21st Century Center website: <http://www.aacc21stcenturycenter.org/article/improveadvising-to-help-students-reach-completion/>

Advising Goals Outside of the Classroom

- Ensuring that students are socially integrated
 - Clubs
 - Sports
- Providing intensive, holistic support services
- Forming authentic relationships between students and staff
- Recognizing and celebrating diversity

So how do we do this?

- Be prepared for your advisees, this shows them that you care about their success
 - Review Degree Works and SSC and take notes on their next steps as well as questions you want to ask them prior to advising
 - Remember to review previous notes within Degree Works and SSC
 - Be sure to have information on support resources available to give them
 - Sometimes stating things such as
 - It may help for you to talk to someone about this
 - You may want to think about getting some support in ...
 - Here is the information about...



Things to consider

- Sometimes we need to ask the hard questions
 - I reviewed your grades and I see you are struggling with...
 - What can we do to increase your likelihood of success?
 - How is everything going outside of school?
 - I see....
 - Or just, I am worried about you. Is there anything I can do to help?

 - Note: This is my approach to the identified goals above. It doesn't meant that this approach will work for you.
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