



Considerations for Working with Students in Warning Status

Krumrei & Newton (2009) state that research has highlighted three categories of variables that are predictive of students achieving success in the academic arena.

1. Ability – measured by aptitude and achievement and has the greatest predictive power for academic success. Limited flexibility for student to change.
2. Circumstance/situational factors – Socio-Economic Status, Family, Environment. Student has limited control over these factors.
3. Personal Factors – attitudes, self-efficacy, behavior, problem solving ability, values. This category has the most potential for changes to occur that will improve academic success.

Theoretical Underpinnings

- Motivation Interviewing - <http://www.motivationalinterviewing.org/>
- Proactive Advising - [http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Proactive-\(intrusive\)-advising-resource-links.aspx](http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Proactive-(intrusive)-advising-resource-links.aspx)
- Appreciative Advising - <http://www.appreciativeadvising.net/what-is-appreciative-advising.html>
- Strengths-based Advising - <http://strengths.southmountaincc.edu/wp-content/uploads/2011/12/Strengths-Based-Advising.pdf>
- Self-efficacy – <https://www.verywell.com/what-is-self-efficacy-2795954>
- Stages of Change - <http://www.prochange.com/transtheoretical-model-of-behavior-change>

Krumrei & Newton (2009) outline a process model for working on student's personal factors:

Step 1: Exploration

- Uncover the concern. Use Academic Status Chart to inform student of policy and upcoming academic status; review student's transcript to initiate conversation of past difficulty. Use the methods below to enhance conversation with the student.
 - Employ empathic communication/collaboration – see Conversation Prompts
 - Use a Non-Judgmental Approach
 - Practice Active Listening
 - Ask Open Ended Questions

Step 2: Conceptualization

- Define the concern - student completes Self-reflection Checklist and adviser completes notes. The goal is to hear students express from their perspective what is affecting them.

Step 3: Plan for action

- Weigh options through guided conversation– see Conversation Prompts
- Measure commitment – student completes Change Rulers
- Student sets goals
- Student develops strategies to meet goals

Step 4: Take action

- Engage in interventions; follow through with referrals
- Organize a follow up appointment

Conversation Prompts

Explore the Concern

- How do you feel about being asked to come in to discuss your academic status?
- Do you mind if we talk about your past few semesters?
- What are some good things about your last semester? On the flip side, what are some not so good things?
- What would you like to see different about your current situation?
- How can I help you move forward in a more positive way?
- Why do you think others are concerned about your status?
- Many students feel as you do. They want to improve their grades, but find it difficult.

Define the concern – use Change Rulers first.

- Why did you select a score of _____? What would need to happen for you to feel making some changes is important to your academic progress/for your confidence you can make changes to increase?
- What would be the good things about making changes to your academic behaviors?
- What could happen if you don't make changes?
- What concerns do you have about making changes?
- If you make changes, how would your life be different than it is today/now?
- What is the BEST thing you can imagine that would result from changing your academic habits?
- Suppose you don't make any changes, what is the WORST thing that could result?
- If you decided to change, what do you think would work for you?
- It's okay if you don't think any of these ideas will work for you, perhaps you have been thinking about something that might work instead?
- Ultimately it is your decision; what would you like to try?

Plan for action – use Academic Action Plan

- Summarize the concerns: "It appears to me that these are the areas you have identified which may be contributing to your academic struggles."
- What areas do **you** feel are the most critical for you to work on?
- What is one goal you could set for yourself to address one of these areas?
- What steps do you think would help you achieve that goal?
- When would you like to have achieved this goal?
- What is one more goal that would address another of your areas of concern?
- What steps do you think would help you achieve that goal?
- When would you like to have achieved this goal?

Take action

- What would you like to accomplish before we meet again?
- Let's set a date and time for our next appointment.
- How will you prepare for our next appointment?
- Keep a copy of the forms used for this initial discussion and give a copy to the student. Encourage student to create a folder or portfolio of materials to visualize achievements.

Krumrei, E.J. and Newton, F.B. (2009). The Puzzle of College Students' Success: Fitting the Counseling and Advising Pieces Together. Retrieved 9/28/2016 from the *NACADA Clearinghouse of Academic Advising Resources* web site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/How-counseling-and-advising-fit-together.aspx>

How important is changing your habits to your academic success?

1	2	3	4	5	6	7	8	9	10
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How ready are you to make changes?

1	2	3	4	5	6	7	8	9	10
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How confident are you that you will be able to make changes?

1	2	3	4	5	6	7	8	9	10
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Self-Reflection Checklist for Academic Success

This checklist is designed to help you identify and assess factors affecting your academic success. Please be honest with yourself during this reflection. The goal of this reflection is to help you develop a plan to improve your academic performance. Your responses are confidential under FERPA, which is a federal law protecting the privacy of your educational records. Please go through the list and check all items that apply to you.

Section 1

- Most of the time, I don't enjoy studying.
- I usually do things at the last minute.
- I don't enjoy my classes.
- I procrastinate when I have work to do.
- I have trouble concentrating on my work because I'm thinking about other things.
- It is more important to my family than to me that I'm at Penn State.
- I find it difficult to go to class regularly.
- I find that other activities and interests take up time in place of studying.
- I prefer to do more interesting activities than study.
- My courses don't seem relevant to my goals.

Section 2

- I don't know what I can do with my major.
- I worry because my classmates seem to know what they want to do with their lives and I don't.
- I am afraid to commit myself to any one major.
- What I think I'd like as a career doesn't fit in with what my family or others expect of me.
- I can't (or might not be) admitted to the major I want.
- Penn State doesn't offer a defined major for the field I'd like to study.
- I keep changing my mind about what major I want.
- I don't know what to major in.
- I'm unsure of my interests, skills, and abilities.
- I thought I knew what I wanted to study, but haven't been successful in the required courses.

Section 3

- I have trouble planning my time now that I'm on my own.

- I spend too much time partying/socializing.
- Everything is so big and impersonal; I feel anonymous.
- College is much more rigorous than my high school.
- I commute to campus and do not feel part of the University community.
- I haven't found any student groups or activities that interest me.
- I've been very discouraged by poor grades.
- I miss my friends and family back home.
- I don't like the people or environment here.
- I have a job, so I don't have enough time to study or get involved in activities here.
- I haven't been in school for a while, and it's tough being a student again.
- I'm taking too many courses and I'm not used to the workload.

Section 4

- I feel tired all of the time and have no energy.
- I have trouble sleeping or sleep too much.
- I'm developing poor eating habits.
- I have felt tense and anxious.
- I have felt very sad, unhappy, and low a lot of the time.
- I've been bothered by problems with my family, roommates, significant other/friends.
- I have health/medical problems that interfere with my studies.
- I have family responsibilities (parents, siblings, children, etc.)
- I've lost my self-confidence and wonder if I'm as smart as most of the students here.
- My use of alcohol or drugs is interfering with my choices.
- I have a learning disability.
- I have cultural pressures.
- I suffered from a traumatic event.
- I have other private, personal issues.

Section 5

- I can't find a quiet enough place to study.
- I'm embarrassed to talk to my instructor or TA when I get poor grades on a paper or test.
- I'm always behind in my work and never seem to catch up.

- I don't know how to make a study plan that works.
- I don't know how to vary the way I study for different kinds of classes.
- English is not my first language; I have trouble with it.
- No matter how hard I study, I can't seem to do well.
- I study the wrong things for the exam.
- I'm uncomfortable admitting to anyone that I need help to improve my study habits.
- Even though I know the material, I panic on exams and do poorly.
- I stay up late most nights and sleep late into the morning.
- I read slowly and rarely get my reading assignments done.
- I don't know how to take good lecture or reading notes.
- I procrastinate.
- I'm overly involved with student organizations, my sorority, or fraternity.
- I spend too much time on computer/Netflix/video games/electronic media.

*Adapted from University of California, San Diego

Next Steps:

Schedule an appointment with your adviser by going to Starfish, or by calling DUS at 814-865-7576. Please bring your printed Self-Reflection Checklist with you to your appointment and be prepared to discuss goals for academic success.