

Panel Discussion: Best Practices in Supporting High-Achieving and Multipotential Students 'In Trouble' or On Probation

Session#144

October 8, 2021

10:00am

Room 230/231

How are high-achieving students on probation and struggling high-potential students different from other students? How should an intervention with a high-achieving student differ from that of an average student? How to support underrepresented, minority and first-generation students who are not reaching their high potential? If you have ever or never asked yourself these questions, or wondered how to best support your struggling high-achievers, our panelists are here to help. This panel will be useful for advisors and advising administrators of all backgrounds, i.e. both those working in the context of honors programs or highly selective institutions and those for whom high-achievers and multipotential students are a small minority of the students they serve. Your questions are welcome!

PANELISTS BIOS, CONTACT INFORMATION & RECOMMENDED RESOURCES



[Anna Traykova](#) is an academic advisor at the College of Computing & Software Engineering at Kennesaw State University in Marietta, GA. She has over 15 years of multifaceted professional experience focused on helping people and organizations learn and grow. As an academic advisor, Anna is a proponent of a holistic situational approach, utilizing flipped advising, coaching and proactive advising strategies. She likes exploring uncharted territories and integrative big-picture solutions that are at the same time detail-focused both at the organizational and at the individual level. Anna enjoys being actively involved with NACADA: The Global Community for Academic Advising and is a member of the 2020-2022

NACADA Emerging Leaders Program. As a passionate life-long learner, she has attended and presented at regional, national, and international advising conferences on a range of topics, including best practices for advisor hiring, the optimal features of the physical environment for advising, situational leadership as an approach to advising, and the importance of sleep for student success. She organized and facilitated the 2019 NACADA DAFOE community panel discussion "Full-time Telecommuting: an Option for Academic Advising" and the 2021 NACADA AHAS community panel discussion on advising high-achieving students 'in trouble'. You can email her at atraykov@kennesaw.edu or contact via LinkedIn.

Anna recommends:

Capstick, M. K., Harrell-Williams, L. M., Cockrum, C. D., & West, S. L. (2019). Exploring the Effectiveness of Academic Coaching for Academically At-Risk College Students. *Innovative Higher Education*, 44(3), 219–231. <https://doi.org/10.1007/s10755-019-9459-1>

Rogers, J. (2012). *Coaching Skills: A Handbook*. Open University Press

Mofield E, Parker Peters M. (2019). Understanding Underachievement: Mindset, Perfectionism, and Achievement Attitudes Among Gifted Students. *Journal for the Education of the Gifted*, 42(2):107-134. <https://doi.org/10.1177/0162353219836737>

Growth Mindset for College Students - A free, evidence-based online program to increase students' engagement, motivation and success. Developed by PERTS - Project for Education Research that Scales <https://www.perts.net/orientation/cg>

Learning How to Learn - free coursera.org online course by B. Oakley (UCSD) & T. Sejnowski (McMaster U) that is well-suited to high-achieving students, especially STEM <https://www.coursera.org/learn/learning-how-to-learn>



[Rachel Armstrong-Ceron](#) has served as the academic advisor to College of Engineering Honors Program students at the University of Michigan in Ann Arbor, MI since 2014. Prior to this role, Rachel worked with University Honors Program students at Miami University (Oxford, OH), and Bowling Green State University (Bowling Green, OH) since 2009.

In the Engineering Honors Program, students participate in sophomore, junior, and senior-level seminars to explore strengths, identify values, engage in leadership development, and direct this self-knowledge toward understanding and communicating their story to goal-oriented futures. Students complete an individually-designed capstone project by the end of their senior year, identifying supporting coursework along the way, and presenting their final project to their peers at a public expo. The program's, and Rachel's, philosophy for (GPA-based) academic support is to work with students to identify future goals and academic success benchmarks they need to achieve in order to be competitive for these goals. This has been a particularly important shift following 3 academic terms (winter 2020, fall 2020, and winter 2021) where students both experienced multiple traumas (COVID-19 pandemic, the very public murders of Black Americans), and were able to make course-related decisions with a special COVID grading policy in effect. This COVID grading policy allowed students to utilize either letter grades, or Passing grades, for all coursework (including major/program requirements).

Rachel's recommendations are focused on action-oriented resources, including how advisors can listen for and shape conversations toward growth mindset, and how to use research on habit development to help students change behavior. She also recommends writings that

recognize the systemic issues facing students from historically excluded populations, while empowering students to own what they can control--their own choices. You can reach her at armstra@umich.edu

Rachel recommends:

Duhigg, C. (2012). *The power of habit: Why we do what we do in life and business*. Random House

Dweck, C. S. (2008). *Mindset*. Ballantine Books

Tulshyan, R., & Burey, J. (2021, February 11). *Stop Telling Women They Have Imposter Syndrome*. Harvard Business Review.

<https://hbr.org/2021/02/stop-telling-women-they-have-imposter-syndrome>



[Giovanna \(Ginny\) Walters](#) is the Associate Director of the Honors Program at Minnesota State University, Mankato. In her role, Ginny plans and implements a variety of student engagement and experiential learning opportunities. She also teaches a variety of honors courses, ranging from introductory first-year courses to interdisciplinary upper-level honors seminars. Students in the Honors Program at Minnesota State Mankato utilize a reflective e-portfolio model to demonstrate their learning over time, which is integrated into holistic and developmental honors advising. Ginny holds a Bachelor of Science in Education and a Master of Education in Curriculum &

Instruction from the University of Cincinnati and is currently pursuing a doctorate of education in Higher Education Administration from St. Cloud State University. Her dissertation is titled “Transitions in a Pandemic: The Experience of First-Year Students During Covid-19.” You can email her at giovanna.walters@mnsu.edu and connect with her on Twitter at <https://twitter.com/msginnywalters>.

Ginny recommends:

Glennen, R. E. (1976). Intrusive college counseling. *The School Counselor*, 24(1), 48-50.

Labrague, L. J., De los santos, J. A. A., & Falguera, C. C. (2021). Social and emotional loneliness among college students during the Covid-19 pandemic: The predictive role of coping behaviors, social support, and personal resilience. *Perspectives in Psychiatric Care*, 1-7. <https://doi.org/10.1111/ppc.12721>

Posselt, J. R., & Lipson, S. K. (2016). Competition, Anxiety, and Depression in the College Classroom: Variations by Student Identity and Field of Study. *Journal of College Student*

Development, 57(8), 973–989. <https://doi.org/10.1353/csd.2016.0094>

Varney, J. (2013). Proactive advising. In Drake, J. K., Jordan, P. & Miller, M. A. (Eds.) *Academic advising approaches: Strategies that teach students to make the most of College* (1st ed., pp. 137-154). Jossey-Bass.

Honors Program Assistance Plan, Minnesota State University, Mankato.

[w Honors Program Assistance Plan 2021 Revision.docx](#)

ADDITIONAL CURATED RESOURCES: The NACADA Community for High-Achieving Students held a virtual panel on the same topic on April 8, 2021. The panel recording is not (yet) available, but the handout with recommended resources is available at [AHAC high-achievers on probation panel - handout \(ksu.edu\)](#) and text Q&A Follow-Up is available at [QuestionAnswerFollowup.pdf \(ksu.edu\)](#). Info about the web panelists is posted at [Advising High Achieving Students \(ksu.edu\)](#)

Please note you may need to first log in on the NACADA website in order to access these links.