When the Sorting Hat Places you in the Wrong House...

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Introductions
Foreclosed Student

- Foreclosed students... have bound themselves to a single choice with very limited research into their interests, strengths, and abilities or of program and career options (Marcia, 1966, 1980)

- What are your experiences with these students?
Institutional Impact

- Retention & Attrition (data from Salinas & Ross)
  - Attrition of all students that have left major public institutions = loss of $13,267,214.00
  - Attrition for major private institutions = loss of $8,331,593.00
  - Majority in good academic standing

- Retention & Attrition - Kent State
  - 10% attrition each year (~2,000 students)
    - ~1,500 of these students are in good academic standing
Student Development Theory

- Erickson’s Identity Development Theory
- Marcia’s Ego Identity Statuses
- Gottfredson’s Theory of Circumscription & Compromise
Salinas & Ross’ REACH Model

- Recognize & Reflect
- Eliminate False Constructs
- Ability to Adapt
- Creativity and Commitment
- Holistic Help
Alternative Approaches

- Understanding student perspective & context (in communication)
- Savickas’ Career Construction Interview
- Connecting other methods (undefined)
Breakout Sessions
Example #1

Ben is a first-year student who is declared in a biology major with a pre-medicine concentration. After the first semester, he has a 1.8 overall GPA, with a 0.9 in the major. He says he’s not passing two classes he is taking this semester, one of which is a retake of a class that was also failed in the first semester. Ben said he chose this major because he’s wanted to go to medical school since he was a kid and eventually become a pediatrician. When presented with information about the GPA expectations for medical school admission and the challenges of reaching this from his current position, he says that he thinks he can turn things around if he just buckles down and focuses on studying/school. He says he doesn’t want to change his major because he will feel like a failure.
Example #2

Nel is finishing her third year of undergrad with a 3.2 GPA. She has always wanted to go to medical school; her mom is a physician and her sister is currently a medical student. Nel has been involved in pre-med clubs and organizations, volunteered at local hospitals and free clinics, and shadowed several physicians in different specialties. She just took the MCAT and received a 500. Nel knows she’s not incredibly competitive due to her GPA and MCAT, but this is her dream, so she’s just going to keep trying until she achieves it.
Example #3

Josh is a new freshmen admitted into the pre-major for Architecture, and is bringing with them to Kent State a 2.4 high school GPA, a 15 Math ACT, 17 English ACT, and 16 Composite ACT. They are placing into a pre-algebra class that will require them to take 4 semesters of math coursework prior to having the math requirement needed to be accepted into the Architecture program. If Josh is successful in meeting expected milestones during their first 4 semesters, the soonest they could graduate with the BS Architecture degree is in 5 years + one summer. If they are not meeting milestones, their situation could leave them in a situation where they are taking 6+ years to finish the degree. What do you do?
Example #4

Alexis is currently a 2nd year (semester 4) Architecture major that was originally directly admitted into the program. She has had some trouble over the past year and a half, and is currently very off-track for 3rd year review (major and cumulative GPA are extremely low, and student is behind on math, physics, English, and has not successfully completed 2 architecture courses). She is now looking at adding at least a year to her program in order to complete her degree, but she is struggling to accept this reality. What do you do?
Example 5

It’s January 7th and the Spring Traditional BSN application status updates were just sent out. You have served as Paige’s advisor for three semesters now – even teaching her for FYE just shy over a year ago. Paige brought in more than 20 hours of CCP work with her to KSU as and has spent the last three semesters as a nursing student seeking admission to the professional nursing sequence. Paige was denied admission last semester – Fall admits having averaged in the 3.8’s again within both the cumulative GPA (CGPA) and science GPA (SGPA) – and was denied again this semester. Dejected, Paige schedules an appointment with you to discuss: “they rejected me AGAIN.” You start the conversation with “I saw that you did not earn a seat again this Spring. I know this hurts - how are you doing?” and, quoting her advising note, transition into asking her to share her intentions/expectations for the advising session. Paige shares that she wants to know why she was “rejected” again and what number she was in the application ranking. Naming that focusing on specific rank is an unhealthy practice, you instead review where Paige’s numbers settled (3.4 CGPA and a 3.0 SGPA) once Fall grades were posted. You then review Spring admits’ averages and where the lowest score held the cut-off line in relation to her total score. Having earned all B’s in her prerequisite sciences (C being the minimum), Paige refuses to openly humor the option of repeating any of them in an effort to boost her SGPA. Paige is also unwilling to consider applying to any of the regional campus’ BSN programs for a later term as she came to Kent from Columbus in the first place and is only interested in the Kent Campus experience.

Where might you take this courageous conversation from here?
Example 6

Fall grades were just published. James just earned his second failure in a nursing course. You worked with James for about two years while he completed his ESL requirements and program prerequisites. You have witnessed James overcome great personal, academic, language, cultural, financial, etc. barriers to securing admission to the professional nursing sequence as a nontraditional student. After earning his first failure in Pharmacology I, James returned to earning B’s and C’s in his coursework – until Parent & Newborn Nursing. Upon review of his reinstatement application and essay, the faculty committee denied James’ request for reinstatement. James schedules an appointment to discuss “where [he] can go from here. Come too far to quit now.” With the traditional sequence no longer an option for James, you prepare to review the Accelerated Second Degree BSN (ABSN) Program in addition to the Associate Degree in Nursing (ADN) route. The ABSN Program option would require him to complete a non-nursing bachelor’s degree first, compete for admission all over again, and then repeat all of his professional nursing courses throughout a 4-5 semester sequence. The ADN Program route is a two-year professional sequence upon admission and enables graduates to sit for the national licensure exam (NCLEX-RN); most ADN graduates then transition into an online RN-BSN Program to bridge back to the more marketable degree.

How might you guide James through this challenging, pivotal moment in his academic career?
Example 7

You have been working with Josie, a sophomore student who wants to be musical theatre major. She has not passed the audition phase of the program (as decided by faculty), twice. Josie took music and dance lessons throughout her childhood and knows that she has the talent and skillset to succeed on Broadway. She has spoken with faculty, who have encouraged her to continue to work on her skills and audition again. Her faculty regularly comment on her obvious passion for musical theatre. She has completed all of her general education requirements as is a strong student, with a 3.6 cumulative GPA. What would an advising appointment look like for this student?
Example 8

Jaxton is about to graduate with a degree in Psychology. His dream, since your first appointment with him, is to be a child psychologist. His current cumulative GPA is 2.3. He knows that he needs to continue onto graduate school to get the career that he wants. He has applied to several graduate schools and has been informed that he doesn’t meet the minimum GPA requirements for admissions consideration. What would an advising appointment look like for this student?
Questions?
References


