

Sunday, 19 February 2012, 2:00-5:00 p.m.  
Pre-Conference Workshops Session 2.  
WS-2.4.

High Impact Partnerships: Developing a Culture of Impact to Improve the Success of At-Risk Students.

Adam Peck

Dean of Student Affairs, Stephen F. Austin State University

Published Program Abstract (page 18):

One of the greatest potentials of High Impact Programs and Practices (HIPs) lies in their demonstrated ability to help the most severely at-risk students to succeed regardless of past academic performance, socio-economic status, or historically underrepresented status. The stakes for success with these students are high. If they earn a college degree, they will likely reverse generations of poverty. If they don't, they often return to poverty—but with crippling educational debt. This session will discuss how academic and student affairs can work collaboratively to “build a culture of impact” in which faculty, staff and the community engage in High Impact Practices to improve the persistence and success of students. Creating a Culture of Impact relies upon multiple stakeholders working together to spread HIPs throughout the institution. According to Kuh (2007), students benefit most from participating in a HIPs in their first year and one late connected to their major. This requires a campus culture where students are likely to encounter these experiences both inside and outside of the classroom. In addition, community partners such as service learning participants and internship providers need to understand the role they play. From retooling leadership programs to model HIPs, including these practices in freshman seminar programs, teaching local businesses how to use HIPs in their internships, to teaching non-profits to model these practices in their service learning programs, institutions can impact the persistence and success of their students. This session will focus on lessons learned implementing this kind of program and will be applicable to institutions who wish to place a campus-wide focus on HIPs. etc.

Handout of Power Point slides.

Handout of a Collaborations Audit Worksheet. (This went along with that part of his talk dealing with collaboration. We did this as a group project during the session.)

Handout on “Creating High Impact Experiences for Students (Programs)”. We did this as a group discussion project. The point was to think about redesigning courses or programs so that the course/program would include high-impact experiences.

## High Impact Partnerships: Developing a Culture of Impact to Improve the Success of At-Risk Students

In this session, I will try to wear both of my hats.

Adjunct Faculty in the Department of Mass Communications, Department of Languages, Cultures and Communication.

Dean of Student Affairs at Stephen F. Austin State University and 19 years of experience in the field of student affairs.

### Outcomes from Today's Session

- To apply the six attributes of effective high-impact programs from *College Learning for a New Global Century* to a variety of curricular and co-curricular programs.
- To identify strategies for collaborating with internal and external constituents to build a culture of impact.
- To create models for encouraging faculty to implement High Impact Practices in their courses.

### PART 1: Why High Impact, Why Now?

### What does "at-risk" mean?

- Students who are less likely to succeed based on their categorization in one of more of the following groups:
  - Low Socio-Economic Status
  - Previously Under-represented in Higher Education
  - Low Academic Preparation
  - External Locus of Control
  - First-Generation Status
  - This term captures many of these factors

*- ethnic or cultural groups*

### First-Generation Students

- Only 26 percent of the first-generation students who graduated from high school will earn a degree from an institution of higher education within eight years. This compares with 68 percent of continuing-generation students completing a higher education degree within the same eight years (Choy, 2001).
- First-generation students, whose parents had some college education, even though they never graduated, were more likely to persist than those first-generation students who parents had never attended college (Ishitani, 2006).
- First-generation students are more likely to come from a lower socioeconomic background and are more likely to express worry about financial aid than their continuing-generation peers (Bui, 2002).
- First-generation students report having less parental encouragement to attend college when compared to their continuing-generation peers (Terenzini et al, 1996).
- First-generation students report a lower level of self-esteem (Inman & Mayes, 1998).

*2010 - starting  
Rising of Socioeconomic  
1997-2000*

*remedial courses  
students in these  
are at risk*

*ASFAH ->  
they still in the  
students to send  
of responsibility  
the JHS in CCS.  
ascribe outcome to "lack  
or "gate"*

*The more external a  
student's control  
environment is,  
the lower their  
chance of success*

NSSSE - an indirect measure

### What are High-Impact Practices?

- "...teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds."

in the 2007 report of the National Survey for Student Engagement (NSSE), George Kuh, Executive Director of NSSE, addressed a question he is often asked, "What one thing can we do to enhance student engagement and increase student success?" He replied, "Make it possible for every student to participate in *at least two high-impact activities* during their undergraduate program, one in the first year, and one later related to their major field" (NSSE, 2007, p. 18).

so six don't necessarily apply every class, not every course is structured so that it can address these. Lower division courses are less likely to meet these six.

### Six Conditions of High-Impact Programs (Inside and Outside the Classroom)

- They demand that students devote considerable amounts of time and effort to purposeful tasks.
- The nature of these high-impact activities puts students in circumstances that essentially demand they interact with faculty and peers about substantive matters.
- Participating in one or more of these activities increases the likelihood that students will experience diversity through contact with people who are different than themselves.

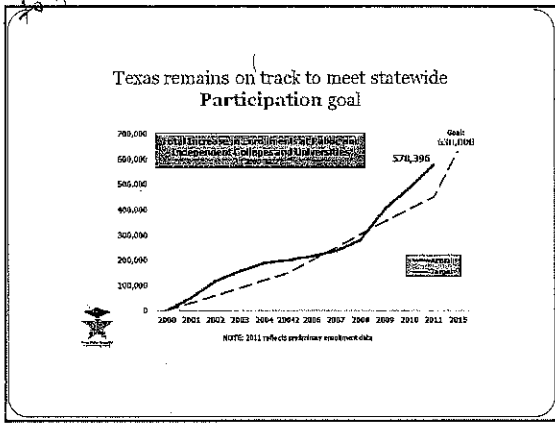
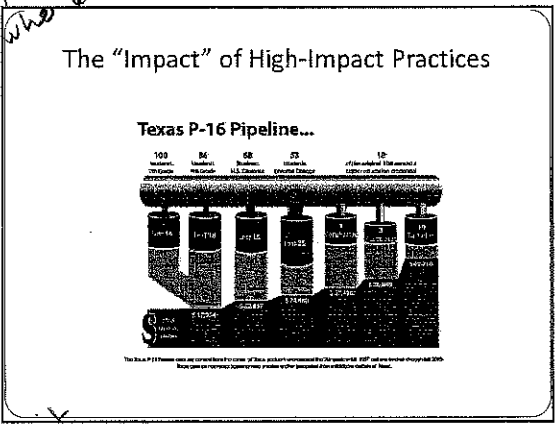
### Six Conditions of High-Impact Programs (Inside and Outside the Classroom) Cont.

- Students get frequent feedback about their performance.
- Participating in these activities provides opportunities for students to see how what they are learning works in different settings, on and off the campus.
- Doing one or more of these activities in the context of a coherent, academically challenging curriculum that appropriately infuses opportunities for active, collaborative learning increases the odds that students will be prepared to connect.

more likely to occur in the classroom rather than in a curriculum environment  
a grade or a market-up paper is not the same as feedback

leans more on race and ethnicity or religion diversity - they have different ways to interact who are ideologically

connect to each other to the curriculum to the cocurricular activities

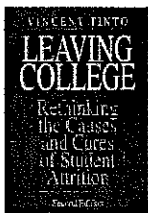


students don't read newspapers the outlets that they use are those that agree with their viewpoint. Today's students are more ideologically rigid.

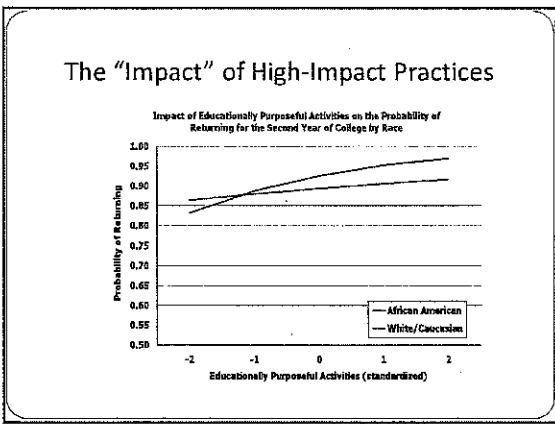
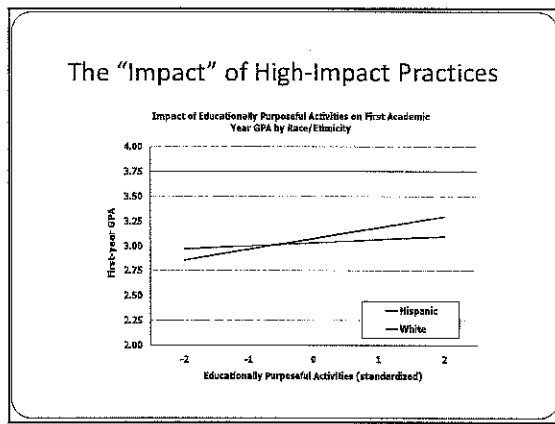
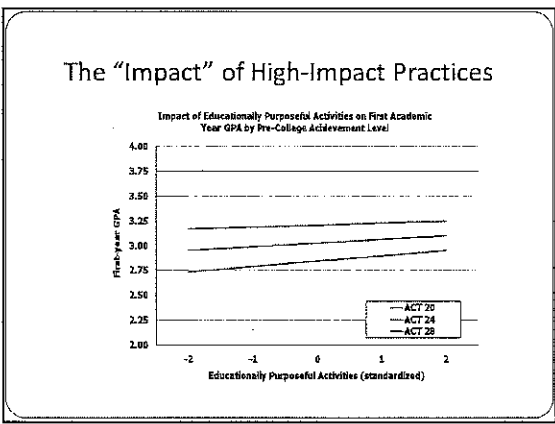
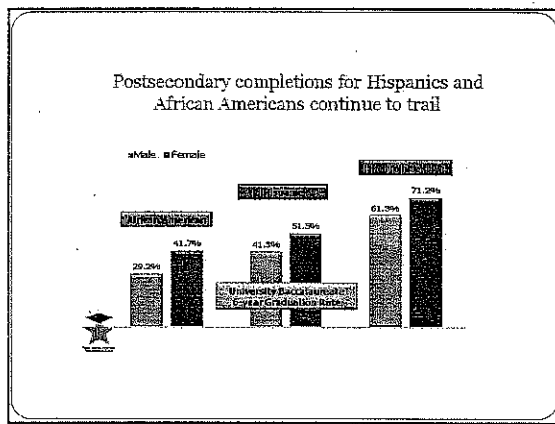
Bachelor's degree - earning of a million dollars over a lifetime

- Chronicle of Higher Education
- African American
  - being given a mentor doesn't work, the student has to choose a mentor
  - We often think that - what will work for one group will work for all - not necessarily true

2/3/2012



"Access without support does not equal opportunity."  
- Vincent Tinto



- ### The "Impact" of Failure
- Lost Revenue to the University
  - Student SES
  - College Debt for the Students
  - Graduation Rates/Retention Rates
- inequities:
- More women than men are participating in these program.
  - More white students are participating in these programs than minority students.

- masculinity is an issue.
- males in general view intellectual activity as being non-masculine
- engagement in courses is a choice - we have to get students to engage

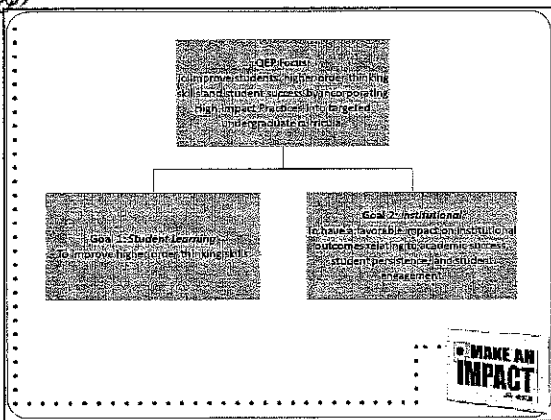
- in-classroom contact and activity is important

**Example Programs:**  
Ways we have created or adapted existing programs for High Impact:

Program	Stakeholders
Summer Job-Shadow Program	Career Services, Academic Plans, Economic Development, Commercial Chamber of Commerce, Local Businesses, Faculty
Student Leadership Programs	Office of Leadership and Service, Omicron Delta Kappa, Students
Make an Impact	The entire campus

*Service Learning / Faculty students, Community*

*Community pushing the activities*



### Lessons Learned

- While Service Learning, Experiential Learning, and other terms may also capture High Impact Practices, it was symbolically important to use the term High Impact Practices because people didn't presume they knew what these are.
- Even those who are using methodologies that might be considered High Impact PLATFORMS, all six conditions were not being met.
- HIPs look different in curricular and cocurricular contexts.
- Creating a campus-wide focus will require creating "missionaries" and "cheerleaders." Marketing alone won't do it.
- Most apprehension tended to revolve around fear of being forced to do it. Build coalitions of the willing.
- Top level support is essential. Start by educating upper-level administration on what these practices are. An outside voice can be very useful in this regard.

*Ask whether any course/program meets the six conditions*

### Students Speak

"I had an amazing experience and I'm glad I was in this class because I learned a lot from this SFA Freshmen in a Collaborative Project."  
 "This enabled me to see and experience the theories we discussed in class and get a better understanding." - Colorado State University Student in a Service Learning Class.  
 "The component that benefited me the most was working with my mentor. It was a great research experience and a wonderful opportunity to obtain close relationships with faculty." - UCL student in undergraduate research program.  
 "This is the first time in my college career where I felt like I was learning something I could apply after graduate, and this is a honor." - SFA student, Service Learning Technical Writing Class.  
 "When I started attending (VCU) was so nervous that I would have trouble meeting the people. The friends that I made in the class are strong and will carry on after my years here." - Student at Northeastern University.

*not necessarily just a book - SFA - had Annui - come to give - will study the Golden Rule for a year*

### Developing Buy-In for High-Impact Platforms

- First-Year Seminars
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning
- Internships
- Capstone Courses and Projects

*first year experience courses - teach the faculty how to teach them - also teach the co-curricular people who are involved.*

*partied courses - common intellectual themes in courses - overlap between classes English & Chem by 1241*

**Creating High Impact Experiences for Students (Programs)**

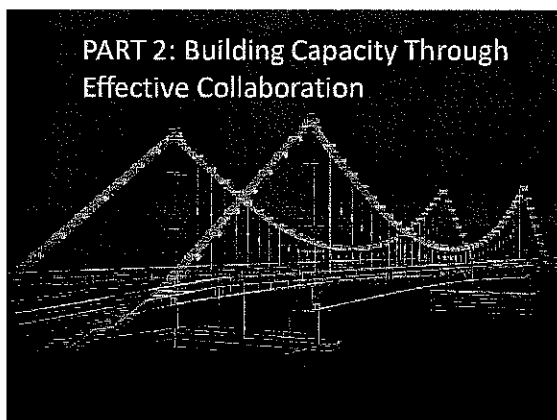
What programs or services would you like to improve or realize a high impact program?

Using the words or ideas, address how you can create or enhance a program/service to address each of the eight basic Practices.

High Impact Practice	Implementation
Design that a student develops considerable amounts of time and effort to participate in.	
Threats of other high-impact activities, participation in circumstances that substantially account they interact with faculty and peer group, substantial nature.	
Participating in other activities, providing exposure for students to see how others are learning and/or in different settings, on and off the campus.	
Students get frequent feedback, make that performance.	
Bring other forms of these activities in the context of a coherent, academically challenging curriculum that supports wide access opportunities for success, and provides learning experiences the odds that students will be prepared to succeed.	

### Resources

- [Learning for a new Global Century](#)
- [Student Success in College](#)
- [High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter](#)
- [National Resources Center for the First Year and Students in Transition](#) (at [www.sc.edu/fye/](http://www.sc.edu/fye/)).




*"IF STUDENT AFFAIRS-ACADEMIC AFFAIRS COLLABORATION IS SUCH A GOOD IDEA, WHY ARE THERE SO FEW EXAMPLES OF THESE PARTNERSHIPS IN AMERICAN HIGHER EDUCATION?"*  
 —Victor Arceles, Gettysburg College

### Pre-Flection


- Think about a time in which you wanted to collaborate with someone from outside of your area but encountered difficulty. What happened?
- Think about a time in which you were able to collaborate effectively. Why do you think this was?
- Think about a potential collaboration you would like to develop. How will you approach it?

*"We can no longer afford to toss barb at each other across a chasm. Faculty and student affairs need to reconnect the programs and activities outside the classroom to the intellectual and ethical purposes of higher education."*  
 —Gwen Dungey

### Remember my two hats?



Adjunct Faculty in the Department of Mass Communications, Department of Languages, Cultures and Communication.






Dean of Student Affairs at Stephen F. Austin State University and 19 years of experience in the field of student affairs.

### Collaboration Defined

- Two or more people, or groups representing separate interests, working together to achieve common goals.
  - Part 1: Separate Interests – We can't forget that our mission, vision and purpose will usually be distinct from one another.
  - Part 2: Working Together – We care most about what we help to create. Collaborations that aren't collaboratively developed will usually be less effective.
  - Part 3: Common Goals – Without common goals, collaboration will be difficult.

### Five Negative Collaboration Styles

- Stone Soup** – Just like the fable, some just want to bring the stones and ask others to bring the soup.
- The Afterthought** – This occurs when we realize too late that we should have been working together, and try to get someone to sign on to our already developed program.
- The Credit/Blame Trap** – In this "collaboration" we are looking for a scapegoat for an expected failed collaboration.
- The In-Name Co-sponsorship** – This occurs when we want someone to "put their name" on a program, without actually participating in any aspect of the program.
- The Royal Wedding** – Collaboration is initiated as a means of limiting push-back from other areas.


### Values Confluence\*

Confluence is the joining of tributary rivers to form a more powerful body of water. Values confluence\* is the joining of values with goals and objectives to form a more powerful outcome.

- What goals do you want to accomplish through this prospective collaboration?
- What will they want to accomplish?
- What values drove you to propose this collaboration?
- What values of theirs will drive them to accept this collaboration?
- What does success look like to you?
- What will it look like to them?

*this is not a manipulative technique*  
*What is a flood but an unfocused river.*

*Don't assume someone else's values or motivations are yours.*




### Discussion Question

- What most inhibits collaboration on your campus?

or

- What have you done to overcome collaboration issues on your campus?




### Ideological Differences

- Differences in our perspectives affect the nature of our relationships, define how we see an issue or problem, and develop expectancies that may create the appearance of conflict, even when none exists.
  - Part 1: Difference in Perspective – These differences impact or viewpoint.
  - Part 2: Define How We See an Issue – "Perception is reality."
  - Part 3: May Appear to be Actual Conflict – We may agree and not even know it. We tend to develop implicit theories of the other.


# Differences between academic affairs and student affairs

*Something done in your extra time*  
*valuable learning experience that's out of 1 bag*  
 2/3/2018


### Difference 1: Collaboration as a Value



**Student Affairs Perspective**  
 Collaboration for its own sake is a frequent value in student affairs. By just saying that we are collaborating with faculty or even other areas in student affairs, staff can secure buy-in for projects.




**Academic Affairs Perspective**  
 While collaboration is valued, it is not valued in and of itself; it is seen as a means for accomplishing important goals. Academic staff may actually be questioned for collaborating with "the dark side."




**Bridging the Gap**  
 Student Affairs needs to view potential collaborations from the perspective of real goals of the faculty involved. We know that the goals of many pre-tenured faculty are research and publishing. If we can offer opportunities to help faculty accomplish their goals, it can be a tremendous enticement to collaborate. Of course, these criteria are also beneficial to tenured faculty as they help determine their rank. But beyond these goals, asking potential collaborators what goals they have can be a great way to start a conversation about working together.


### Difference 2: Extra vs. Co-Curricular



**Student Affairs Perspective**  
 The use of the terms "co-curricular" as opposed to "extra-curricular" communicates an important distinction in the way that student affairs sees their work. It is not "extra" to the student's learning in higher education; it is a part of their overall learning.




**Academic Affairs Perspective**  
 Faculty are more likely to see students' participation in clubs and organizations, fraternities and sororities and other experiences "outside of the classroom" as, at best, compliments to and, at worst, distraction from their classroom learning.




**Bridging the Gap**  
 This is one of the many reasons that Student Affairs educators need to take assessment seriously. It must be done and done well enough for findings to endure the scrutiny of those who truly understand applied research. It cannot be accepted at face value that students are learning from student affairs programs - demonstrate effectiveness and publicize the results.

Student Affairs needs to use the literature base from Astin to Chickering and Kuh as a means of explaining how involvement and engagement lead to students' emotional and intellectual development in college.


### Difference 3: Perspectives on Resources



**Student Affairs Perspective**  
 Student Affairs educators may have the tendency to view faculty's primary resource as "legitimacy" or "extra-credit." Faculty may be asked to be involved in programs after they are fully developed as a way of bolstering the reputation of those programs. The ability to give "credit" or "extra-credit" as an incentive for attending a program is often over-valued.




**Academic Affairs Perspective**  
 Faculty are more likely to buy-in to programs that they helped to develop. It should also be noted that many faculty detest "extra credit." Extra credit is often something that a student asks for when they haven't done the work of the course. Student Affairs should try to strike this term from their vocabulary. Additionally, faculty are often consulted too late for their participation in programs. Many faculty see the course syllabus as a contract with the students and don't want to add new elements within the same semester.




**Bridging the Gap**  
 Pre-planning can go a long way. Approach faculty about offering credit in advance of the semester in which you are seeking their participation. Also remember, asking them to give extra-credit is what YOU want to improve participation in your program. Ask yourself, what do THEY want? If the program constitutes a real learning opportunity for their students, help them see that before you ask for anything in return.


### Difference 4: Planned vs. Experiential Learning



**Student Affairs Perspective**  
 In the student affairs world, learning is fluid and emergent. While programs are planned with learning outcomes for the students, it is expected that learning may take place in ways that cannot be predicted and that this learning may require a new response from the educator.




**Academic Affairs Perspective**  
 Emerging learning does not work nearly as well in a classroom setting, where each student must acquire a common body of knowledge in order to meet the learning objectives of the course. While there may be emergent moments, these usually take place in the classroom and give the educator less time to change course and address them.




**Bridging the Gap**  
 This is an area in which faculty and student affairs educators can really bring their different skills to bear. Letting a faculty member take the lead in developing the "planned" aspects of the learning may give a student affairs educator a solid foundation for preparing for the "emerging" aspects of a learning experience.

*Support the best learning occurs when there is a balance between the two but in which there is support from others! There is a dynamic relationship between them and they are very balanced*


### Difference 5: Perspectives on Success and Failure



**Student Affairs Perspective**  
 In experiential education, failure is part of the process of learning. It is this "failure" (however temporary) that produces "teachable moments" that help students improve. Influenced by Sanford's Challenge and Support paradigm, student affairs educators seek to make sure that students experience risk of failure but have the opportunity to learn from these mistakes.




**Academic Affairs Perspective**  
 Failure is an unacceptable end-state. If a student fails an assignment or a course, it is often a permanent part of the student's record and inhibits future achievement. For example if a test is failed, the student may be unable to earn an "A" in the class.



**Bridging the Gap**  
 Student Affairs educators need to communicate this difference in perspective to potential collaborators and tout learning from low-risk failure as an advantage of experiential learning.

### Time for Reflection & Feedback



- Do these difference ring true for your campus?
- Are there "local" issues such as history of ineffective collaborations that further inhibit you?
- Any questions you'd like to pose?



*criticism needs to be constant of we*

### Difference 6: The Value of Criticism

**Student Affairs Perspective**  
 Student Affairs educators can sometimes be a little "thin skinned" when it comes to criticism. The term "critical" may be viewed in its negative form first. When working with other student affairs areas, criticism may first defined as adversarial or even hostile. The expectation in student affairs is often that people should come aboard as "team players" so that they "own" decisions made by those above them.

**Academic Affairs Perspective**  
 Criticism is an academic value and a necessary first step in any endeavor. Entire journals are devoted to faculty with conflicting views on different phenomena arguing over the merits of even the smallest distinctions between their ideas. To criticize one's ideas is to contribute to them and demonstrates interest and perhaps even support.

**Bridging the Gap**  
 Student Affairs educators need to prepare for criticism to be the first step in any collaboration with faculty, view this criticism as strengthening the project, and be ready to explain outcomes and to defend and support beliefs. A person who is taking the time to contribute their thoughts to the project may actually be expressing an interest in participating in it.

### Difference 7: Teamwork

**Student Affairs Perspective**  
 Student Affairs educators often perceive themselves as being on a number of teams that faculty members don't see. We are on the "institutional team" with common goals and missions. We are on the "student affairs team" with a common body of literature even in very different departments and programs.

**Academic Affairs Perspective**  
 Faculty may not even perceive themselves as being on the same team with others in their department. A history department may have 10 faculty members who study very different aspects of history. The rise of disciplinary in the modern university may make faculty members feel more closely aligned with faculty in their same discipline at different universities than other faculty in their same department at your institution.

**Bridging the Gap**  
 When we enter into collaborative relationships with faculty, we cannot assume that they know about or buy into the strategic vision (even a specific strategic plan) of the institution. We need to seek win/win collaborations that benefit faculty, staff and students.

### Difference 8: The Value of Service

**Student Affairs Perspective**  
 Developing programs, events and services for students are the nature of our work. If we don't do these things, we aren't viewed as successful by those who evaluate us.

**Academic Affairs Perspective**  
 In terms of how faculty are evaluated, programs, events and services all fall under the category of "service." Along with "research" and "teaching," these are the three factors which usually influence rank and tenure (two very important things to faculty). Of these three, service is generally valued the least.

**Bridging the Gap**  
 Service to the university, the students and even the community is valued, they just aren't valued as highly as research and teaching. Additionally, even if the proposed collaboration is related to something that a faculty member deeply cares about, that person may find it inadvisable to participate if they believe the time commitment might interfere with their ability to meet their other obligations. Again, it is important to know what the faculty member values and let them tell you about their goals. We cannot assume that the opportunity to serve is its own desired end-state.

### Difference 9: The Value of "Retention."

**Student Affairs Perspective**  
 Retention is a major marker of success in Student Affairs work. Drawing upon the work of theorists such as Tinto, retention is seen as the product of an educator's ability to assist in the academic and social integration of students. We therefore feel that student retention is the responsibility of the educator.

**Academic Affairs Perspective**  
 Faculty may see retention as a product of student effort and may feel like a focus on retention is either a subtle or perhaps even overt pressure on faculty to pass students and "move them along." Faculty therefore do not necessarily see retention as their responsibility. Faculty may also see a focus on retention as a shifting of accountability from student to faculty responsibility.

**Bridging the Gap**  
 Student Affairs personnel need to focus less on the end-state of retention and focus more on the academic and social integration that leads to persistence. Even the term persistence is often more palatable because it refers to a long-term view of student success that includes graduation. Overall a focus on "success" is more likely to encompass and represent the values of other groups.

*Should call this persistence rather than retention it is to student's responsibility rather than student educators*

### Difference 10: The Speed of Change

**Student Affairs Perspective**  
 The pace of change is usually fast in student affairs. Perhaps this is hardwired into student affairs practitioners because of the belief in experiential education. A good idea can catch fire quickly. Additionally, because an idea is new, staff may be less inclined to thoroughly study an issue before trying to find solutions.

**Academic Affairs Perspective**  
 Faculty with the terminal degree in their field are usually first and foremost trained in research. They will be quick to tell you that no one taught them to teach, and department heads and other administrators may be likewise quick to add that no one trained them to do that either. This usually means that faculty may want to study a problem longer than a student affairs personnel may find necessary.

**Bridging the Gap**  
 This is an area where faculty and student affairs educators can really use their differences to improve programs. Any discussions about collaboration needs to begin with some research questions that we must be prepared to answer. This discussion should also include agreement on a timeline. In general, if faculty-buy in is desired, student affairs educators need to realize that a longer timeline will usually help a great deal.

*So when you feel you're not ready to program decision don't wait until you're at stop ready*

### Planning to Collaborate

Remember the potential collaboration you were thinking of at the beginning?  
 Mindful of the ideological differences between Academic and Student Affairs, ask yourself the questions below:

1. What goals do you want to accomplish through this prospective collaboration?
2. What do faculty want to accomplish?
3. What values drive you to propose this collaboration?
4. What values will drive faculty to accept this collaboration?
5. What does success look like to you?
6. What will it look like to a faculty member?



**Collaborations Audit Worksheet  
APEX Educational Programs, LLC**

VALUES		
YOURS	CONFLUENCE	THEIRS

Diagnostic Question(s):

1. Why are you in the profession you are in?
2. What is your greatest professional accomplishment?

*Note: Consult the values lists if necessary.*

*Ask them theirs*  
*This is like a mission statement*  
*What is the one thing that if you didn't have you couldn't do?*

PRIMARY PROGRAMATIC OUTCOME		
YOURS	CONFLUENCE	THEIRS

Diagnostic Question(s):

1. What is the one thing that, if you don't accomplish it, you cannot be successful?

*if someone who is in the industry can help, it will be even if they have a great model*

**COLLABORATORS/RESOURCES (Financial, Human, Intellectual, Mission, Leadership, Structural, Facilities)**

RESOURCES	RESOURCES	RESOURCES

Diagnostic Question(s):

1. With whom do you need to collaborate to meet your goals?
2. What resource does each bring to the table?

*The Five Whys - keep asking why*

GOALS/STRATEGIC INITIATIVES		
YOURS	CONFLUENCE	THEIRS

Diagnostic Question(s):

1. What is the source of your goals?
2. To what (if any) strategic initiatives do they connect?

COLLABORATIVE EFFORTS		
PROPOSED COLLABORATION 1	PROPOSED COLLABORATION 1	PROPOSED COLLABORATION 1

Diagnostic Question(s):

1. What collaborations do you propose?

BENEFITS		
YOURS	CONFLUENCE	THEIRS

Diagnostic Question(s):

1. How will each party benefit from the proposed collaborations?

*Note: May require a separate worksheet for each proposed collaboration.*

HISTORY/BAGGAGE		
YOURS	CONFLUENCE	THEIRS

Diagnostic Question(s):

1. Give me an example of a collaboration that really worked out well from your perspective.
2. Give me an example of a collaboration that did not meet your expectations.
3. Tell me about any previous collaborations between your areas?

*what will matter to them?*

APPEAL/COLLABORATION PLAN (Logical, Emotional, Ethical)	
Method	Describe Persuasive Appeal Using the Method Chosen
Logical	
Emotional	
Ethical	

Diagnostic:

1. None. Base your interpretation on the previous answers.





## Improving the Success of At-Risk Students (Services)

What program or service would you like to target? \_\_\_\_\_

*Each of the following themes below have been derived from relevant literature as being challenges to at-risk students. Using the worksheet below, address how you can create or enhance program elements to address these issues in your service.*

Issue/Challenges	Implementation
Less knowledgeable about services	
Less Likely to Utilize Services	
Less knowledgeable about how colleges and universities are structured	
More economically uncertain	
Less parental support	
Less Likely to get involved in co-curricular activities	