PASS

Promoting At-Promise Student Success

Second-Year Student Has Not Fully Connected with Campus and Career Resources

Purpose: This vignette highlights the experiences of a student who seems to be doing fine but is not necessarily connecting with the opportunities that exist on campus.

Student Vignette: Edward (a 20-year-old political science major) completed his second year of college with a 3.4 GPA. He currently is listed as pre-law student. Edward lives on campus with a friend from high school. They enjoy playing video games late into the evening and have participated in the campus video game club both years. Edward recently was selected to be the lead programmer for the club. Edward also started volunteering with a local animal shelter once a week because he missed his family pets. When you meet with him, you ask how things are going. "Fine," he responds, "just enjoying life." You ask if he has thought about internships or career-focused clubs. He says he does not know what opportunities exist and feels a bit unsure that he would be selected for an internship or club. You ask how he feels about his pre-law major, "fine, but I don't know what lawyers do, except what I see on tv. That looks fun. But maybe something else could work too. We will see." You also notice that he got an A in a computer science class that he took as an elective this year. He also got an A in both political science classes he took so far. Edward seems to be doing okay and on track to graduate in four years.

Guiding Questions:

1. Have you interacted with students like Edward? If so, reflect on those experiences.

2. Do you think Edward would benefit from support? If so, what might be next steps for him?

3. Given your role (e.g., academic advisor, program director, faculty, etc.), what might you do to connect Edward with the multiple opportunities that exist on campus?

4. Reflect on the concept of ecological validation. How could the norms framing student interactions (holistic, proactive, strengths-oriented, and developmental) and the work of educators (collaborative and reflective) be leveraged in this context?

5. What policies and practices could be shifted to support students in a similar situation? What would need to happen to initiate change? Who would be involved in this process?