**PROFILE 1**

Jazmin, a shy, soft-spoken 16-year old Hispanic female “Dreamer” (undocumented) student, aspires to be a Certified Medical Assistant. She is a dually-enrolled high school student and maintains a 4.0 unweighted GPA in both her high school and college courses. Her dad works long hours as a day laborer in the construction industry and her mom is a cleaning lady for private homes. Jazmin also helps care for her four younger siblings while her parents work. She worries constantly about her family’s immigration status.

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| 1. What skills and techniques are you ALREADY doing to benefit this student and make him or her feel welcome when you engage with him/her? | 1. Are there any other resources on our campus that you could reach out to for strategies or techniques to help this student? | 1. What more could the COLLEGE do to make this student feel welcome and meet his/her needs? | 1. What more could YOU do in your role at the college to make this student feel welcome and meet his/her needs? | 5. What ONE IDEA are you  going to start implementing  RIGHT NOW? |
| * Advising * Listening * Smiling * Check-in with student * Aviso software | * Upward Bound * CCP Advisors * CCR ESL * Local resource list of helpful agencies | * Celebrate different ethnic groups | * Be genuine, kind, and encouraging | * More staff training on cultural awareness |
| * WIOA * Work with dad for c.e. * Help with citizenship * Dependent childcare * School system * Partnership for children career pathway | * El Refugia * Early College * SGA * Career Center * Student center * Scholarships | * Offer citizenship classes on campus * Support group for dreamers * No more out of state tuition for dreamers | * Take her to available resources * Provide ongoing translation services for parents * Find peer mentor | Everything under question 4   * Support group for dreamers * Look into citizenship classes |
| * Call Oscar Hernandez * Call Foundation for Hispanic Scholarship after HS graduation | * Contact CCP Advisor * El Refugio * CUOC | * Put in contact with student with similar situation – mentor * Call Oscar Hernandez * Call Scott Byington | * Check-in and follow up with student | * More personal contact with students |
|  | * CTE advisor * HS partner rep * Secondary Partnership Director | * Help get Secondary Partnership Director | * Connect to resources * Provide resources to staff who work with students to better assist with their family and immigration needs and connect them to resources that may assist with citizenship |  |
| * Smiling with eyes * Encouraging her to build confidence * Appreciative advising | * Con Ed for scholarship money * Oscar 🡪 citizenship class 🡪 El Refugio * Counseling services | * Make resources easier to find to relay to students * Student clubs/organizations (for connections) * Cultural events | * Encourage class participation * Maintain open door policy * Welcoming office environment * Build on relationship | * Smizing * Open door to demonstrate communication * Encouraging second year students to help first year (new) students |
| * Smile * Meet with DS (immigration attorney) * Keep her comfy by helping her learn new time management techniques * Find an employer sponsor | * Oscar * Advisor/HS Advisor/Guidance Counselor * Mental health? | * Connect her with other students * Introduce her to activities on campus | * Listen * Be knowledgeable about situation * Accessible * Stay up to date on current events related to situation | * Learn more about process! |
| * Smile * Show compassion | * Early childhood evening care * Tutoring * ESL * Dream Keepers | * Offer citizenship courses | * Building clean and climate comfortable | * Tuition assistance |

**PROFILE 2**

Cory is a friendly 18-year-old black male working on completing the pre-requisites for the Associate Degree Nursing program. Even though he grew up near Sanford, he’s the only one of his high school friends to attend CCCC. Cory is uncomfortable walking through the parking lot after his evening math class because others tend to eye him suspiciously. Although he earns good grades, a white classmate disdainfully asserted that the nursing program would surely accept Cory because of affirmative action, whereas most white females didn’t stand a chance.

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| 1. What skills and techniques are you ALREADY doing to benefit this student and make him or her feel welcome when you engage with him/her? | 1. Are there any other resources on our campus that you could reach out to for strategies or techniques to help this student? | 1. What more could the COLLEGE do to make this student feel welcome and meet his/her needs? | 1. What more could YOU do in your role at the college to make this student feel welcome and meet his/her needs? | 1. What ONE IDEA are you going to start implementing RIGHT NOW? |
| * Be friendly * Offer to help and directions * Introduce to campus resources/department | * Student support services * Student Activities * Nursing Department * Introduce security if he needs them | * Follow up with new students * More or brighter lights | * Connect with mentor * Cultural trips with SSS and other students * Connect academic coach and student success advocate | * Smeyes |
| * Discuss/hear student concerns and issues. * Set expectations for students and conduct * Reaffirm students faith in his goals | * Security * Student services | * Mentor(s) * Interest groups (campus) * Follow up conversations with student | * Help student recognize potential and build self esteem |  |
| * Respect * Greeting/welcoming * Encouraging * Positive attitude * Team-building * Mentors | * TRiO * Mentor program * SGA * Sports * MADE | * Diversity/staff * Accessibility * Bullying/addressing * More mentorship program/peer mentoring * Safe places/spaces * Counselor | * Encourage * Support * Ask about them and what they need | * Culture diversity and equity |
| * Create welcoming environment * Warm up exercises to introduce students to each other | * Success coaches * Security * Introduce him to dept. mentor to help address any/all of his issues | * Introduce him to some of the college clubs | * Build a relationship with student and be encouraging |  |
| * People * Golden Rule | * Success Coach * Counselors | * People skills classes | * Be friendly and positive to all students | * Smile “more” |
| * Explain points system * Find out how student was admitted in program * Team Building | * Call Dane * Faculty Advising * Student Mentoring * Student Socials * Student Services | * Student involvement * Advertisement/communication * Electronic communication board. –accessible to everyone in every building | * Engage with student to make them feel welcome * Smile * Encourage interaction with students | * Speak to every student * AIDET (acknowledge, introduce, duration, explanation, thank you) |
| * Listen to what student has to say with an open mind * Reassure and ask what kind of help they would like to have * Smile and be open * Take their name and contact info and pass to correct parties. * Show you care about the problem(s) they are having | * Refer to security and student services.   -security can walk out in the evening  -student services for counseling | * Make sure all students receive information about what to do and who to report bullying to. * Make sure to follow up with security that matter is being handled | * When greeting student ask how we could help regardless of issue | * Smile * Be welcoming * Help the student to the best of your ability |

**PROFILE 3**

Cassidy is a belligerent 20-year old white female who grew up on her grandparents’ sweet potato farm 20 minutes outside of Lillington. Her mother has been in prison for selling drugs since she was six, and she’s never met her father. Her grandmother refuses to take the medication she has been prescribed for schizophrenia and depression, so Cassidy helps her grandfather work the farm, while also doing most of the housework and cooking. Her grandfather is a harsh taskmaster, and when he drinks too much he becomes extremely abusive. Cassidy has isolated herself from her classmates and anyone who tries to befriend her is met with a menacing glare. She’s an undecided first-year student who is taking all general education classes.

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| 1. What skills and techniques are you ALREADY doing to benefit this student and make him or her feel welcome when you engage with him/her? | 1. Are there any other resources on our campus that you could reach out to for strategies or techniques to help this student? | 1. What more could the COLLEGE do to make this student feel welcome and meet his/her needs? | 1. What more could YOU do in your role at the college to make this student feel welcome and meet his/her needs? | 1. What ONE IDEA are you going to start implementing RIGHT NOW? |
| * The “disarm” phase of Appreciative Advising * Recognizing their struggles * Share your own life experiences * Affirm them, let them know they belong | * TRiO SSS! * Foundation, if funding is an issue * Career Center (undecided student) * External support for abuse * CCCC Cares * MADE/WADE | * Continue with resiliency efforts * Providing more inclusive clubs/organizations * Improve overall campus climate * Peer networks/panels | * Sharing more of our stories * Attend more student events to show support * Keep trying to build a connection, it may take time | * Be aware and make an effort! |
| * Smile/acknowledge   Well-structured/organized classroom   * First day activity to engage * Do not take anything from her personality * Group activities in class…have a voice | * Career Center * ACA Course * Academic assistance for tutoring * Ensure/remind of support services * Library support for her | * Counseling center * Mentoring program * Clubs/extracurricular activities * Collegiate gathering place – NO LEC | * Make sure they know advisor * Resources available to provide assistance to student * Provide and ear for listening | * Up to instructor –start a smoothie or coffee bar where everyone knows your name |
| * Greet student sincerely * Find common ground to determine where they are. Ie. Assessment, conversation, group introductions | * Special pops referral * Advising * AAC | * More contact with success coach * Documented support plan * More groups/clubs | * Random check-ins with student * Systematic encouragement | * Daily short surveys |
| * Invite them in, addressing her by name * We offer coffee, tea, food * Casual conversation * Address them as friends * Invite them for a “next” conversation * Read body language * Speak at other locations outside of campus/office * Acknowledge their strengths and offer a variety | * TRiO * Student Accessibility * Local sources (including mental health) * Chatham transport * Nekia * BAT Team * Career Center * Student Activities * EmBARK | * Counseling * Student mentor * Student lounge space | * Encourage them * Acknowledge they are bringing something to the table * Praise them for being there * Find out why she’s here * Consistent in all we do * I will continue to learn what is out there and how to help the school and community |  |
| * Being nice and polite * Being US. * Walking them to classes | * Coaches * Mental health * Star fish * Dream Keeper | * Mental health increase * Follow up from coaches * Student organizations | * Follow up * Smile * Invite to games on campus * Funding | * Get them on campus to follow through advising |
| * Say “hi” at beginning of class * Ice breakers | * TRiO * CCCC Cares * Advising/Coach * Foundation $ * Work Study * Resources for counseling | * Provide funding for referrals * Regular surveys and follow –up * Campus tour with advisor * Auditing of teacher/instructor practices | * Continuous outreach * Help them generate questions * Soft handouts | * Campus tours with students to show resources * Expanding office hours. |

**PROFILE 4**

Rashida is a 28-year old middle-eastern woman whose parents emigrated from Pakistan. English is her second language and she tends to keep to herself because of worries that she will be excluded or taunted because of her hijab and her Muslim faith. She is married with three children. She works 29 hours per week at a nursing home and is enrolled full-time, pursuing a diploma in electronics engineering technology. She is the only female in most of her major classes.

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| * Greeting students * Positive encouragement | * Diversity Committee | * Success Coach * Club/organizations | * Show genuine interest | * ☺ |
| * Smile and welcome * Escort to classroom * Ask her about her family * When she is comfortable, talk about her faith | * Library | * Tell her more about what the college has to offer (daycare) | * Ask if she needs help with her studies | * Talk to her/invite her to lunch |
| * Use student’s name * Conferences required * Take note of major, faith, and related holidays * Avoid mention of “Christmas” break | * Connect with other student with similar background, interests, etc. * Student activities * Child care services | * Muslim student center * Parents for Higher Education Club | * Be aware of holidays * Bi-weekly check-ins | * World holidays on calendar |
| * We have female academic advisors * Child care funding is available | * Connect to ESL instructors * ACA122 * Advising | * Student club * Female engineering support | * Radically inclusive * Learn more about her culture | * Radical inclusivity |
| * Female department chair * Female lead instructor * Smile | * TRiO * Child care * AAC * Reading and Writing Center * Career Center * Financial Aid * Scholarships * Employer Sponsorship | * Make a woman in stem club * Recommend a mentor * Muslim student club * Counseling center on campus | * Walk her through the admissions steps * Our door is always open * Contact the student with the department chair or faculty | * Recommend services |
| * Encourage them to speak up in class and being positive with whatever response she gives * Allowing extensions of due dates to accommodate work or home issues * Inviting campus –looks well and clean | * TRiO SSS * Financial Aid | * ESC Meet and Greet * More signage and maps | * Let her know you are concerned and care * Ask if there is anything you can do | * Learning more about what resources are available on campus that might help her or others |

**PROFILE 5**

Larry is a 53-year-old white male student who was laid off from his factory job last year and is pursuing an Associate of Arts degree. He enjoys learning and is earning top grades. As a child he wasn’t allowed to read books or study because his father insisted that a man makes his living from the strength of his back. He’s been invited to join Phi Theta Kappa but is hesitant since he’s not sure he’ll fit in with all the younger students. In fact, several of the young students in his English class were whispering, giggling and pointing at his vintage laptop that runs on Windows ‘95. The noisy high schoolers in the student center drive him crazy, so he sits in his car when he has a break between classes.

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| * Smile * Assist with computers * Can help with campus resources | * IT for Windows * Meaghan Little * ACC for tutor opportunities * Reach out to Phi Theta Kappa Advisor | * Adult Student Association * SGA * Offer quite room * Mentorship opportunities * Specific clubs on each campus | * Patience * Be available * Follow up with student * Ask student what he “needs” * Repeat back what the student concerns are | * Active Listening * CAN DO ATTITUDE!! ☺ |
| * Survey/gauge technical proficiency * Connect him to another student in class | * Recommend AAC and STEM Lab for tutoring * Math Club * Update Windows through college | * Encourage student activities | * Reach out to an AA Advisor | * Offer tutorials for software and platforms we use for the course |
| * Listening, advising, and coaching skills * BAT Team Techniques | * TRiO * Dreamkeepers/Foundation * Success Team * Referrals via SDS * ACA * FA/work-study | * Mentoring (similar to TRiO) * FT student success advocate * Outside agencies offices on campus | * Communicate/be friendly to her | * Always walk her to the resources |
| * Greet and address him/her as an adult * Classroom management * Get to know him * Identify with him * Connect him with other students | * Advising * Career Services * CA * TRiO | * Have an actual student center * Advising – revisit the plan of support | * Mental health counselors * Clubs for adult learners * Access to services on ALL campuses * Orientation/Meet and Greet | * Smile and say Hello to everyone * Welcoming * Refer students to resources |
| * Respectful * Teach to the whole student * Encourage him to make connections with faculty and staff | * TRiO for resources * AAC * Library to do work | * Introduce him to adviser for PTK | * Engage in conversation * Encourage him to join clubs | * Equity in the classroom |
| * Been invited to join PTK * Have had a conversation to learn his background and frustrations and feelings of exclusion | * Library * Ask student if he wants to start a study group with his peers * TRiO * Offer other areas on campus to study or take breaks | * Have resources/groups for older students * Help obtain updated resources (laptop) through scholarship or dream keepers | * Introduce to other older students * Put him into a mentorship role * Address the classroom environment regarding professionalism and Golden Rule * Engage in conversation 🡪 strengths, favorite books, and experience 🡪 then he can address the class and others in PTK * Meet and greet with other students | * Address class |
| * Caring * Make it personal * Welcoming * Discuss goals (MAP/Career Center) | * TRiO * Career Services * AAC * Library Club * Meet with PTK advisor * Discuss with dev. Faculty | * Non-trend student support group * Space for students (quiet) * Mentorship program | * Give list of clubs/activities * AVISO resource guide * Develop a plan * Encourage ACA in FIRST term | * Discuss needs of the student early and often as they change |

**PROFILE 6**

Jana is a 43-year-old black single mom with three teenage sons. Although she hadn’t attended school since her 1993 high school graduation, she started classes at CCCC this fall following her recent divorce. She’s struggling with both Developmental English and Developmental Math due to a learning disability, though her middle son patiently helps her with her homework when she has questions. She’d like to earn a degree in early childhood education, but thinks she may have to drop out to increase her hours at work. Just last week her ex missed a child support payment and the family had nothing for dinner but canned green beans and crackers.

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| * Relate on a personal level * Listen * Campus resources/local resources * Dream Keeper Fund | * Dream Keeper Fund * Tutoring * Trio? * AAC * Student Accessibility Services * Night Child Care | * Support/life coach * Free seminars on “adulating” life skills | * Flexible * Awareness * Observant * Be aware of resources | * Be aware and listen to students to see where they are |
| * Personal interactions with student (ex. know names and interest in student/listening/available with office hours, etc.) * Making referrals to resources on campus (ex. food pantry, disability services, etc.) * Organizing group instructions, journals, essentially multiple instructional strategies | * Food pantry * AAC tutoring * Disability services * TRiO * Dream keeper Fund * Career Center * Encourage more connection with her faculty advisor | * Peer mentoring/student cohorts * Expand options/services for students with stressful circumstances like counseling * More user-friendly CCCC website * 30 second promo videos for individual services that could be shared or sent to students | * Become more familiar with College’s resources/programs * Suggest #3 revisions/improvements to stake holders | * Set up more proactive/intervention meetings with struggling students/more dialogue * Embed references to resources |
| * Asking holistic questions * Body language * Stopping and talking | * Dream Keepers * County resources through AVISO * Food bank * AAC * Work study or financial aid * Job links * Disability services | * Dream Keepers * Establish support group for single parents/non traditional | * Communicate issues with instructors * Meet regularly (formal/informal) * M. Sherman/Dis services connection * Customized advising – online classes for more time at work * Share about ccp for kids | * Connect to community support services (food, money, kid activities, tutoring, etc.) |
| * Listening to concerns and needs * Thinking of college and community resources and try to address each need * Smile * Maintain eye contact | * Student Accessibility Services * AAC * Education Navigator and Career Services * SGA | * Connect student with internal and external support systems (tutoring, food pantry) | * Talk and actively listen to student, * Involve student in brainstorming ideas for possible supports * Look for support and make connection with student | * Encourage to contact community support by providing organization names and contact info. |
| * Encourage and smile | * Foundation food pantry | * Invite her to church | * Let her know where to get help at CCCC | * Encourage and smile |
| * Assist with scholarship application * Dream keepers application | * Tutor * Developmental Math and English Transition Center * Learning Center | * Assist with transportation | * Assist with counseling – registration – financial aid application process | * Closely following the student’s attendance |

**PROFILE 7**

Bryce is a 23-year-old white transgender student currently transitioning from female to male. When he first came out, his family kicked him out of the house. He was homeless for about a month until new friends helped him. He’s earning an A.S. and would like to transfer to East Carolina to major in education. Bryce struggles with anxiety and depression, and is sometimes suicidal. A young woman in his history class befriended him, but is now insisting that being transgender is a sin and that he needs to come to church. Due to the recent political controversies, Bryce is careful to schedule classes so he won’t need to use the restroom on campus. He also avoids night classes because he fears the possibility of transphobic violent attacks.

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| * Ask Bryce how they would like to be addressed * Express Empathy * Practice Equity * Build rapport and check-in | * Introduce Bryce to GLOW * Student Accessibility * Dreamkeeper Fund (homelessness) | * Behavioral Health Support * Campus Champion (mentor) * Gender-neutral bathrooms * Safety awareness event | * Follow-up with student * Note personality/behavior changes * Be genuine | * Safe zone training for staff and faculty.   (identify contacts on campus) |
| * Acceptance * Non judgmental | * Free counseling services * Campus security availability * Transgender support group | * Treat him/her like everyone else | * Be available for one on one as needed | * Let everybody know we have an open door policy |
| * Teach with compassion | * Lead the student to student services and help student use all resources available | * Work with the faculty and staff that fosters compassion for all students | * Treat them like a human being and don’t over step your bounds. Make sure respect is practiced throughout the classroom and school. | * Continue to demand respect for others |
| * Smiley receptionist with all the answers at Siler City. * Make all students aware of all class options | * Nikia Jeffries (navigator) * Food bags * Book nook | * Safe space certification position | * Pursue family bathroom issue (gender neutral) | * ☺ |
| * Engage equally * Show love (feel welcome) * Open communication * Policies/procedures – no tolerance for discrimination for both patients and students * Discuss/review ethical/cultural considerations professional | * Matt Smith * Campus security * University Transfer * Dream Keepers | * Develop club/include in trans club (awareness) * Unisex bathrooms/family bathrooms | * Communicate all opportunities with students * Discuss on-line learning opportunities * Encourage cultural competency and ethical considerations | * Empathy * Communicate * Learn their names quickly * Cultural competency seminar to prepare for pts * Soft skills |
| * Treat all students with respect and stay clear of pronouns | * Special populations | * Provide counseling | * Listen to them and be a friendly face | * Smile and listen more |

**PROFILE 8**

Tyler is a laid-back, popular 19-year old white male from an upper-middle class family who wants to earn a Bachelor’s degree in Business Administration. He’s been accepted at and wanted to go directly to UNCW. However, his parents wanted him to “get his head on straight” before going to a four-year school. They’re not confident that Tyler is ready to make a career decision so he’s completing his first two years at CCCC. Many of his high school friends are already at four-year universities. He’s eager to transfer to UNCW to get away from home and to enjoy the campus culture. He has good SAT scores and 14 credits from dual enrollment. In his free time, he plays video games for hours on end. Unfortunately, Tyler is not doing well in his CCCC classes.

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| 1. What skills and techniques are you ALREADY doing to benefit this student and make him or her feel welcome when you engage with him/her? | 1. Are there any other resources on our campus that you could reach out to for strategies or techniques to help this student? | 1. What more could the COLLEGE do to make this student feel welcome and meet his/her needs? | 1. What more could YOU do in your role at the college to make this student feel welcome and meet his/her needs? | 1. What ONE IDEA are you going to start implementing RIGHT NOW? |
| * Make them part of the team   (The Academy) | * Success Coach | * Offer tutoring * Involve him in student government | * Provide him with personal cell number and let him know he can call anytime * Be sure the training we’re providing is relevant to the career choice | * Offer success coach   to student |
| * Engaging – listening * Being available * Goal Discussions | * UNCW Partnership * Campus activity – Student activity * Gaming Club – Seth * Mike Fann’s club PBL | * College Transfer Day * UNCW “club” for prospective seahawks | * Consistent check-ins via email and phone * UNCW Campus Events | * Open doors * Open minds * Open hearts |
| * Study space * One-on-one research help * Some access to to resources here and as four-year university * Instruction and reference that is transferable * Prioritize being friendly, responsive, and accessible * Try to be individually relevant | * Connect to success coaches * Gaming club and other student groups | * More student activities to create “college” experience * Larger collegiate library study center and student lounge on ALL campuses | * Use inclusive and empowering language during interactions with students * Have info about activities readily available * Spreading the word that students/faculty can be shared on library bulletin boards | * Get the word out that the library can be a central hub for sharing information on campus activities |
| * Showing love * Encouragement * Personal (one on one) | * Academic Center (tutoring) * Student success center/counseling * Online resources to help achieve 2 year degree * Student activities * Counseling | * Peer mentor(s) * Peer tutoring | * Smile with your eyes * Speak to other advisors/old teachers * Acknowledge this effort and achievement | * Start a peer tutoring program * Seek out mentors |
| * Smile * Welcome * Meet with advisor * Encourage | * Buddy with another student * Online tutor program | * Student Center * Follow up * AAC * Check for clubs (math or sports) | * Ask him for goals * Review goals regularly * Career placement review assessment | * Get success coach involved (Kelvin) |
| * I’m polite to him even when he is “checked out” and annoying others * Sending alerts if GPA is low or missing major assignments * Encourage the student to explore his interests through the existing assignments | * Academic assistance * Encourage in-person (scheduled) Meetings for advising and academics * The UT PBO club would encourage him to join us to explore college transfer/interests | * Provide safe spaces so that he can hand out with his peers on campus. They will motivate him to move forward | * Introduce him to the gaming club | * Invite him to talk with us. |