



Advising High Achieving Students Community

Description: This community identifies and addresses issues pertaining to high achieving college students. The Steering Committee defines high achieving students as individuals who demonstrate exceptional performance in academic (e.g. high GPA, awards/honors/distinctions) as well as complex experiential pursuits (e.g. Honors program, community-based, leadership, research, internships, creative, political, athletic), and/or display certain personal qualities (e.g. intrinsic motivation, self-directed, resourceful, intellectually curious, goal-oriented, diversity of interests, love of learning). Ongoing discussions focus on identifying and recruiting high achieving students of diverse backgrounds, administering honors programs, teaching high-achieving students, developing enriched curricular opportunities both inside and outside of the classroom, helping students manage their mental, physical, and social wellbeing, and advising strategies to use when interacting with this student population.

Hot topics and resources:

Understanding the advising needs of high-achieving students:

- Schwartz, K. M. (2015). Advising special populations: Honors students. Retrieved from NACADA Clearinghouse of Academic Advising Resources Web site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Special-Populations-Honors-Students.aspx>
- Wilcox, E. (2013). From obstacle course to launching pad: Advising high achievers, gifted learners and creative thinkers. Retrieved from https://advisingmatters.berkeley.edu/sites/default/files/Final_Advising%20High%20Achievers_0.pdf
- Schwartz, M. (2006). Preparing to advise high-achieving students. Academic Advising Today, 29(3). Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Preparing-to-Advise-High-Achieving-Students.aspx>.

- Dougherty, S.B. (2007) Academic advising for high achieving college students. Higher Education in Review, 4, 63-82.
- Klein, J. R. (2006). Extreme millennial students: Advising strategies for working with honors students. Retrieved from NACADA Clearinghouse of Academic Advising Resources Web site: <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Honors-students.htm>
- [Additional resources can be found in the Journal of the National Collegiate Honors Council \(JNCHC\)](#)

How to encourage high achieving students to identify a manageable pace:

- Spear, K. (2016, March). Strategies for addressing pace with high-achieving students. Academic Advising Today, 39(1). Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Strategies-for-Addressing-Pace-with-High-Achieving-Students.aspx>

Considerations for working effectively with high achieving students:

- In their pursuit of perfectionism, high achieving students often overlook their mental, physical, and social wellbeing. What resources does your campus have for high achieving students? How can you empower high achieving students to excel academically and professionally without sacrificing wellbeing?
- To understand high achieving students, it is necessary to examine this student population's demographics and trends in your campus' honors programs and honor colleges. What do the demographic trends reveal about the student population? Does the data reveal a diverse student population? If not, what initiatives are in place to recruit and retain students of diverse backgrounds? What barriers are in the place that prevent students of diverse backgrounds from participating in honors programs and colleges?

For more information check out our webpage at:

<https://www.nacada.ksu.edu/Community/Advising-Communities/Advising-High-Achieving-Students/Resources.aspx>

Connect with us on Slack at:

<https://nacadahighachievers.slack.com>