“Good advising may be the single most underestimated characteristic of a successful college experience. Advisors play a critical role. They can ask a broad array of questions, and can make suggestions, that can affect students in a profound and continuing way.”

—Richard Light, Making the Most of College
CSSFYE GOALS

• Ensure support for students through quality academic advising.
From the Students’ Perspective:
Three Key Qualities of an Effective Advisor

1. Knowledgeable/Helpful
2. Available/Accessible
3. Approachable/Personable
“I find it reassuring to know that I have a ‘point person’ I can go to that can help me with difficult questions and discuss my future with.”
—Student comment made on academic advisement survey
“Appreciative Advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.”

Stages of Appreciative Advising

1. **Disarm**: recognize the importance of first impressions by creating a safe, welcoming relationship with students.

2. **Discover**: utilize positive, open-ended questions to draw out what students enjoy doing, as well as their strengths and passions.

3. **Dream**: help students formulate a vision of what they might become, and then assist them in connecting that vision with their life and career goals.
MARYMOUNT COLLEGE EDUCATION PLAN: GRADUATION / TRANSFER WORK SHEET

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Degree Objective: A.A.________ A.S.________ Concentration:________ Transfer Institutions:

Transfer Units

MCPV Units

Total

Minus Develop. Units

Total Units for Grad.=

Transferable Units To:________ No. of Units________

Transferable Units To:________ No. of Units________

Transferable Units To:________ No. of Units________

Transferable Units To:________ No. of Units________

IMPORTANT! The student is responsible for filing a Graduation Application to graduate.
Stages of Appreciative Advising (contd.)


5. *Deliver*: maintain contact with students to assess progress toward their identified goals, their feelings about those goals, and about the process of working toward them.
“Dad, I’ve decided to change my major.”
During adolescence, the brain is undergoing a lot of changes. Gray matter diminishes as neural connections are pruned.
UNCLE JOE CUSEO
WANTS YOU!
(TO TURN IN YOUR LONG-TERM EDUCATIONAL PLAN)

Vignettes

JOANNA A.
CHRIS B.
JOSE G.

MIKE H.
MARLON L.
PHIL P.

JEFF R.
JEFF R.
ELISE W.

JONATHAN B.
GODFATHER GIUSEPPE

UNCLE JOE CUSEO

WANTS YOU!

(TO TURN IN YOUR TWO-YEAR EDUCATIONAL PLAN)

-- by
FRIDAY--

MIDNIGHT--

OR ELSE....

YOU'LL GET
AN OFFER YOU
CAN'T REFUSE!

Vignettes

TOMMY B.
DREW C.
JOSH R-Z.
JORDAN A.

BRITT J.
JACKI M.

KELLIE O.
SUZY Q.
ALEXA B.
“I think we are very reluctant to use the authority we have to compel students to do some of the things we know are better for students if only they will do them. A best practice would be to mandate participation in more of these interventions.”

“Developmental advising has the greatest impact through supporting and challenging students to take advantage of the multitude of learning opportunities outside of their formal classes. [It] has a multiplier effect that increases students’ involvement in institutional programs and services; this positively influences retention and the overall impact of the educational experience for students.”

—Roger Winston, Developmental Academic Advising Reconsidered (1994)
Helping Students Make Three Key Discoveries

1. Discovering **Themselves**: Personal goals, interests, talents, and values (Self-Awareness/Self-Assessment)

2. Discovering Their **Campus**: Its resources, opportunities, and distinctiveness (Institutional Identification & Pride)

3. Discovering the “**Fit**” between Themselves and Their Campus: Planning a college experience (curricular & co-curricular) that best achieves their educational, personal & professional goals
“Hunter or gatherer? Those are my only options?”
MY ONLY SKILL IS TAKING TESTS