



“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.
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# **From the Students' Perspective: Three Key Qualities of an Effective Advisor**

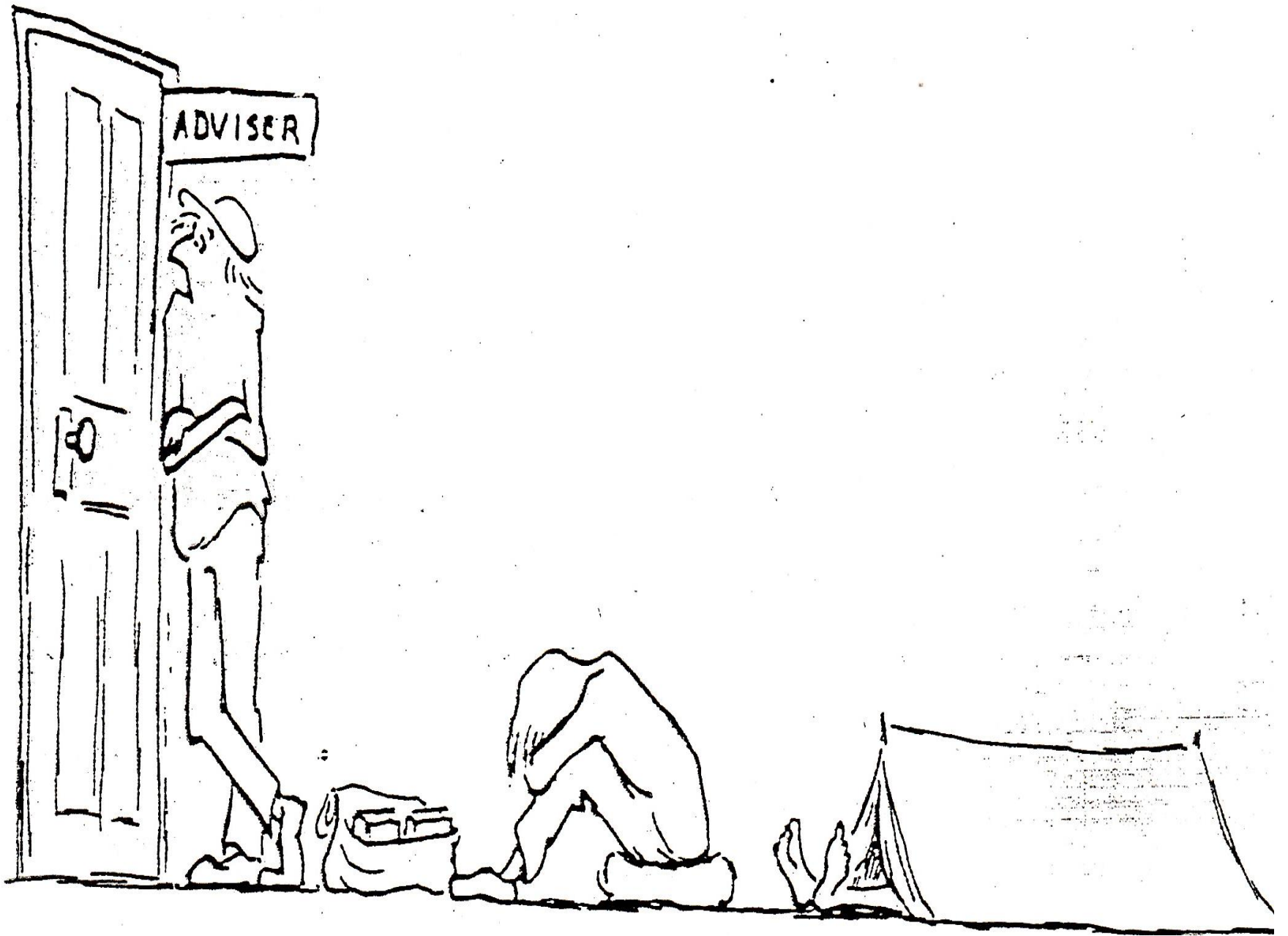
1. Knowledgeable/Helpful
2. Available/Accessible
3. Approachable/Personable

“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.”

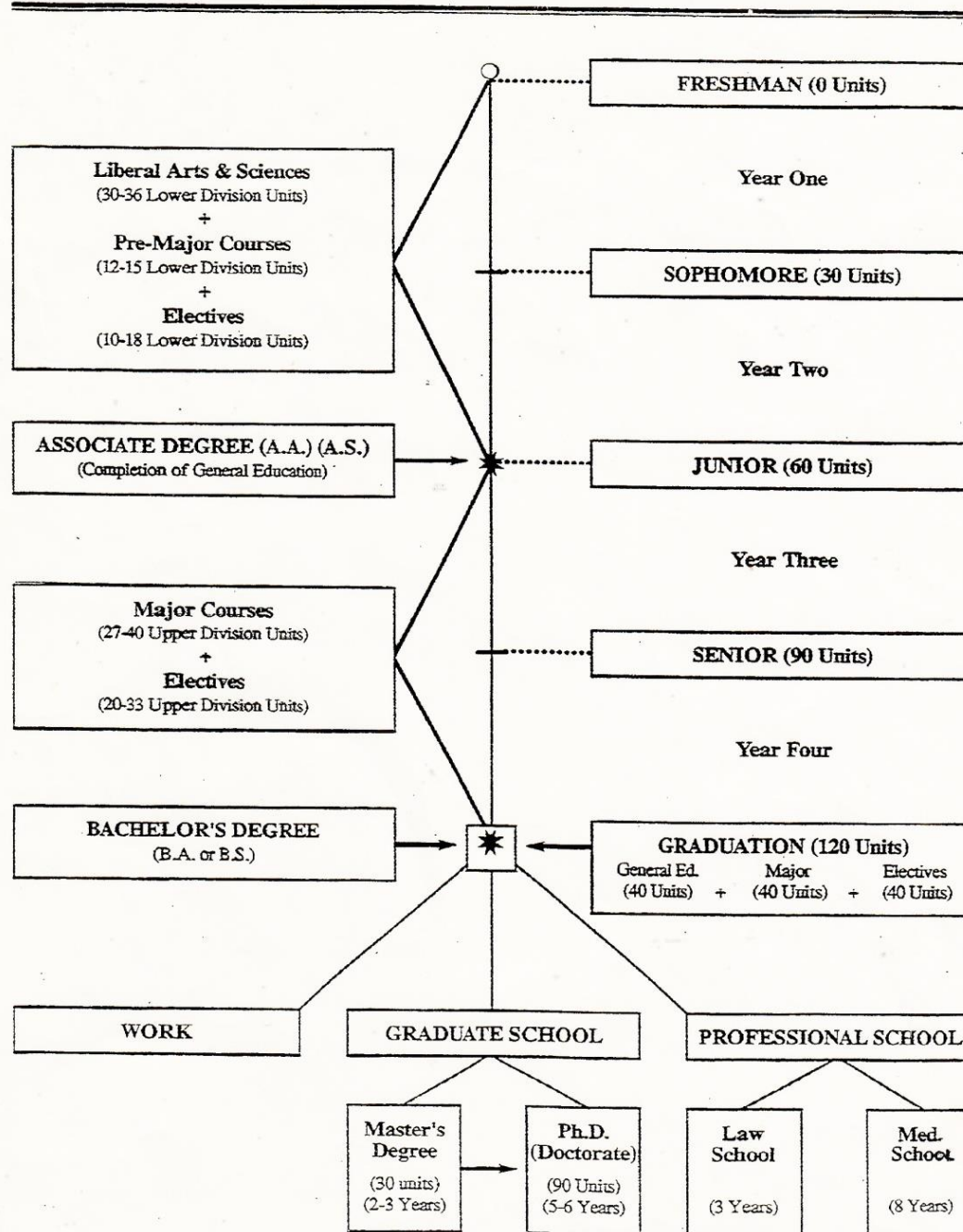
—Student comment made on academic advisement survey

“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.”

—Bloom, Hutson, & He (2008). *The Appreciative Advising Revolution*



**TIMELINE TO THE FUTURE:  
A SNAPSHOT OF THE COLLEGE EXPERIENCE AND BEYOND**





# 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.

FALL TERM:		WINTER TERM:		SPRING TERM:		SUMMER TERM:	
Course	Units	Course	Units	Course	Units	Course	Units
TOTAL		TOTAL		TOTAL		TOTAL	

FALL TERM:		WINTER TERM:		SPRING TERM:		SUMMER TERM:	
Course	Units	Course	Units	Course	Units	Course	Units
TOTAL		TOTAL		TOTAL		TOTAL	

FALL TERM:		WINTER TERM:		CONCENTRATION/PREPARATION FOR MAJOR		EXPERIENTIAL/COCURRICULAR LEARNING	
Course	Units	Course	Units	Course	Units		Date
TOTAL		TOTAL		TOTAL			

Degree Objective: A.A. \_\_\_\_\_ A.S. \_\_\_\_\_ Concentration: \_\_\_\_\_ Transfer Institutions \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

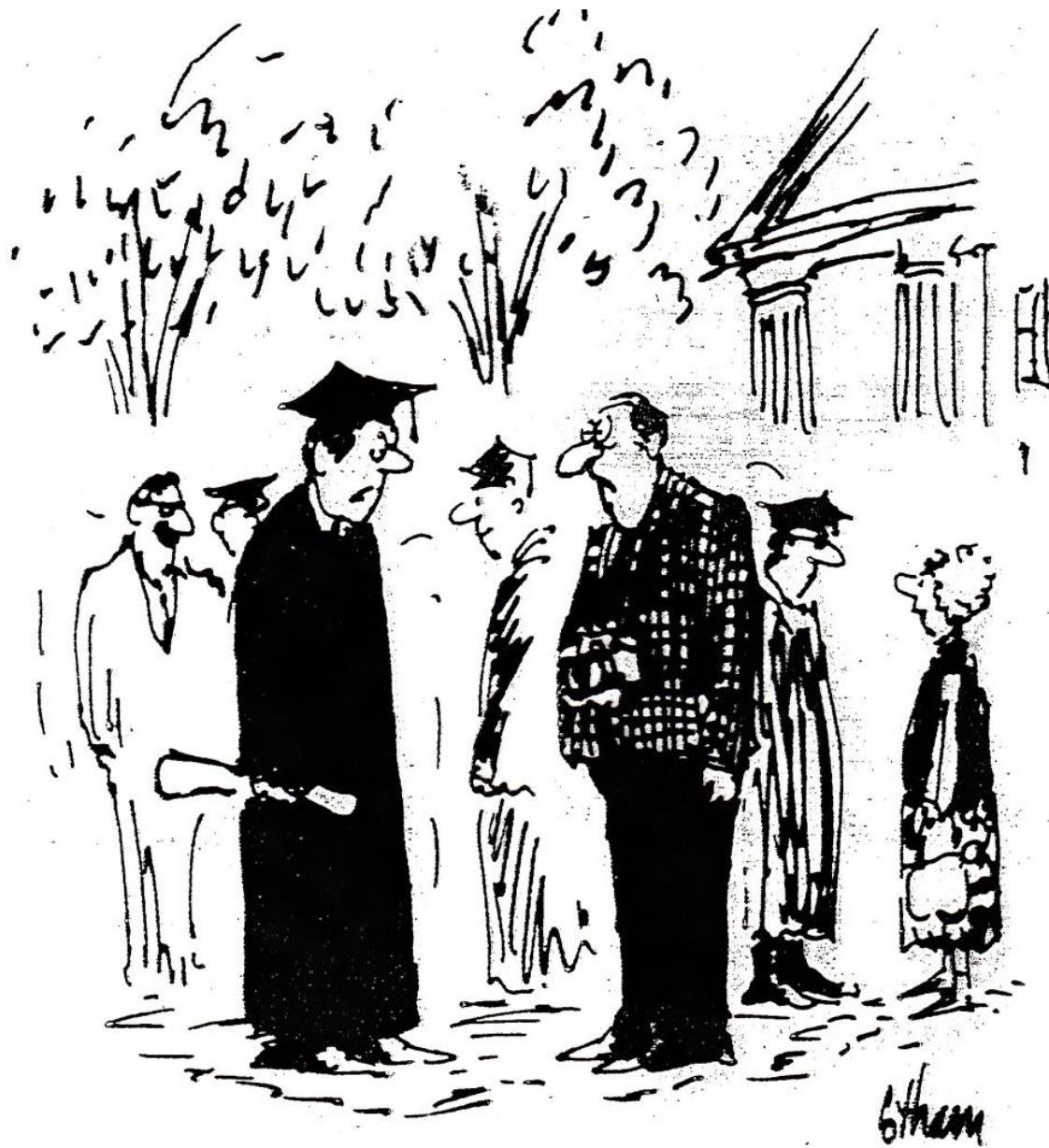
Notes: \_\_\_\_\_  
 \_\_\_\_\_

Transfer Units _____	Transferrable Units To: _____ No. of Units _____
MCPV Units _____	Transferrable Units To: _____ No. of Units _____
Total _____	Transferrable Units To: _____ No. of Units _____
Minus Develop. Units _____	Transferrable Units To: _____ No. of Units _____
Total Units for Grad.= _____	Transferrable Units To: _____ No. of Units _____

**IMPORTANT! The student is responsible for filing a Graduation Application to graduate.**

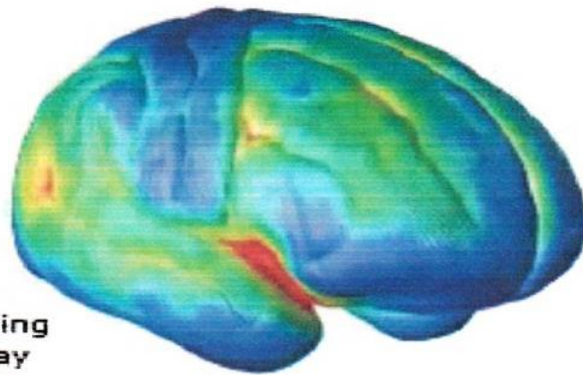
# Stages of Appreciative Advising (contd.)

4. **Design**: help students devise concrete, incremental, and achievable goals.
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.

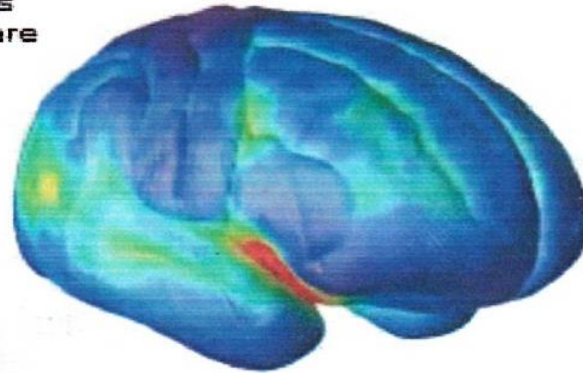


*"Dad, I've decided to change my major."*

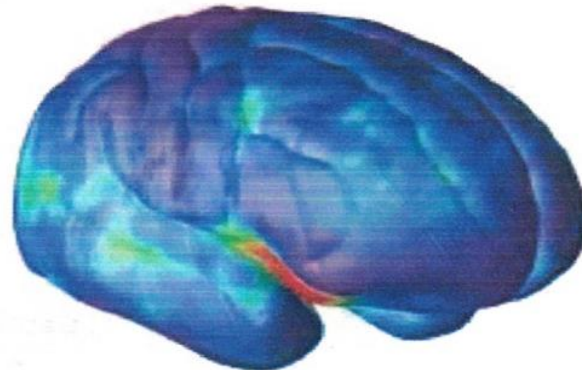
**Age 12**  
During adolescence, the brain is undergoing a lot of changes. Gray matter diminishes as neural connections are pruned.



**Age 16**



**Age 20**



# UNCLE JOE CUSEO<sup>♂</sup> WANTS YOU!

(TO TURN IN YOUR LONG-TERM EDUCATONAL PLAN)



JOANNA A.  
CHRIS B.  
JOSÉ G.

MIKE H.  
MARLON L.  
PHIL P.  
*JONATHAN B.*

JEFF R.  
JEFF R.  
ELISE W.

GODFATHER GUISEPPE  
~~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!

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.”

—John Gardner, *About Campus* (September-October, 2003), p. 12

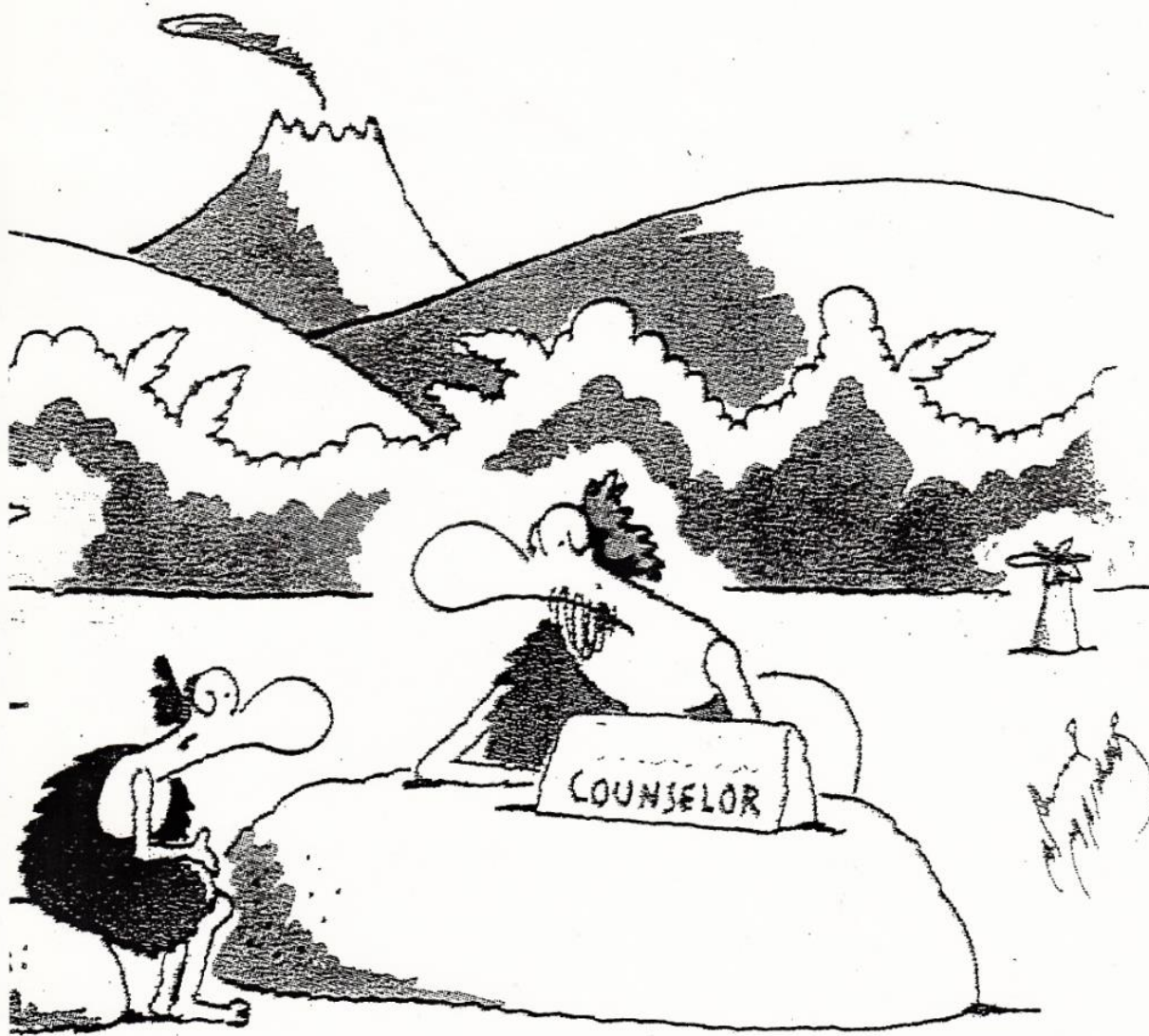


“Developmental advising has the greatest impact through supporting and challenging students to take advantage of the multitude of learning opportunities outside of their formal classes. [It] has a multiplier effect that increases students’ involvement in institutional programs and services; this positively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

