

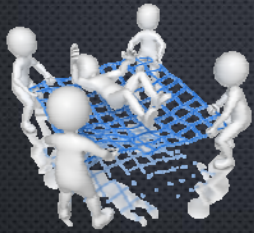
Some Interesting Statistics from:

Great Jobs Great Lives

The 2014 Gallup-Purdue Index Report



Gallup, Inc. (2014). Great jobs great lives: The 2014 Gallup-Purdue index report. Retrieved from <http://products.gallup.com/168857/gallup-purdue-index-inaugural-national-report.aspx>



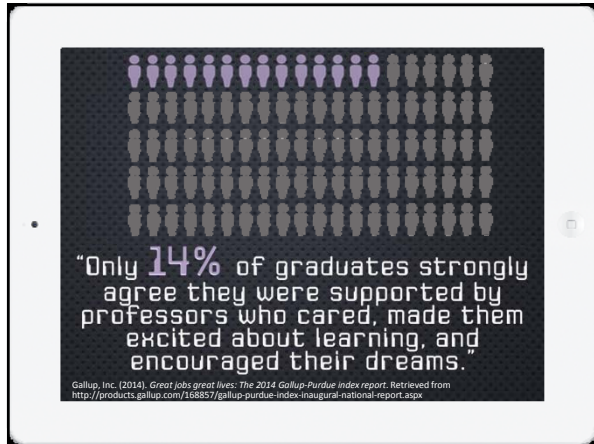
"Feeling supported and having deep learning experiences means everything when it comes to long-term outcomes for college graduates."

Gallup, Inc. (2014). Great jobs great lives: The 2014 Gallup-Purdue index report. Retrieved from <http://products.gallup.com/168857/gallup-purdue-index-inaugural-national-report.aspx>



"Graduates who felt "supported" during college (that professors cared, professors made them excited about learning, and had a mentor) are nearly three times as likely to be thriving [in workplace engagement] than those who didn't feel supported."

Gallup, Inc. (2014). Great jobs great lives: The 2014 Gallup-Purdue index report. Retrieved from <http://products.gallup.com/168857/gallup-purdue-index-inaugural-national-report.aspx>










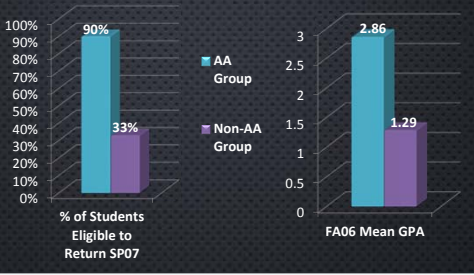
Dismissal Contracts Fall 2006



Data provided by Bryant Hutson from the University of North Carolina Greensboro



Dismissal Contracts Fall 2006



Category	AA Group	Non-AA Group
% of Students Eligible to Return SP07	90%	33%
FA06 Mean GPA	2.86	1.29

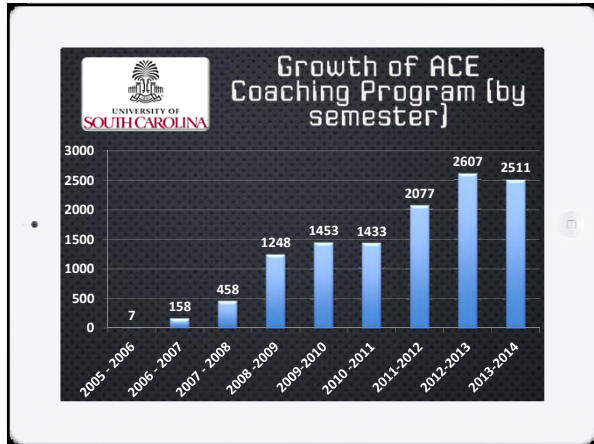


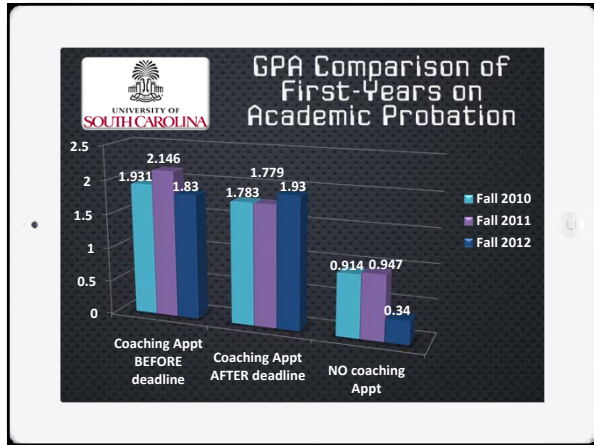
Academic Coaching & Engagement (ACE) Program Assessment



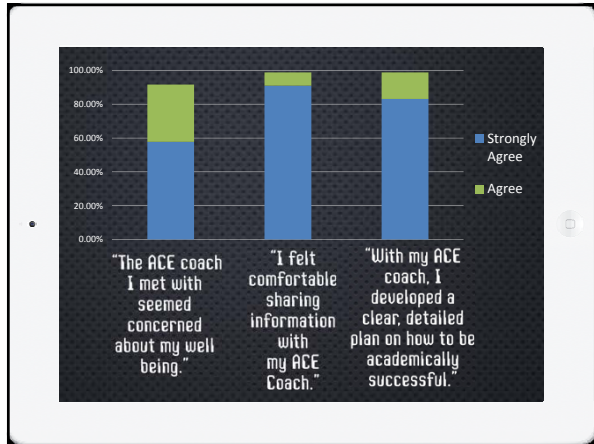
"My ACE Coach was very understanding of my needs and helped me create a *realistic plan for success.*"
- Fall 2012 Student

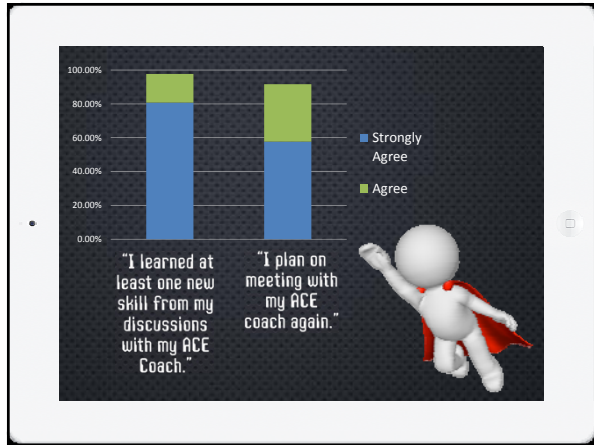
Data provided by Claire Robinson from the University of South Carolina





% of Students that "Strongly Agreed" or "Agreed" with the following statements:

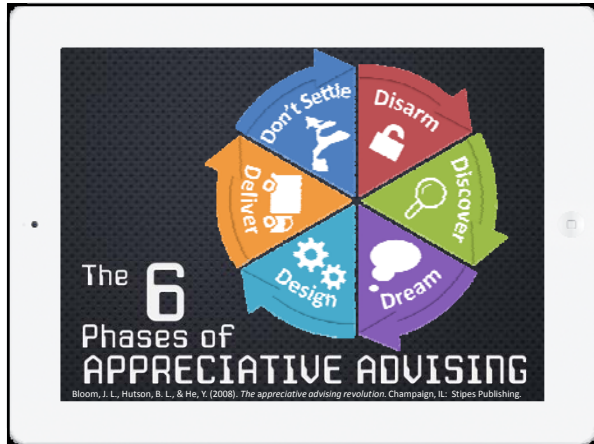


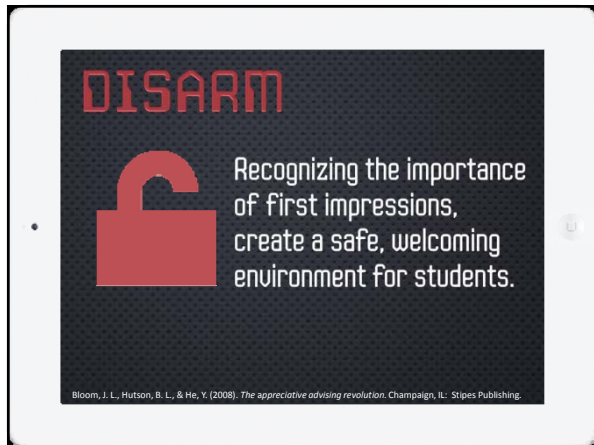


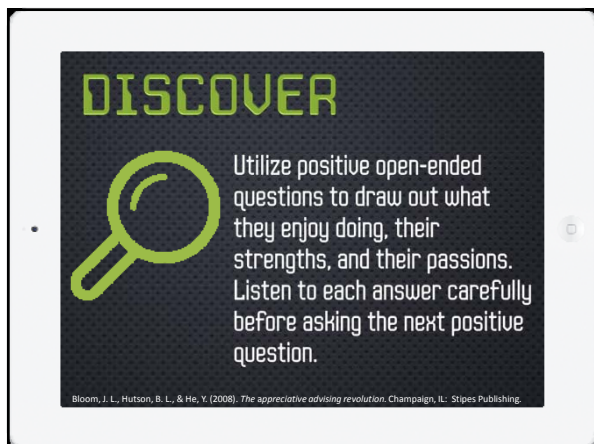
Benefits to Appreciative Advisors

Today's abilities offer strengths world talent Every


Howell, N. (2010). *Appreciative advising from the academic advisor's viewpoint: A qualitative study* (Unpublished doctoral dissertation). University of Nebraska, Lincoln.








DREAM



Help students formulate a vision of what they might become, and then assist them in developing their life and career goals.

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.


DESIGN



Help students devise concrete, incremental, and achievable goals.

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

DELIVER



The students follow through on their plans. The advisor is there for them when they stumble, believing in them every step of the way and helping them continue to update and refine their dreams as they go.

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

DON'T SETTLE

The advisor challenges the student to proactively raise the student's internal bar of self-expectations.

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.


Appreciative Mindset

Bushe, G. R. (2007). Appreciative inquiry is not (just) about the positive. *OD practitioner*, 39(4), 30-35.

DISARM

KEEP CALM AND DISARM THEM

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.



Which grade would you want to talk about?

GRADING PERIOD	1	2	3	4
English	A			
History	A			
Biology	B			
Social Studies	B+			
Math	F			

Attendance: _____ Present: 48
 Absent: _____ Tardies: _____

A = Excellent + B = Good + C = Satisfactory + D = Needs Improvement
 U = Unsatisfactory + F = Inadequate / Incomplete

Student: _____ Grade: _____ Year: _____

Rath, T., & Clifton, D. O. (2004). *How full is your bucket? Positive strategies for work and life*. New York: Gallup Press.

19:27
Thursday, February 3

Disarm Phase Prerequisite

Believe in the goodness of each student who walks through your door. Treat them like you would want your son/daughter/best friend treated.

slide to unlock potential

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

BuzzFeed

NEWS ENTERTAINMENT LIFE VIDEOS MORE Get Our App!

Important Pre-Appointment Considerations

How do you prepare?

- Web Presence
- Comfortable Seating
- Personable Office
- Waiting Area

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.

Immediacy Behaviors

DISARM

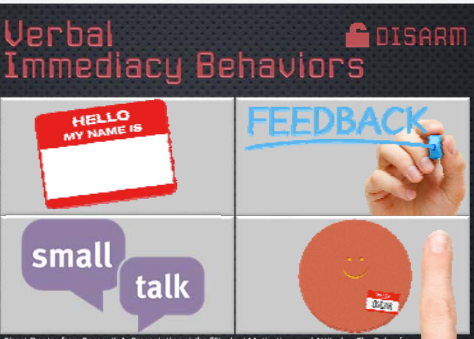


Principle: "People are drawn toward persons and things they like, evaluate highly, and prefer; and they avoid or move away from things they dislike, evaluate negatively, or do not prefer."

Direct Quotes from Rocca, K. A. Presentation at the "Student Motivations and Attitudes: The Role of the Affective Domain in Geoscience Learning" conference, Northfield, MN, February 12, 2007

Verbal Immediacy Behaviors


DISARM



Direct Quotes from Rocca, K. A. Presentation at the "Student Motivations and Attitudes: The Role of the Affective Domain in Geoscience Learning" conference, Northfield, MN, February 12, 2007

Nonverbal Immediacy Behaviors

DISARM



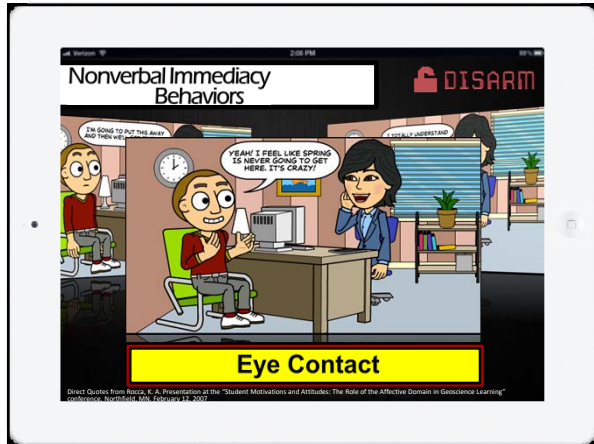
Intro & Handshake

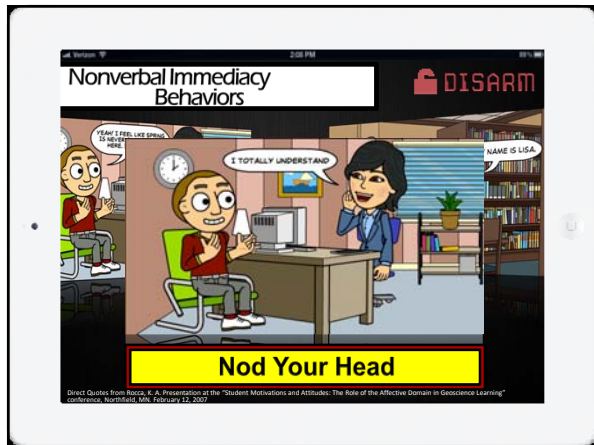
Direct Quotes from Rocca, K. A. Presentation at the "Student Motivations and Attitudes: The Role of the Affective Domain in Geoscience Learning" conference, Northfield, MN, February 12, 2007

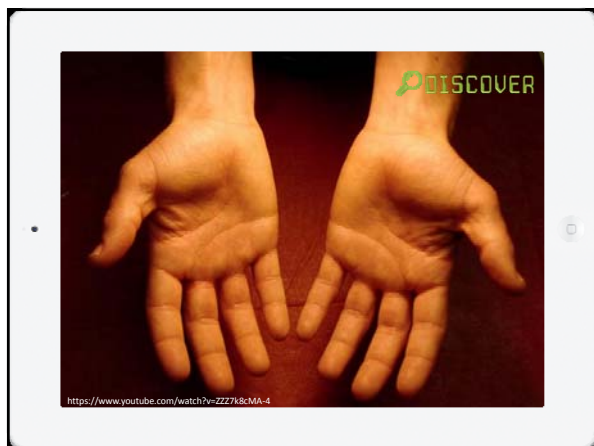




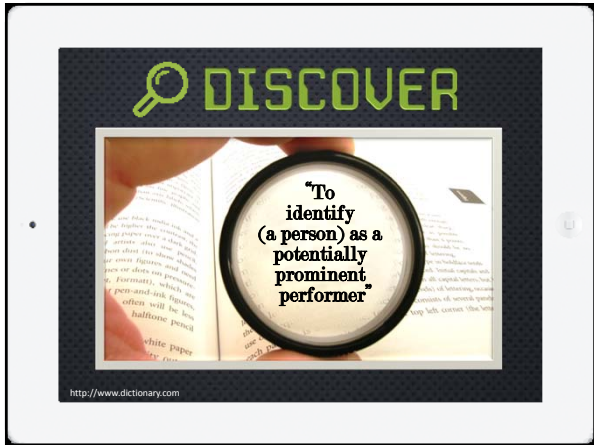


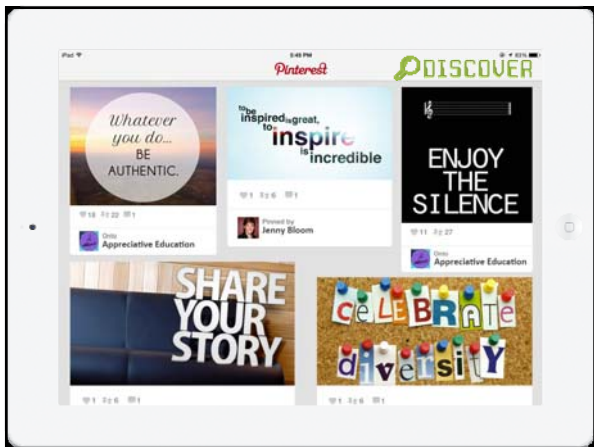


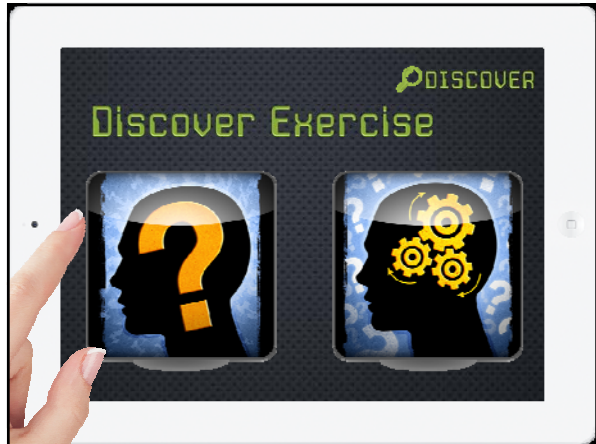


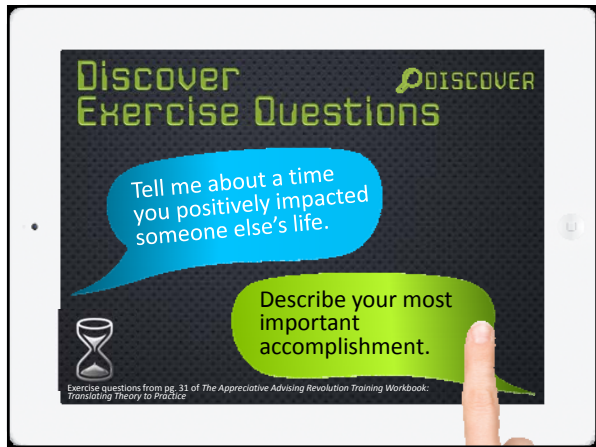


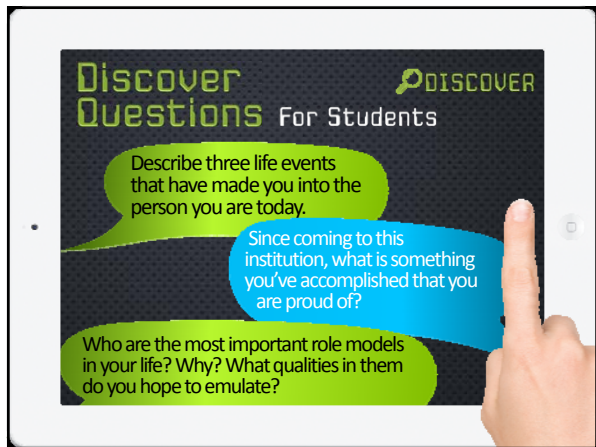








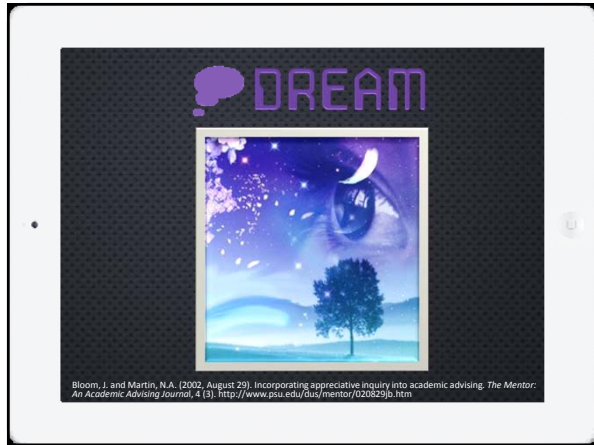




<http://www.appreciativeadvising.net> **DISCOVER**

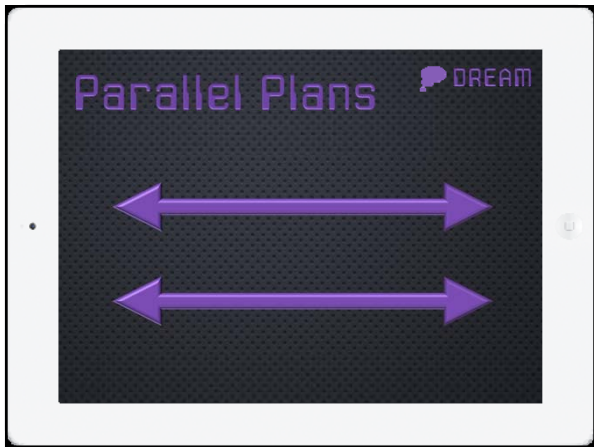
Appreciative Advising Inventory

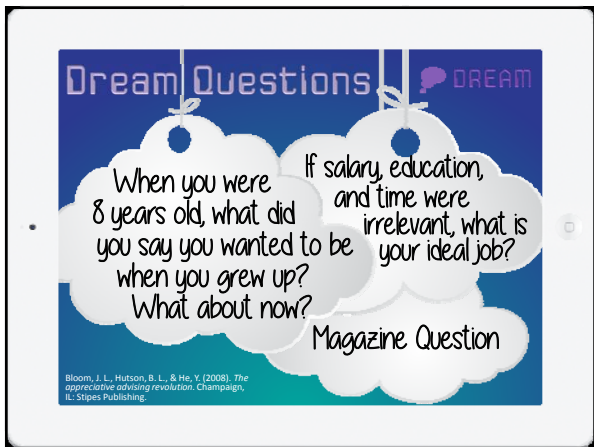
	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
1. I am committed to being a life-long learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am committed to earning a degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I attend all my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. College is preparing me for a better job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have a commitment to self-development and personal growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have a strong desire to get good grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. At the present time, I am actively pursuing my academic goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. It is important to help others and I do so on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. When challenged, I stand up for my beliefs and convictions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I take personal responsibility for my actions and decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

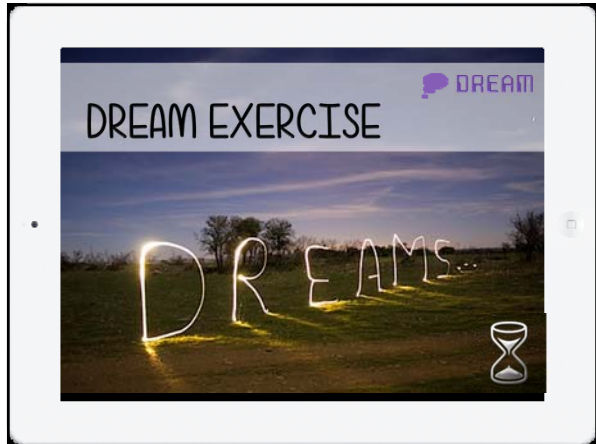


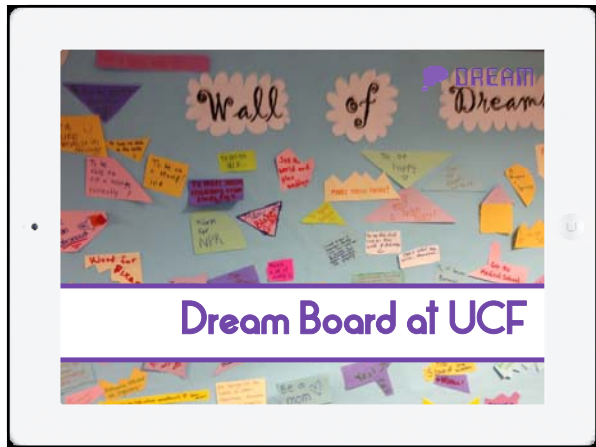










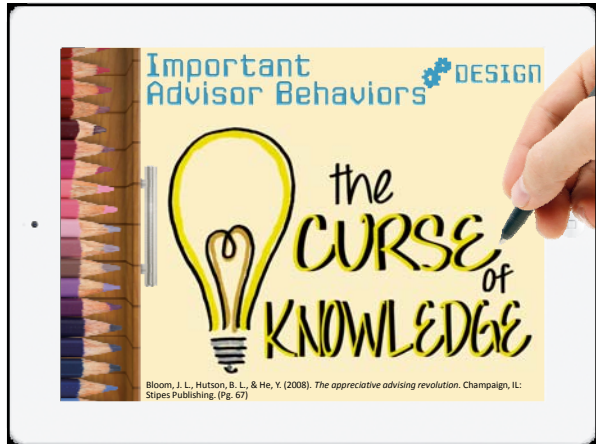


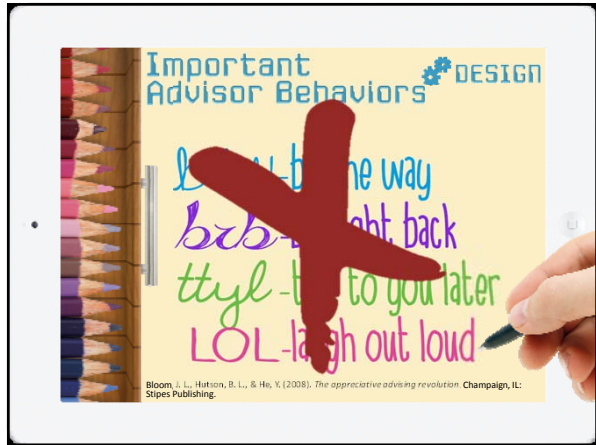


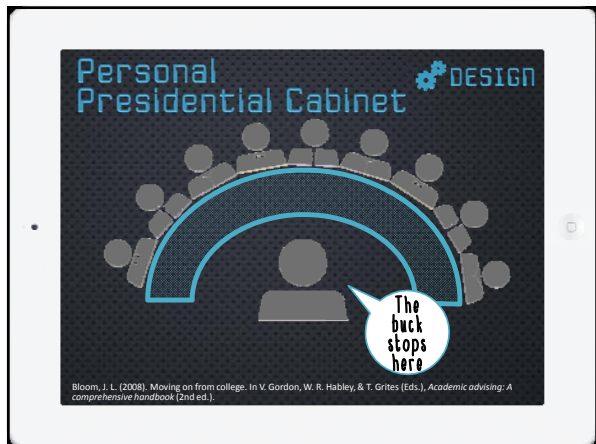
















High Impact Practices

-  First-Year Seminars
-  Intellectual Experiences
-  Learning Communities
-  Writing-Intensive Courses


Courtesy of Jennifer Keup & the National Resource Center for First-Year Experience and Students in Transition: www.sc.edu/hye

High Impact Practices

-  Collaborative Projects
-  Undergraduate Research
-  Diversity/Global Learning
-  Service Learning

Courtesy of Jennifer Keup & the National Resource Center for First-Year Experience and Students in Transition: www.sc.edu/hye

High Impact Practices

-  Internships
-  Capstone Projects

Courtesy of Jennifer Keup & the National Resource Center for First-Year Experience and Students in Transition: www.sc.edu/hye





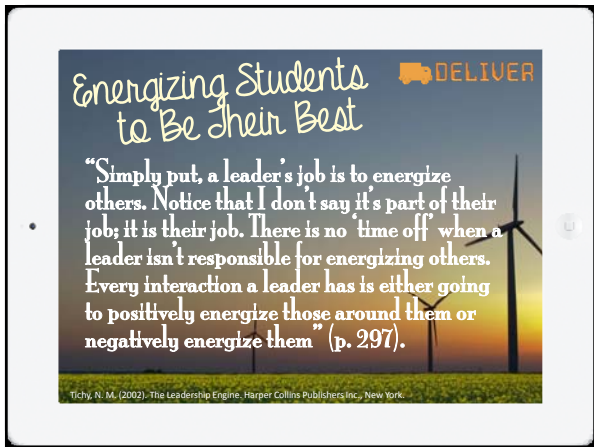








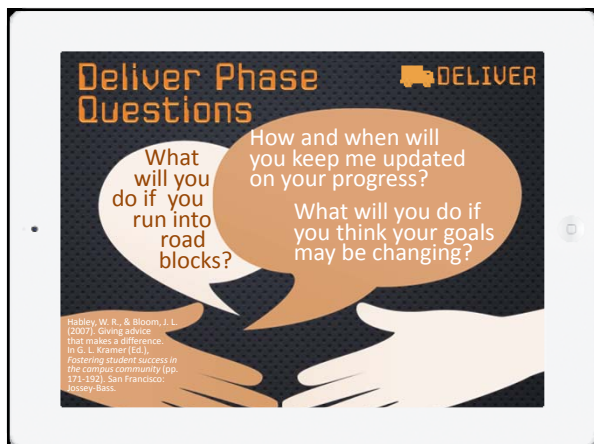




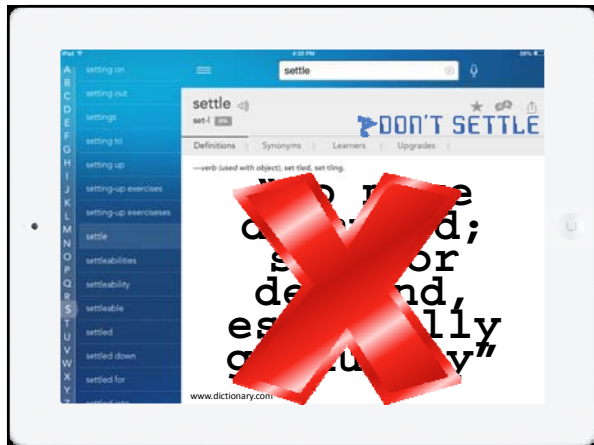






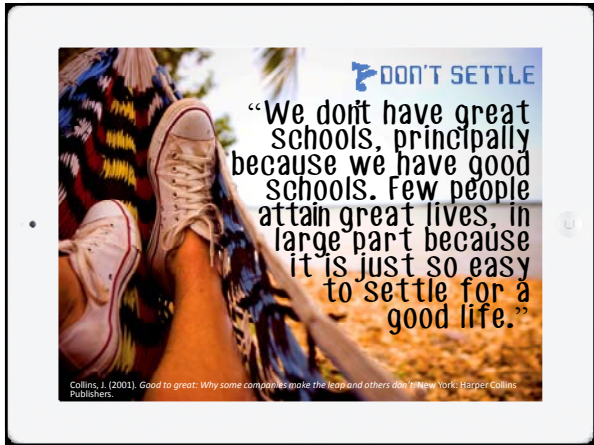


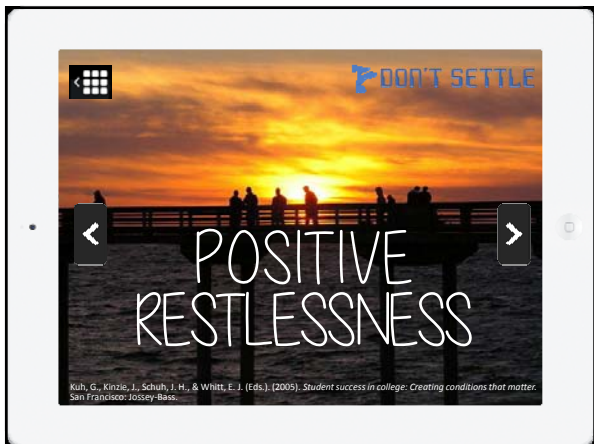




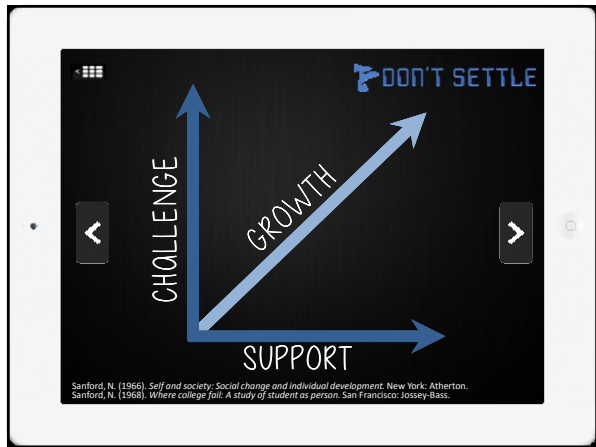


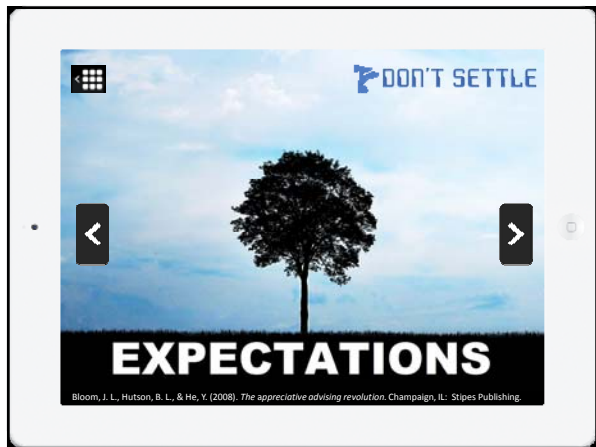




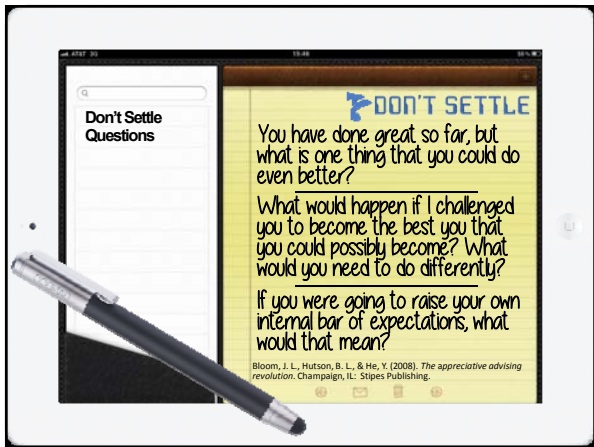














NANCY TWISS QUOTE

"Most of us will not find answers to the causes of cancer, or solve the problems of homelessness, or defuse international conflicts, but we feel that through our advising,

- we may be able to make a small but pivotal contribution to our students' ultimate work ...It seems to me that our students represent an unequivocal reply to Margaret Mead, when she famously said...

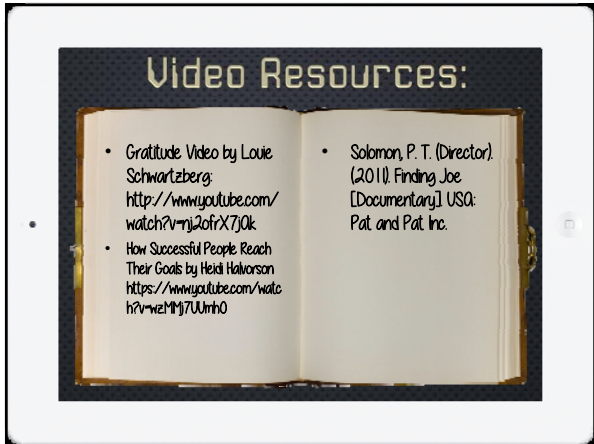
<http://chronicle.com/weekly/v48/i03/03a04201.htm>

**NEVER DOUBT
THAT A SMALL GROUP
OF THOUGHTFUL COMMITTED CITIZENS
CAN CHANGE THE WORLD:
INDEED IT'S THE ONLY THING
THAT EVER HAS.**

MARGARET MEAD

Other Resources:

- Chip and Dan Heath's (authors of *Switch*, *Made to Stick*, and *Decisive*) website: <http://heathbrothers.com/>
- Heidi Halvorson's website (author of *Succeed*): <http://www.heidigranthalvorson.com/>







STAY CONNECTED



“Like” Appreciative Education

“Join” Appreciative Advising

Join the Appreciative Advising Facebook group!

- Stay connected to other Appreciative Advisers
- Collaborate
- Share inspiring stories
- Share internet finds
- Learn about events and opportunities related to Appreciative Advising



@AppreciativeEdu

- Read about higher education
- Be inspired by motivational and inspiring stories, quotes, and videos we tweet
- Learn about events and opportunities related to Appreciative Advising and Appreciative Education



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GET CERTIFIED

AS AN APPRECIATIVE ADVISER

Once you start implementing appreciative advising in your work, people will know you do things differently. Better. Be recognized as a Certified Appreciative Adviser. You're already closer to certification than you know!



Components of Certification:



- **Completed Applicant Information Sheet**
- **Educational Component**
 - Satisfied by attending the Appreciative Advising Institute (that's right, you can check that off) OR completing the on-line Appreciative Advising Course
- **Three complete Advising Rubrics**
- **A Letter of Recommendation**
- **Current CV**
- **Personal Advising Theory Statement**
- **Completed Registration Form with Payment**

**Certification lasts three years. **

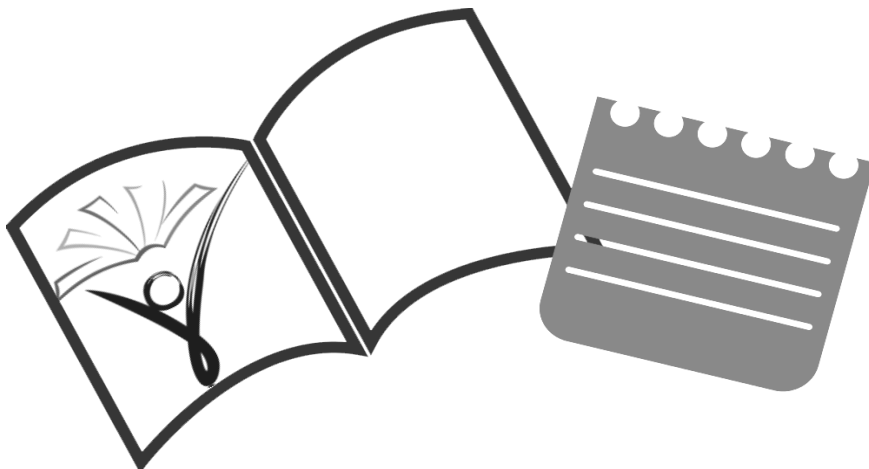
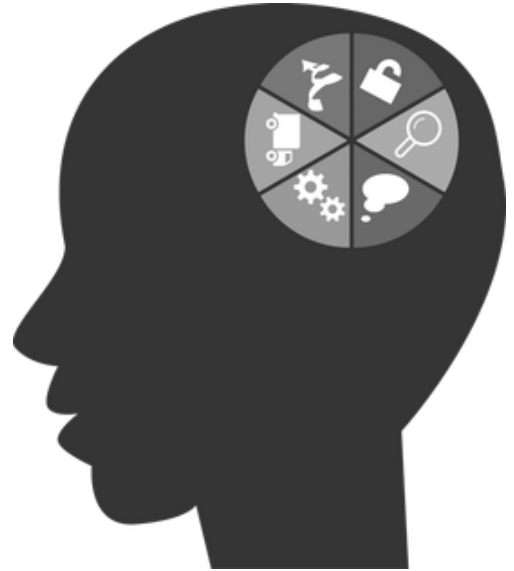
Learn more about certification at:

<http://www.appreciativeadvising.net/certification.html>

APPRECIATIVE ADVISING COURSE

GO EVEN MORE IN DEPTH INTO THE APPRECIATIVE ADVISING PHILOSOPHY:

The Appreciative Advising Course is designed to be a community of learners (instructors included). Each week there will be an assigned reading from *The Appreciative Advising Revolution* book, a video that provides an overview of the content that will be covered, discussion board questions, and additional resources. There will be opportunities for you to interact with other community members through both the discussion board conversations as well as optional live chat dialogues. Actively participating in our community will **enhance your own experience** and the experiences of all of the other learners in our community. The course is asynchronous meaning that you can cover each week's material anytime during that particular week on your own schedule. There is also a mid-term and final reflective writing assignment.



foundations and practical applications.

The Appreciative Advising Course will also provide a comprehensive overview of all six phases of Appreciative Advising, as well as specific skills and techniques needed to implement the Appreciative Advising framework. Course community members will have the opportunity to learn the theoretical

Visit <http://www.appreciativeadvising.net/aa-course.html>
to learn more about our online course!

CHANGE YOUR PERSPECTIVE:



"This will change your career outlook, interaction with students, and your life."

-Appreciative Advising Institute Participant

LEARN MORE at:

<http://www.appreciativeadvising.net/appreciative-advising-institute.html>