

## Appreciative Advising Checklist

<input type="checkbox"/>	<p style="text-align: center;"><b>Disarm</b></p> <p><i>Recognize the importance of first impressions, create a safe, welcoming environment for students.</i></p> <ul style="list-style-type: none"><li>• What is the highlight of your week so far?</li><li>• Did you go to the game yesterday?</li><li>• Do you have any plans for the weekend?</li><li>• I am in search of a great book to read; do you have any suggestions?</li></ul>
<input type="checkbox"/>	<p style="text-align: center;"><b>Discover</b></p> <p><i>Utilize positive, open-ended questions to draw out what they enjoy doing, their strengths and their passions.</i></p> <ul style="list-style-type: none"><li>• What are your personal commitments outside of school?</li><li>• What is something you have learned about yourself during this process?</li><li>• What is one thing that makes you happy every day?</li><li>• What obstacles have you overcome and how did you do so?</li></ul>
<input type="checkbox"/>	<p style="text-align: center;"><b>Dream</b></p> <p><i>Help students formulate a vision of what they might see themselves doing, and then assist them in developing their life and career goals.</i></p> <ul style="list-style-type: none"><li>• What is the next major challenge you may face in achieving your dreams?</li><li>• What do you want to have accomplished in 5 years?</li><li>• Be completely selfish- what would you like to do?</li><li>• When you were a child, what did you say you wanted to be when you grew up? What about now?</li></ul>
<input type="checkbox"/>	<p style="text-align: center;"><b>Design</b></p> <p><i>Help students devise concrete, incremental, and achievable goals. Teach students how to make decisions, give positive and encouraging feedback.</i></p> <ul style="list-style-type: none"><li>• What can you do today to bring you one step closer to your goals?</li><li>• How can you use your strengths to overcome obstacles?</li><li>• How will you know you've achieved your goals?</li><li>• Who is on your "Board of Directors"?</li><li>• What challenges do you expect to face?</li></ul>
<input type="checkbox"/>	<p style="text-align: center;"><b>Deliver</b></p> <p><i>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.</i></p> <ul style="list-style-type: none"><li>• What actions are you taking to achieve your perfect future?</li><li>• Have you (or do you need to) reevaluate your goals?</li><li>• How are you celebrating your accomplishments?</li><li>• What has been the most helpful in terms of keeping you going?</li></ul>
<input type="checkbox"/>	<p style="text-align: center;"><b>Don't Settle</b></p> <p><i>The advisor challenges the student to proactively raise the student's internal bar of self- expectations.</i></p> <ul style="list-style-type: none"><li>• You have done great so far, but what is one thing you want to improve on next semester?</li><li>• What does it mean TO YOU to raise your own internal bar of expectations?</li><li>• Tell me about something you didn't think you could accomplish, but did...</li><li>• What will your next goal be?</li></ul>

# Appreciative Advising mapped to Active Minds' Everyday Guide for Everyday Challenges - VAR

**Disarm** - Meeting the student at the door, smile, decorate your office, sit in the chair your student sits in and find things in common.

- What is the highlight of your week so far?
- What's been the best thing about OCC so far?

**Discover** - Take mental notes on the student's: strengths, skills, passions, and accomplishments. Listen and rephrase!

- What are your goals for today?
- Describe three life events that have made you into the person you are today?

**Dream** - Listen purposefully, make connections between information from the Discover phase and dreams.

- What is the next major challenge you may face in achieving your dreams?
- What does your perfect future look like?

**Design** - Work together to set specific goals, establish realistic timelines, and clarify who is responsible.

- What can you do today to bring you one step closer to your goals?
- How might you apply you best self to achieve your perfect future?

**Deliver** - Make effective referrals, check-in regularly with students and help students replay success.

- How and when will you keep me updated on your progress?
- What will you do if you think your goals may be changing?

**Don't Settle** - Review accomplishments and student's responsibilities and encourage contact if there are concerns.

- You have done great so far, but what is one thing you want to improve on next semester?
- What is the next thing you can improve on?

**Validate** – Let them know what they're feeling is okay and that you believe them.

- That sounds difficult
- That makes sense
- I'm sorry you're going through that
- That sounds overwhelming
- It's ok to be confused or frustrated or disappointed

**Appreciate**- Speaking up can be a challenging step. Let them know it's a good one. Also show you're there to support them.

- It can be hard to find the words with everything going on these days.
- Thanks for sharing, it helps to know what you're going through
- Appreciate that you shared.

**Refer** – Let them know help is available and refer them to appropriate resources.

- What do you do for self-care?
- How does your balance between work and home feel right now?
- How does some fresh air sound?
- What would be most helpful for you in this moment?

## Progress Report follow-up

### Progress Report Follow Up

- ❖ I see you are having some problems getting to your math class. What can I do to help you be successful?
- ❖ I see your Math teacher has submitted a progress report, is there anything I can do to help you?
- ❖ **This is [advisor name] your OCC Academic Advisor. It looks like you have 3 progress reports that need your immediate attention. Do you have time this week to meet with me?**
- ❖ **This is your advisor from OCC, a Progress Report was submitted for your Speech class. This is a required class for your degree. You are welcome to contact your instructor for assistance, but I would also like to know what I can do to help?**
- ❖ Some of your midterm grades are looking a little low, and I want to make sure you have got what you need to be successful. Have you considered visiting the tutoring center?
- ❖ Hi! This is your advisor. Some of your midterm grades are looking a little low, and I want to make sure you have got what you need to be successful. How can I help?
- ❖ Hey Patrick: based on your first-year assessment, we are recommending additional engagement with your advisor. Would you like to set up an appointment?
- ❖ Hey Patrick: based on your first-year assessment, we are recommending additional engagement with one of the Peer Academic Coaches. Would you like me to help set up an appointment?
- ❖ Hello [first\_name]! You should have received a progress report for your College Algebra course in your IECC email. Please look at it and let me know if you have any questions.