Effective Academic Advising Strategies

Webinar Handout

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General References and Resources


Advising as Learning Resources

From Maura Reynolds--most are QUICK reads, thought-provoking, on-line, and practical.

http://www.nacada.ksu.edu/AAT/NW29_3.htm  
These young advisors have great ideas about phrasing our questions and offer some fine examples.

Based on NSSE results and DEEP schools.

http://www.stolaf.edu/services/aac/Hemwall.pdf  
A classic piece, and the longest; you’ll need some time to read and reflect on this one. Well worth it!

http://www.psu.edu/dus/mentor/000414ml.htm  
Great ideas about helping students see connections among their coursework.

http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/learning.htm  
More information and applications of the principles Maura talked about

NACADA Clearinghouse of Academic Advising Resources http://www.nacada.ksu.edu/Resources/index.htm  
A treasure-trove of great information--if it involves advising, you’ll probably find info about it here.

**Advising as Coaching Resources**

**Executive and Leadership Coaching**


**Coaching in Academic Settings**


**Institution Contacts**

Contact: Pat Kriska at pkriska@cox.smu.edu

Utah Valley University
Contact: Clint Moser, Director of Advisor Training & Development at clint.moser@uvu.edu

**Appreciative Advising Resources**

Bibliography in the NACADA Clearinghouse of Academic Advising Resources - [http://www.nacada.ksu.edu/clearinghouse/advisingIssues/Appreciative-Advising.htm](http://www.nacada.ksu.edu/clearinghouse/advisingIssues/Appreciative-Advising.htm)

Appreciative Advising Inventory. [http://www.appreciativeadvising.net/index_files/Page351.htm](http://www.appreciativeadvising.net/index_files/Page351.htm)

Appreciate Inquiry Commons Website. [http://appreciativeinquiry.case.edu/](http://appreciativeinquiry.case.edu/)


VIA Survey of Character Strengths – available through Martin Seligman’s Positive Psychology Center at the University of Pennsylvania. [www.authentichappiness.com](http://www.authentichappiness.com)

**Self-Authorship Resources**

**General Self-Authorship Theory**


**Self-Authorship Theory Applied to Academic Advising**


**Self-Authorship and Higher Education**


Excerpt from a Penn State pre-orientation assignment – Planning Homework

Where are you headed?
Use the University Bulletin (http://bulletins.psu.edu/bulletins/bluebook) to find information about the major(s) you are considering. Refer to the “Understanding Degree Requirements” module for instructions on how to read the Bulletin.

<table>
<thead>
<tr>
<th>Possible major</th>
<th>College offering major</th>
<th>Seriousness of interest</th>
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<td>High Medium Low</td>
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What are you trying to learn?
In the “Understanding Degree Requirements” module, you learned that your Penn State degree will help you develop problem-solving, communication, and intercultural skills, along with specific skills and knowledge related to your choice of major. Look at the Bulletin description of your highest rated major(s).

1. How will the major(s) you are targeting help you develop the basic problem-solving, communication, and intercultural skills needed by all college graduates?

2. What other skills and knowledge do you hope to develop through your college education?

3. How will the major(s) you are targeting help you develop these areas?

What will the major look like over your college career?
Advisers have developed “Recommended Academic Plans” that suggest semester schedules for most Penn State majors. Look up the Recommended Academic Plan for your top major(s) at http://www.psu.edu/advising under “Quick Links” and “Recommended Academic Plans.”

Examine the plans and think about the following:
- How do these courses fit what you imagined you would be taking in this major?
- What surprises you about the recommended academic plan?

What are the courses about?
Review the titles and descriptions of three 400-level courses included in your top major(s). What are your impressions after reading these descriptions? Do you think you will like them?

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Like it?</th>
<th>Why or why not?</th>
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<td>□ Yes □ No</td>
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<td>□ Yes □ No</td>
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</table>
Excerpt from a Penn State orientation assignment – Goal Planning

<table>
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<tr>
<th>YOUR GOALS FOR YOURSELF</th>
<th>EXPECTATIONS OTHERS HAVE OF YOU</th>
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<tbody>
<tr>
<td>List five reasons you decided to attend college.</td>
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<tr>
<td>1.</td>
<td>What does your family hope you gain?</td>
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<td>2.</td>
<td>What does Penn State intend for you to learn?</td>
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<td>3.</td>
<td>What does society expect of you as a college graduate?</td>
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<td>4.</td>
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<td>5.</td>
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Picture yourself four years from now—A Penn State graduate. Who do you hope to be?

Write or draw three *experiences* you will seek

Write or draw three *skills* you will try to develop

Write or draw three *areas of knowledge* you will seek to deepen

To start achieving my goals, in my first semester I will:
University Exploratory Studies Program (UESP) – Sample Intake Sheet

Name ______________________ Email Address ____________________________
Date_________ Phone ________________ This is my ___ cell ___ home (check one)

<table>
<thead>
<tr>
<th>Classes I am currently taking</th>
<th>Grade I’m getting right now</th>
<th>Grade I expect to receive at the end of the term</th>
<th>I like this class? (Yes/No)</th>
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</table>

If you have considered some classes for fall term, please list them below:

1.  
2.  
3.  
4.  

Use the back of this sheet if you need more space to respond to these prompts.

Since you’ve been at OSU, what has been your favorite class and why?

Think about the types of classes, subjects, and learning environments you’ve encountered thus far at OSU and respond to these prompts.

- I’ve found that I enjoy…

- I seem to be good at …

Mark some specific actions you have taken since you started with UESP to make progress in deciding on a major? (Check all that apply)

- Visited with professors in a major(s) that interests me
- Visited with advisors in a major(s) that interests me
- Attended an open house or information session for a major(s) that interest me
- Attended a Career Fair and/or visited Career Services
- Took ALS 114 Career Decision Making
- Took a class or classes that introduced me to an academic field
- Used web or print resources to learn more about a major
- Completed an informational interview or a job shadow
- Other ________________________________
Case Studies: Self-Authorship and Advising

Apply the concepts of self-authorship to thinking about how advisers might handle the following situations.

1. A student is dissatisfied with an instructor who is asking students in his class to gather information on a topic, and evaluate that information from several viewpoints. The student says, “I feel like this instructor isn’t even teaching us. He makes us do all the work.”
   - What might be this student’s concept of herself as a knower?
   - How could you help the student understand that she is being challenged to see how knowledge is created?

2. A student you’ve been working with for the past semester is targeting a business major, but is not doing well in math or economics classes. He is, however, excelling in his history courses and confesses a love for the field. He says he wishes he could major in History, but his parents are concerned that he chooses a major that he can “do” something with.
   - How might this student be balancing internal knowledge with external knowledge? What kind of knowledge is guiding his decisions?
   - How might you talk to this student about careers without inadvertently undermining his decision-making by validating external knowledge as superior to internal?

3. A student arrives at the advising office at 4:55 with an urgent need to schedule calculus.
   Scenario 1: The on-duty adviser sees the student, makes a phone call and gets calculus added to his schedule.
   - What opportunities to foster self-authorship were missed in this perfunctory exchange?
   Scenario 2: The on-duty adviser sees the student, discovers that the student has much larger issues (e.g. he can’t meet entrance to major requirements, has failed pre-calculus in the previous two semesters).
   - What opportunities to foster self-authorship are available to the adviser?
   - How might the adviser respond to this student and on what time line?

4. One of your advisees is on the verge of graduating and has been active in pursuing potential next steps. She has two job offers from companies with very distinct work environments and has been accepted to two different graduate schools in her chosen field of study. She comes to you mired in confusion about her choices and overwhelmed and pressured by the varying opinions of her friends and family.
   - As an adviser, you recognize a student encountering disequilibrium. What is your role in this situation?
   - What strategies might you employ to help this student maintain internal definition relative to this decision?
Questions for Each Phase of Strengths-Based Advising
Laurie A. Schreiner, Ph.D.

**STEP 1: Identify** students’ strengths.

Questions to ask to help students identify their strengths:
1. What did you learn with the greatest ease in high school?
2. What was your favorite assignment?
3. What subjects do you enjoy studying the most?
4. What did your teachers compliment you about?
5. What do your friends say they like best about you?
6. What fascinates you?
7. Tell me about a time in your life when you accomplished something you were proud of.
8. What can you do for hours on end?
9. If money were no object and you knew you could not fail, what would you love to do?
10. Tell me about a time recently when you were “in the zone” – you were thoroughly enjoying yourself and doing something well.
11. Think about what you are like when you are at your best. What would I see if I were watching you “at your best”?
12. Tell me about a really good day you’ve had recently. What made that such a good day? How did you make that day “good”?
13. Tell me about a challenge you’ve experienced in your life that you have overcome. What did you do to overcome that challenge? How did you do it?
14. What do you think are specific things you have done so far in your life that got you to college?
15. What brings out your best? As you think about a time when you did something well, what were the ingredients of that success? What kind of environment and what kind of people tend to bring out the best in you?

**STEP 2: Affirm** their strengths and increase their awareness of their strengths.
1. Which of your strengths do you feel you rely on most to be successful?
2. What strengths are most characteristic of you? Give me an example of a time when you used one of these strengths.
3. Talk to three people who know you well—how do they see your strengths operating in your daily life or in your interactions with them?
4. Which of your strengths do you think will be most useful to you in succeeding academically? Relationally? In your career?
5. What have you sometimes been teased about or even criticized for? How could this be a “shadow side” of something that is actually a strength in you that helps you achieve excellence? What would it take for others to perceive it as a strength rather than as a problem?

**STEP 3: Envision** a future by discussing their aspirations and how their strengths can help them reach their goals.
1. What are you most looking forward to while in college?
2. Imagine yourself graduating from college. What do you see yourself doing as a result of being a college graduate?
3. Where do you want to be five years from now?
4. How would you describe the person you want to become? What is that person like? What is that person able to do? What kind of relationships does that person have? What will it take for you to grow toward becoming that person?
5. What strengths do you think are your biggest asset? What skills and knowledge do you need to add to that natural talent in order to develop it into consistently excellent performance?
6. How can you capitalize on your strengths to become the person you want to be in 5 years?
STEP 4: **Plan** specific steps that students can take to meet their goals.

1. Select one aspect of yourself that you would like to develop while you are in college—academic, interpersonal, physical, and/or spiritual. Select one that is personally meaningful and that is key to you becoming the person you want to be as a college graduate.

2. Hone that aspect of yourself so that it is a SMART goal—specific, measurable, attainable, realistic, and timely. For instance, an aspect of yourself that you want to develop may be that you want to be a good leader so you can get a job in management in a corporation. Translate this into a “smart” goal:
   a. Specific—“a good leader” isn’t very specific. “I want to become someone that is able to positively influence the people with whom I work” is more specific, and “I will take a Public Speaking course so that I learn effective communication skills” is even more specific.
   b. Measurable—what does it mean to positively influence someone? Define it in terms that you can see and measure. For instance, “I will take a Public Speaking course and ask my professor and peers in the class for feedback on my communication skills.”
   c. Attainable—the goal needs to be under your control and able to be attained by you, regardless of what others around you do. For instance, “I will have a good relationship with my peers” isn’t completely under your control. But “I will ask my peers for feedback” is.
   d. Realistic—your goal needs to be something you can accomplish as a college student with your particular constellation of talents. “I will get a job as the president of a corporation when I graduate” isn’t realistic. But “I will apply to at least five companies for management training opportunities” is.
   e. Timely—your goal needs to be something you can accomplish while you are in college—and the shorter the time frame, the easier it is to stay motivated! “I will graduate with honors” may be a long-term goal, but “I will turn in all my assignments early this semester so I can get feedback and then revise them” is an intermediate step toward the long-term goal that may keep you more motivated this semester!

3. What strengths do you have that can help you progress toward your goal? How can you capitalize on those strengths?

4. What could keep you from accomplishing your goal? What obstacles may get in the way? How can you use your strengths to overcome those obstacles?

5. What campus resources or people in your life can help you reach your goal? What campus organizations would help you most?

STEP 5: **Apply** their strengths to challenges they face. Help students identify the skills and knowledge they need to add to their natural talents in order to develop strengths.

- **Course Selection**
  - What kinds of courses do you tend to do well in or enjoy most?
  - What courses sound most interesting to you? Which of these meet graduation or major requirements?
  - What kinds of things do you need to learn in order to be successful in meeting your life goals? What skills and knowledge do you need to add to the talents you already have?
  - What other demands do you have this term—sports, family, work, and other obligations that will affect your commitment to classes? How do these courses fit with your other obligations?
  - What courses are most likely to play to your strengths?

- **Career Planning**
  - What are some past jobs or hobbies or volunteer opportunities you have had that were especially enjoyable to you? What made this experience so enjoyable?
  - What kind of environment tends to bring out your best? Describe this in as much detail as possible.
  - Who do you admire or want to be like? What is it about this person that you admire most? What do they do that you would like to do?
Given your strengths, what approach might work best to find out the types of careers that would be a good fit for you? (Example: not everyone enjoys taking interest inventories, but that could be a good suggestion for someone whose strengths include curiosity about themselves.)

- Academic Struggles
  - What are some academic tasks that you do well or that come easily for you?
  - What strengths are you using when you are engaging in these tasks?
  - How could you use those same strengths when you are struggling with an academic task?

- Adjustment Difficulties
  - When have you experienced loneliness/homesickness/conflict before in your life?
  - What did you do in those situations that seemed to help you?

Sources


Some Questions that Might Be Used in Advising as Coaching

1. Active Listening
2. Identify Dream or Problem
   - Please describe the problem for me?
   - What is the history of the problem? What caused it?
   - Why does it concern you?
   - What is the worst thing about the problem?
   - When do you feel the weight of the problem most significantly?
   - What is the worst case scenario outcome of the problem?
   - What would it be like if the problem were gone? How would things be different?
   - What do you envision as the best possible outcome in relation to this problem?
   - What is it that you most want to attain, become, do, or be able to do in relation to this situation?
   - What are you trying to accomplish?
   - What is your dream?
   - Without changing the realities of your life as a student, what would things be like in your life if things were as they ideally could be?
3. Examine Current Reality
   - What have you done so far to address this problem, achieve this dream, etc.
   - Are things currently improving or getting worse? Why?
4. Brainstorm

- What knowledge, skill do you need to better understand or resolve the problem?
- What have you thought about doing to fix the problem?
- What have others suggested?
- What have you done in the past to overcome similar problem?
- What would you tell someone in a similar situation?
- What do you see as your next step?
- What would have to change in you or others in order for the best (or worst) outcome to occur?
- Thinking about your dream, what would make it come to life?
- What accomplishments would make you feel as if you were close to accomplishing your dream?
- What habits would you need to develop to accomplish your dream?
- How might you experience experiment with your dream?
- May I offer some suggestions?

5. Goal setting and Planning and Develop Plans

- Which of the options that we have discussed appear to be most viable/effective?
- What more would you need to do to turn these ideas into a plan?
- What are the action steps you need to take?
- When will you take them?

6. Seek Support

- What kind of support will you need?
- Who could you recruit to help with the plan?
- How will you recruit them?

7. Implement and Follow-up

- How are things different from when we started discussing this plan?
- What accomplishments are you most proud of so far?
- What do you want to see or do more of to accomplish your dream?
- When can we meet again to discuss your progress?
- What success have you had so far?
- How close are you to accomplishing your goal?
- What do you need to do next?
- Is your plan sufficient to achieve your goal?
## Appreciative Advising Inventory

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree Nor Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>1.</td>
<td>I am committed to being a life-long learner.</td>
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<td>2.</td>
<td>I am committed to earning a degree.</td>
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<td>3.</td>
<td>I attend all my classes.</td>
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<td>4.</td>
<td>College is preparing me for a better job.</td>
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<td>5.</td>
<td>I have a commitment to self-development and personal growth.</td>
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<td>6.</td>
<td>I have a strong desire to get good grades.</td>
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<td>7.</td>
<td>At the present time, I am actively pursuing my academic goals.</td>
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<td>8.</td>
<td>It is important to help others and I do so on a regular basis.</td>
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<td>9.</td>
<td>When challenged, I stand up for my beliefs and convictions.</td>
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<td>10.</td>
<td>I take personal responsibility for my actions and decisions.</td>
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<td>11.</td>
<td>I have a strong desire to make something of my life.</td>
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<td>12.</td>
<td>I'm good at planning ahead and making decisions.</td>
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<td>13.</td>
<td>I know and feel comfortable around people of different cultural, racial, and/or ethnic backgrounds.</td>
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<td>15.</td>
<td>I have built positive relationships with my friends.</td>
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<td>16.</td>
<td>I feel that I have control over many things that happen to me.</td>
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<td>17.</td>
<td>I feel good about being a college student.</td>
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<td>18.</td>
<td>I feel positive about my future.</td>
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<td>19.</td>
<td>Right now I see myself as being pretty successful.</td>
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<td>20.</td>
<td>At this time, I am meeting the goals I have set for myself.</td>
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<td>21.</td>
<td>If I should find myself in a difficult situation, I could think of many ways to get out of it.</td>
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<td>22.</td>
<td>I can think of many ways to reach my current goals.</td>
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<td>23.</td>
<td>I feel that my family supports my educational pursuits.</td>
<td>□</td>
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<td>24.</td>
<td>I feel loved by my family.</td>
<td>□</td>
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<td>25.</td>
<td>I value my parents’ advice.</td>
<td>□</td>
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<tr>
<td>26.</td>
<td>I know at least 3 people who work at my university that I can go to for advice and support.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>27.</td>
<td>It is important that I not let my professors or teachers down.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>28.</td>
<td>I participate in community activities.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>29.</td>
<td>Someone outside my family supports my educational pursuits.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>30.</td>
<td>My parents support my educational pursuits.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>31.</td>
<td>My close friends support my educational pursuits.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>32.</td>
<td>My university is a caring, encouraging place.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>33.</td>
<td>I feel valued and appreciated by my fellow students.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>34.</td>
<td>I have at least 2 adults in my life that model positive, responsible behavior.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>35.</td>
<td>My best friends model responsible behavior. They are a good influence on me.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>36.</td>
<td>I participate in activities on campus.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>37.</td>
<td>It is important for me to consider social expectations while making decisions.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>38.</td>
<td>I seek the opinions of my family when faced with major decisions.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>39.</td>
<td>I seek the opinions of my friends when faced with major decisions.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>40.</td>
<td>The values of my institution are consistent with my own.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>41.</td>
<td>I am working hard to be successful.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>42.</td>
<td>I have good time management skills.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>43.</td>
<td>I turn in all my assignments on time.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>44.</td>
<td>I successfully balance my academic pursuits with my personal life.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

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