

# QEP Conceptual Framework: Appreciative Advising



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# Texarkana College's 2016 Quality Enhancement Plan



1. Faculty Advising
2. Student Success Course
3. Early Alert

## QUALITY ENHANCEMENT PLAN

Faculty advising





### Learning Frameworks Course

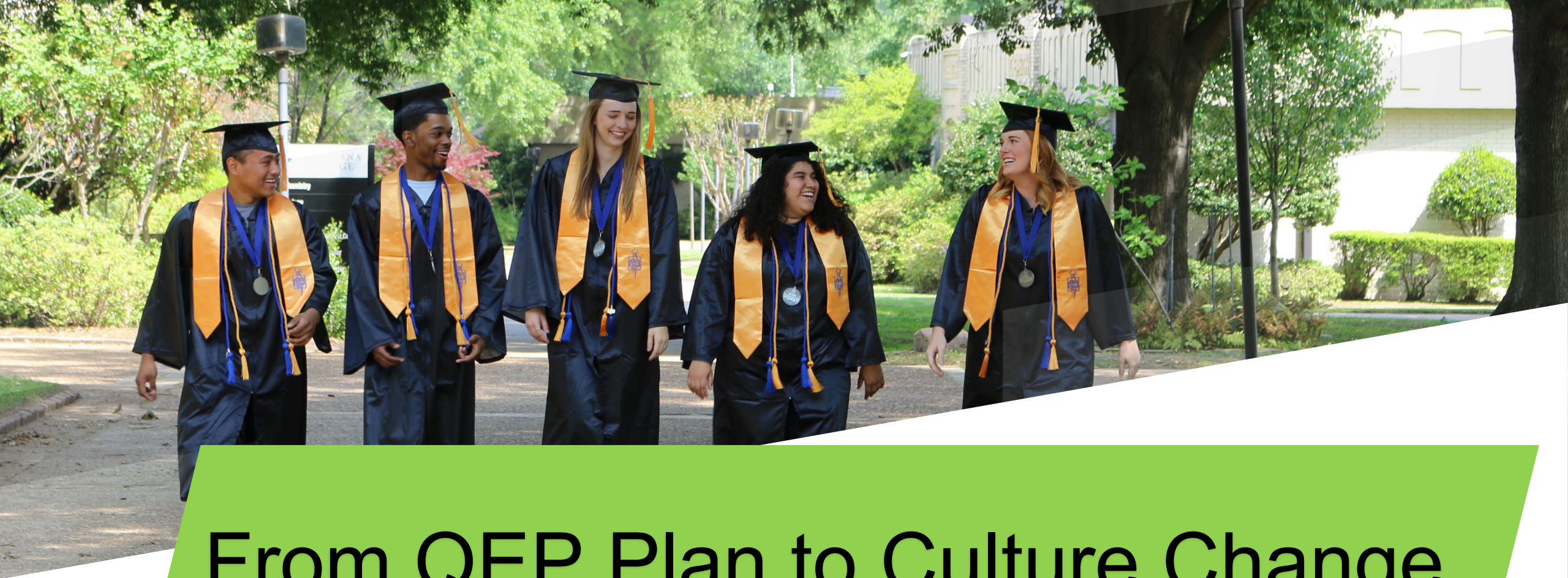






# Early Alert System

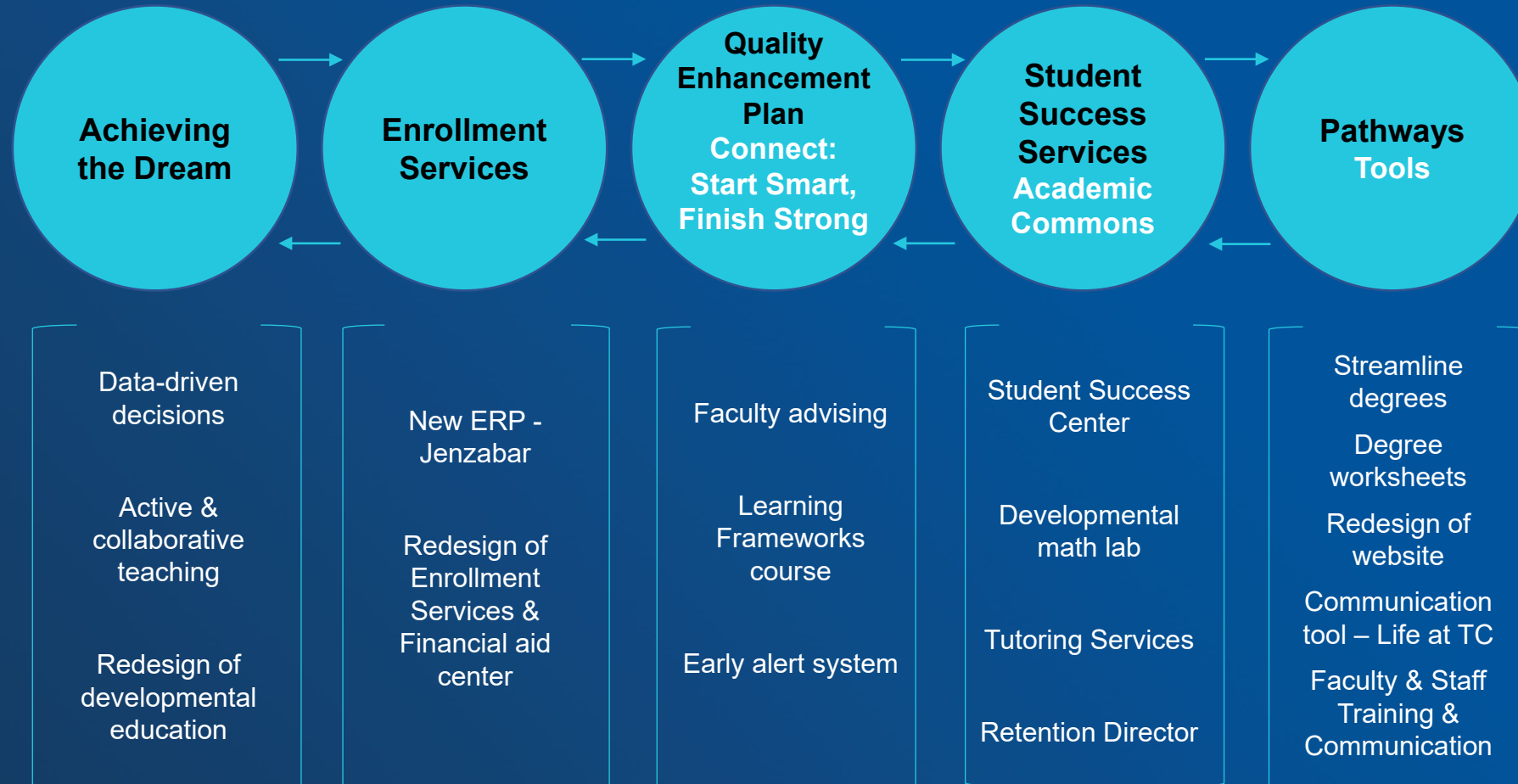
Timely Intervention



# From QEP Plan to Culture Change



# CONNECTING THE WORK TOWARD PERSISTENCE & COMPLETION



The image shows two hands, one on the left and one on the right, holding a large, 3D-style word "FUTURE". The hands are silhouetted against a bright, cloudy sky. The word "FUTURE" is in a bold, sans-serif font and appears to be made of a translucent material with a slight glow. The hands are positioned as if they are presenting or supporting the word. The background is a soft-focus sky with white clouds and a hint of a rainbow on the left side.

# FUTURE

**Academic advising**—Academic advising is a collaborative process in which students work with their advisors to identify and to clarify educational and life/career goals, to develop a plan to accomplish those goals, and to work together toward the realization of that plan. The advisor/student relationship is ongoing and multifaceted with both parties expected to meet clearly defined responsibilities and expectations.

## WHAT IS ACADEMIC ADVISING?



# WHAT IS APPRECIATIVE ADVISING?

**Appreciative Advising** is the intentional, collaborative practice of asking open-ended questions that help students to optimize their educational experiences and achieve their dreams, goals, and potential. It is a student-centered approach based on a six-phase strategy: disarm, discover, dream, design, deliver, and don't settle. The theoretical framework of Appreciative Advising is based on social constructivism, positive psychology, and Appreciative Inquiry (AI).  
(Jennifer Bloom, Bryant Hutson, Ye He, 2008)



# Social Constructivism Theory--Interaction

- Students actively construct their understanding of the world based on prior knowledge and experiences.
- Students learn through social interaction and co-construct new understandings of beliefs, values, and knowledge through interaction with advisors.
- Through their interaction with advisees, advisors can also learn to better serve other students.

(Builds upon ideas of Dewey, Vygotsky, and others)



# POSITIVE PSYCHOLOGY

Student happiness and well-being is measured through positive emotion, engagement, meaning (the desire to pursue a purpose-driven life), positive relationships, and accomplishment.

Advisors work to build or emphasize positive qualities rather than focusing on negative ones.

As positive emotions increase so do student engagement, sense of self-efficacy, goal-setting skills, and sense of belonging to the institution.

(Builds upon ideas of Martin Seligman & Mihaly Csikszentmihalyi, 2000)

# APPRECIATIVE INQUIRY (AI)

- Students and advisors try to see things through a “positive” rather than a “problems-based” lens.
- Students and advisors focus on what is possible rather than what is wrong.
- AI includes four stages: Discover, Dream, Design, Destiny.

(David Cooperrider & Suresh Srivastva, 1987)



# WHICH GRADE WARRANTS THE MOST ATTENTION

Subject	Grade
ENGL 1301	A
PSYC 2301	A
BIOL 1306	B
MATH 1314	F

# WHICH GRADE WARRANTS THE MOST ATTENTION

In a 2007 Gallup study asking a similar question, 77% of parents said they would focus on the F.

This is an example of deficits-based thinking.



# DEFICITS-BASED THINKING

- Focuses on perceived weaknesses, rather than strengths;
- Focuses on failures, rather than potentials;
- Is sometimes expressed via assumptions made about students;
- May cause students to become defensive and less likely to engage in a dialogue that results in open acceptance of suggestions for adopting effective strategies.

# THE APPRECIATIVE MINDSET

By focusing on strengths rather than deficits, the Appreciative Advisor identifies positive strategies the student uses to encourage him/her to see what is going well in his/her college life and to leverage those personal strengths in pursuing other goals.



# THE APPRECIATIVE MINDSET

“I see that you are taking four classes this semester. It looks like you are doing well in three of those. Let’s talk about what is going right for you in those courses before we talk about the class that is giving you trouble.”

# SIX PHASES OF APPRECIATIVE ADVISING

1. Disarm
2. Discover
3. Dream
4. Design
5. Deliver
6. Don't settle

# DISARM

If we could read the secret history of  
our enemies we should find in each  
man's life sorrow and suffering enough  
to disarm all hostility. ~Henry Wadsworth Longfellow



# ADVISORS' ROLE IN DISARM PHASE

1. Provide a warm welcome (4 S's: smile, stand, shake, and see).
2. Provide a safe and comfortable environment (Don't be afraid to personalize your space so that advisees can see you as a "real" person.).
3. Demonstrate appropriate self-disclosure (Keep stories short and relevant to advisee's situation. Share experiences and interests to establish common ground and a sense of equality in the relationship.).
4. Exhibit positive verbal and non-verbal behavior.

# STRATEGIES TO DISARM STUDENTS

## **Nonverbal immediacy behaviors**

1. Turn off or remove cell phone.
2. Avoid glancing at wristwatch.
3. Make sure student's seat is comfortable.
4. Don't check email.
5. Nod your head.

## **Verbal immediacy behaviors**

1. Call students by correct name.
2. Engage in appropriate small talk (weather, sports, favorite restaurant, etc.).
3. Use inclusive pronouns.



# DISCOVER

The greatest discovery of all time is that a person can change his future by merely changing his attitude.

~ Oprah Winfrey



# DISCOVER

Advisors work with students to learn their stories and uncover information about their strengths and interests. Three goals of discover phase include:

1. Build trust.
2. Identify strengths.
3. Create a productive environment.

How do advisors accomplish these goals?

# ADVISORS' ROLE IN DISCOVER PHASE

- Ask effective open-ended questions that encourage students to share experiences.
- Display attending behavior and active listening. Affirm, rephrase, or summarize student narratives.
- Perform strengths-based story reconstruction. Reconstruct student narratives to identify positive assets and strengths that you can point out to student.

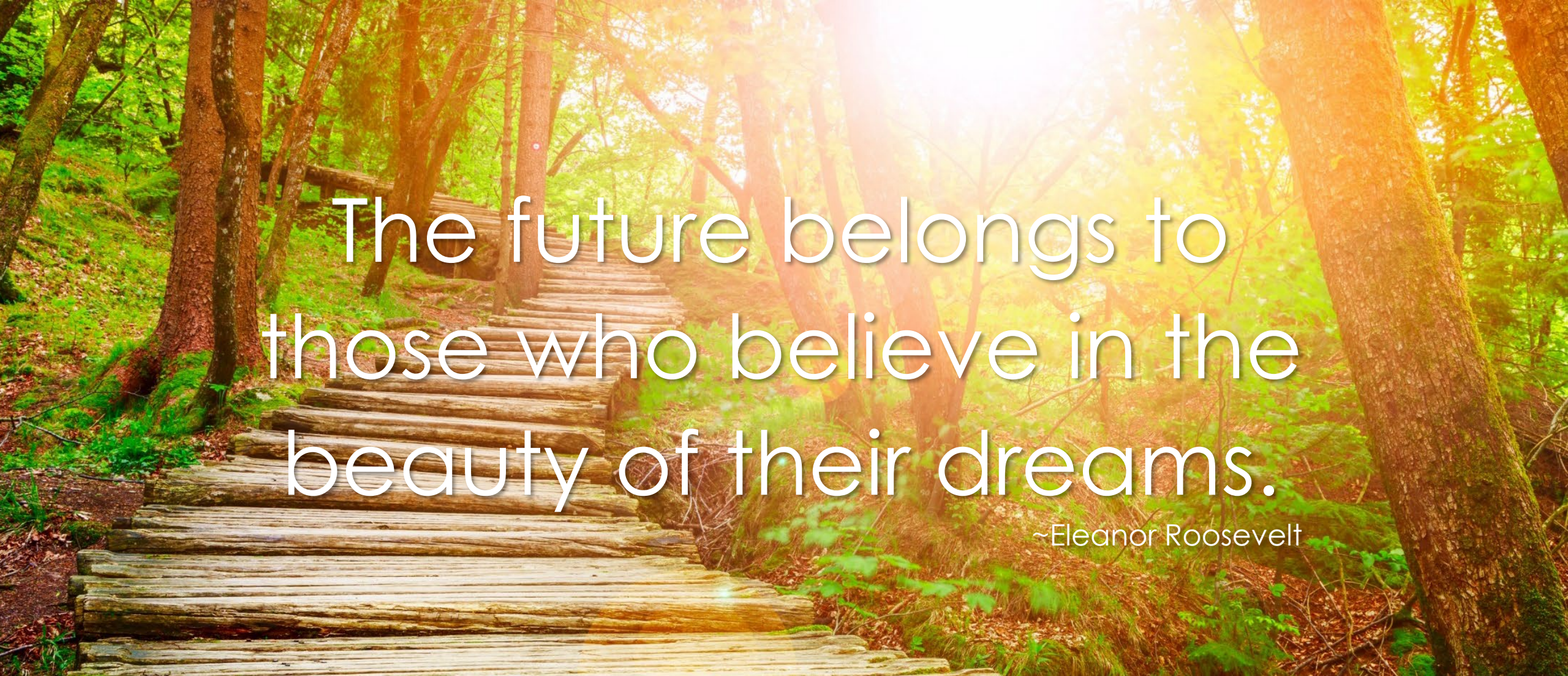
# DISCOVER

The advisor learns more about the student's history by asking positive, open-ended questions. Prompts could include

1. Tell me about a time you positively impacted someone's life.
2. Who is the most important role model in your life?
3. What is something that you accomplished that you are proud of?



# DREAM



The future belongs to  
those who believe in the  
beauty of their dreams.

~Eleanor Roosevelt



# DREAM

Building upon trust established in the first two phases, the advisor encourages students to “think big,” to dream, and not to limit themselves to what they *should* or *can* do.

How do advisors help students to dream?

# ADVISORS' ROLE IN DREAM PHASE

- Create powerful images and a framework to dream. Help students to visualize hopes through guided imaging of personal and professional goals.
- Make purposeful connections between the discover and dream phases. Compare strengths identified in the discover phase to dreams that students share. Gently guide students to reflect on any incongruities.



# DREAM

The advisor encourages the student to be open to possibilities while recognizing there is more than one correct answer. Sample questions might include

- 1.If time and money were no object, what would you major in?
- 2.What did you want to be when you were 10? What about now?
- 3.In 20 years if you are on the cover of a magazine, what magazine will it be? What would the article be about? What accomplishments would it highlight?

# DESIGN

A photograph of a wooden boardwalk or bridge leading across a calm lake towards a dense forest of green trees under a blue sky with scattered white clouds. The boardwalk has wooden railings and leads the eye into the distance.

You can design and create,  
and build the most wonderful  
place in the world. But it takes  
people to make the dream a  
reality.

~Walt Disney

# DESIGN

Advisors work with advisees as a team to:

- co-create plans to accomplish dreams.
- assist them in making decisions about which dreams to pursue.
- establish smaller, attainable objectives that will lead to achievement of the selected dream
- see the process of accomplishing the dream as a series of small steps rather than one huge, single step.



# ADVISORS' ROLE IN DESIGN PHASE

- Teach students to make decisions.
- Give students positive feedback and encouragement. For instance, you might remind students that you are not asking them to choose between their dreams, just to select one to emphasize. Dreams often change, and times of growth are not wasted. Unmet goals do not always mean failure.
- Be aware of the curse of knowledge. Remember that you probably possess beneficial knowledge that your advisee does not. Your job is to share it in an intentional and thoughtful manner.
- Make effective referrals. Help students to develop good questions.

# DESIGN

Advisors help students plan concrete, incremental, and achievable goals. Sample questions might include

1. What can you do today (this week, month) to get you closer to your goal?
2. What resources might you use to accomplish your goal?
3. What skills do you need to develop?
4. Who in your life is supportive of your goals?



# DELIVER



Don't ever promise more than  
you can deliver,  
but deliver more than  
you can promise.

~ Lou Holtz



# DELIVER

In the deliver phase, advisees execute the plan they co-created with their advisors. Advisors work with advisees to identify support systems, potential roadblocks, and to celebrate accomplishments. Advisors also help advisees to update and refine their dreams as appropriate.

# ADVISORS' ROLE IN DELIVER PHASE

- Motivate and energize students to do their best. Express confidence in students' ability to carry out their plans, and help them to learn from mistakes as they move forward. Develop rapport so that they are comfortable seeking your help when they encounter obstacles.
- Engender “academic hope” by helping students to establish goals, pathways to achieve those goals, and agency (motivation).
- End conversations on a positive note. Review accomplishments, respective responsibilities, and mutually agreed upon deadlines.
- Follow up. A quick “I’m thinking about you” email could mean a lot.



# DELIVER

Advisors support students as they follow through on their plans. Questions might include

1. What resources are helping you achieve your goals?
2. Since our last meeting, what concrete steps have you taken to accomplish your goal?
3. How are you celebrating accomplishing your goals?





# DON'T SETTLE

A person is captured in mid-air, jumping over a deep chasm in a rugged, mountainous landscape. The scene is bathed in the warm, golden light of a sunset or sunrise, with long shadows and a hazy sky. The person's silhouette is dark against the bright background. The mountains in the distance are layered, creating a sense of depth.

Challenge yourself.  
Don't settle for mediocre or good enough.  
There is always more, better, that next level of  
achievement.  
Go for it. Believe that the best is really yet to come.

~Mary-Frances Winters



# DON'T SETTLE

Advisors encourage students to keep raising the bar. Engender “positive restlessness” so that students are inspired to build on their successes and not to settle for anything less than their best.



# ADVISORS' ROLE IN DON'T SETTLE PHASE

- Support and challenge—To grow, students need both support and challenge when they encounter obstacles. To challenge students effectively, you must gain their trust so that they view you as part of their support system.
- Raise the bar. If you raise it too soon, student confidence may be undermined. But if it is not raised high enough, students may become complacent and not reach their potential. Celebrate accomplishments while setting future goals.
- Establish “virtuous cycle” in which students experience and celebrate small successes leading to greater accomplishments





# DON'T SETTLE

Advisors encourage students to continue to raise the bar on their self-expectations. Sample questions might include

- 1.You have done great so far, but is there anything you could have done better?
- 2.Tell me about something you didn't think you could accomplish but did.
- 3.What would you consider a reasonable challenge?



# APPRECIATIVE ADVISING IN STUDENT SUPPORT

Dr. Tonja Mackey  
Dean of Library & Learning Support



Student Support Services at Texarkana College is committed to increasing the retention and completion rates of eligible students by providing individualized support from admission through graduation.



### Contact:

**Lance Whisenant**, Program Coordinator  
903-823-3254

**Dr. Tonja Mackey**, Program Director  
903-823-3028

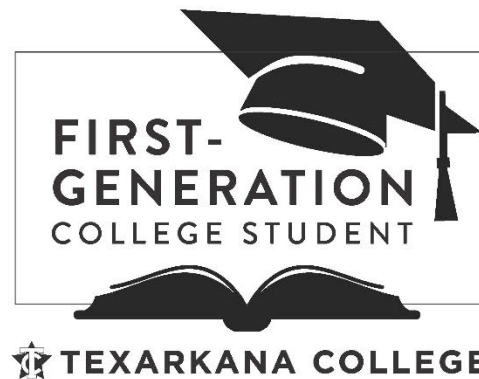
Student Support Services is a grant funded by the United States Department of Education to support first-generation, lower-income students in attaining a higher education credential. This program is limited to 225 students per year. All services are provided at no cost to students.



Student Support Services at Texarkana College



Let us support you along your path!





Success in the first semester of college has less to do with academics than with learning how to navigate the college process, and determine the proper path to take.

TRIO Student Support Services is here to walk you through that process.

**DISARM**



Establish a one-on-one relationship with a team that will support you through graduation.

**DISCOVER**



Learn to use your strengths, skills, and abilities to their full potential.

**DREAM**



Envision your hopes and dreams for your future.

**DESIGN**



Create a plan for making your dreams a reality.



2018 students attended a Broadway production of The Lion King in Little Rock, Arkansas.

**DELIVER**



Follow through with your plan created in the design phase with support.

**DON'T SETTLE**



Set high expectations.

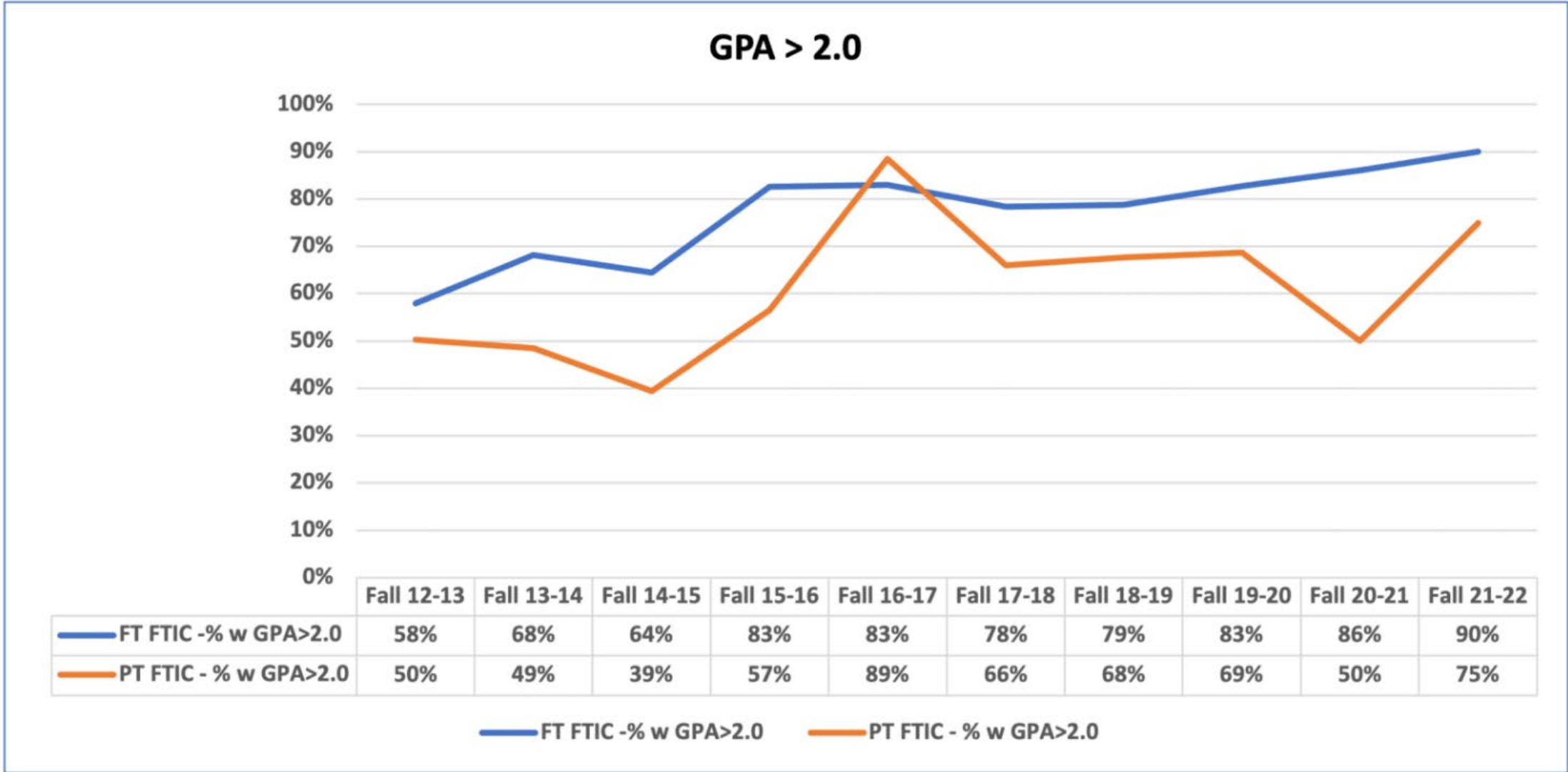


Faculty and staff at Texarkana College who are First-Generation college students.

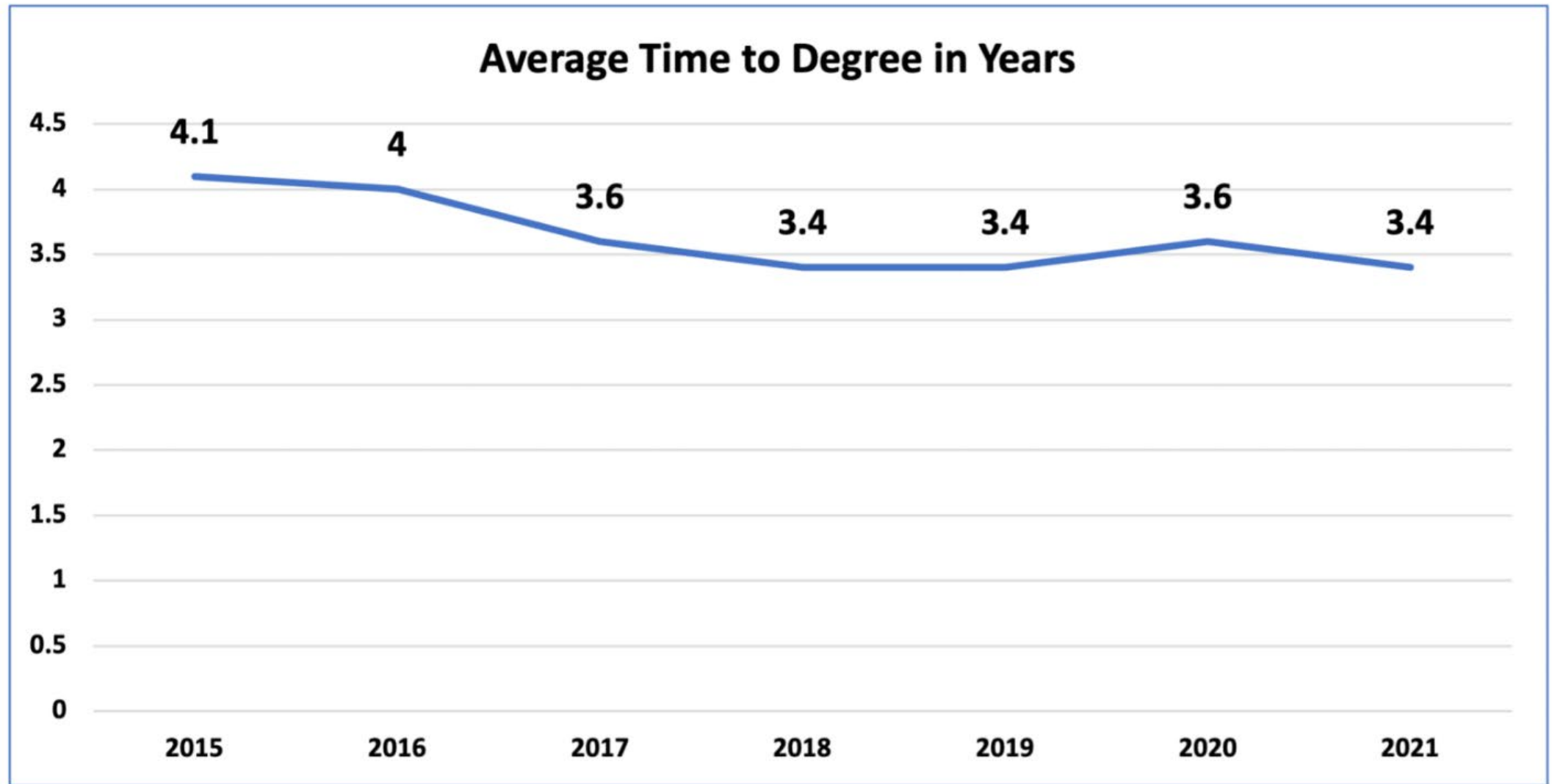
- One-on-One Coaching
- Intensive Advising
- Goal Setting
- Free Tutoring
- Exam Prep
- Financial Literary Workshops
- Scholarship/Grant Assistance
- Career Exploration
- Leadership Development
- Transfer School Exploration
- Student Activities
- Trips to Museums and Plays
- Social, Educational, and Cultural Programs



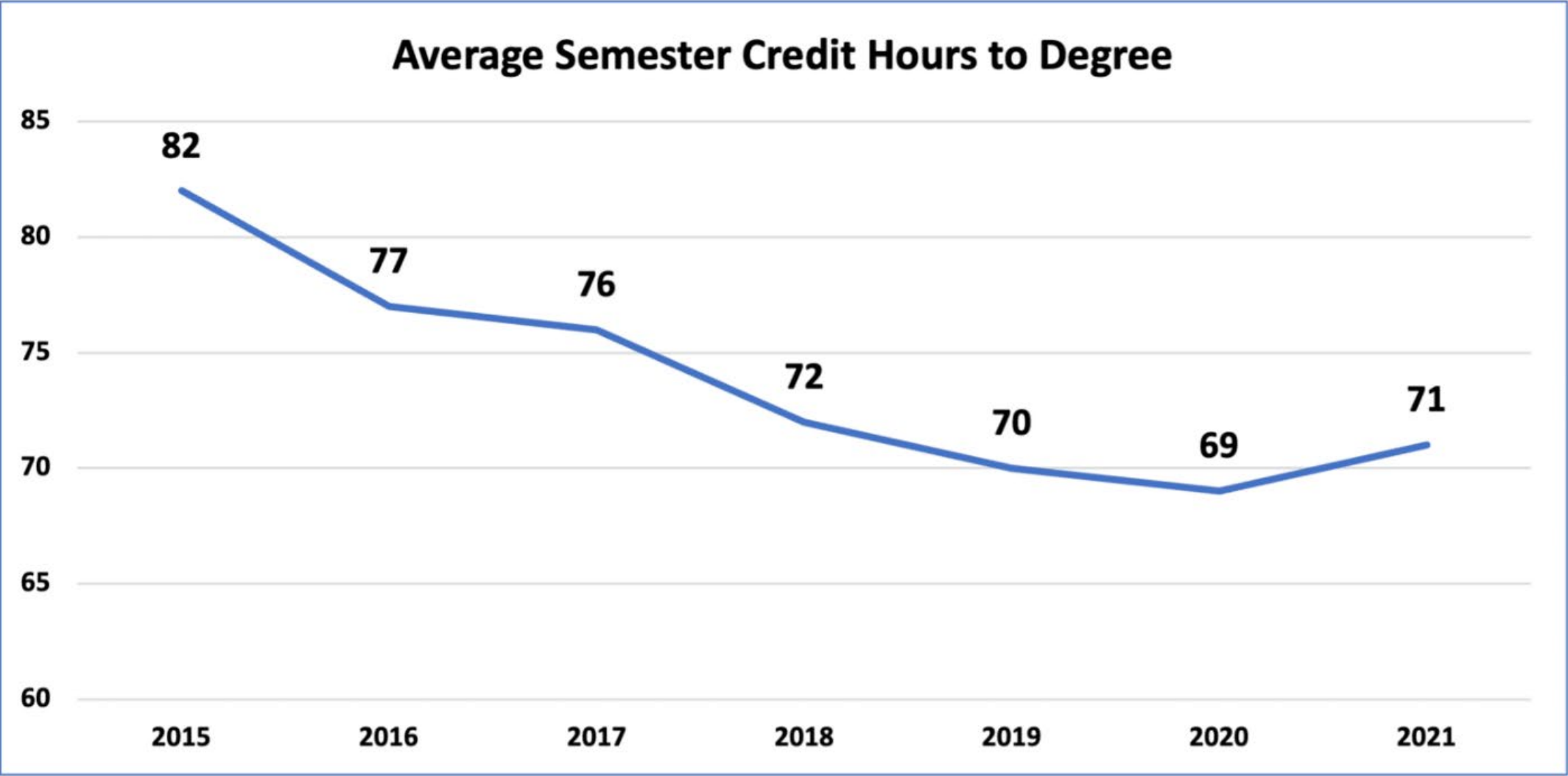
Student Achievement Goal 1: Increase the percentage of students experiencing academic success as defined by a GPA greater than 2.0 as compared to a 2013-2014 benchmark.



## Average Time to Degree in Years

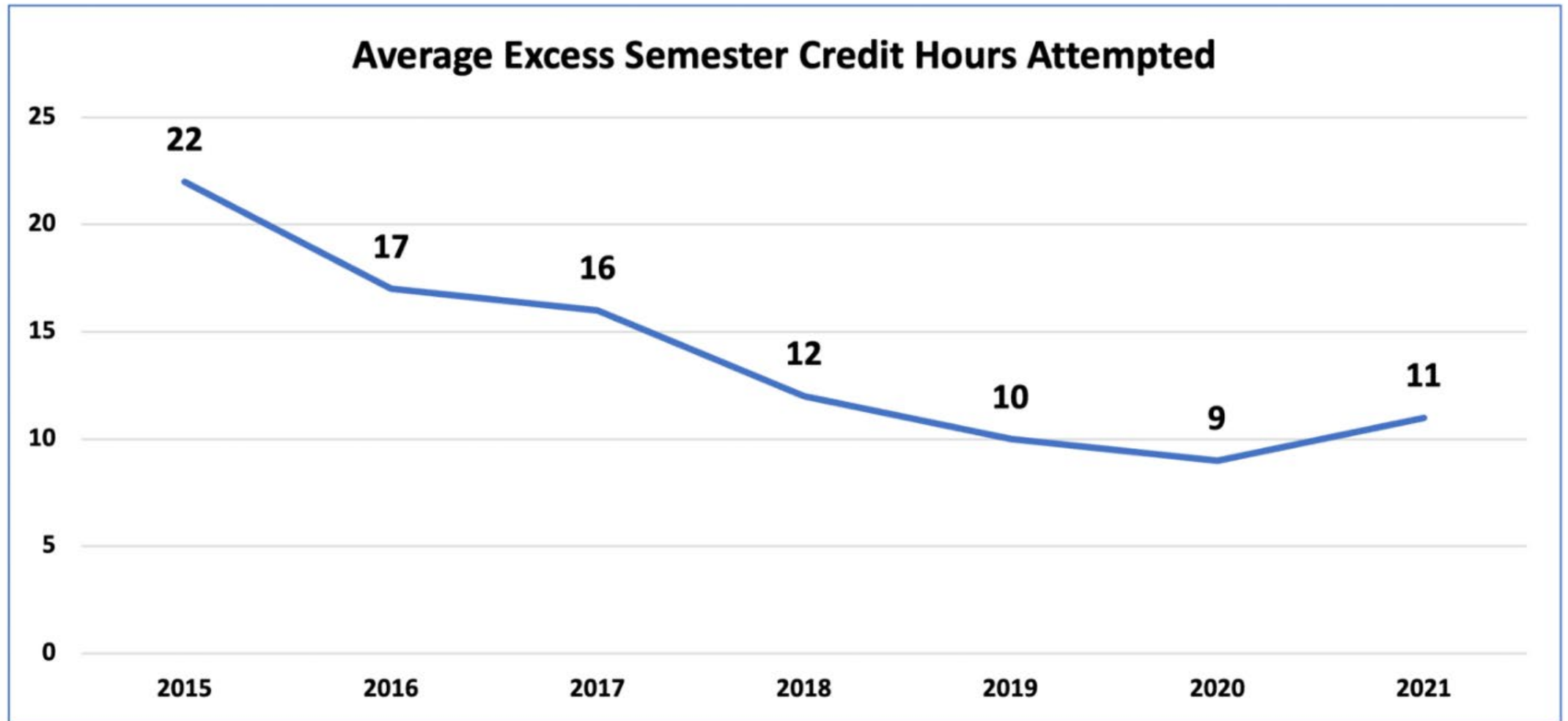






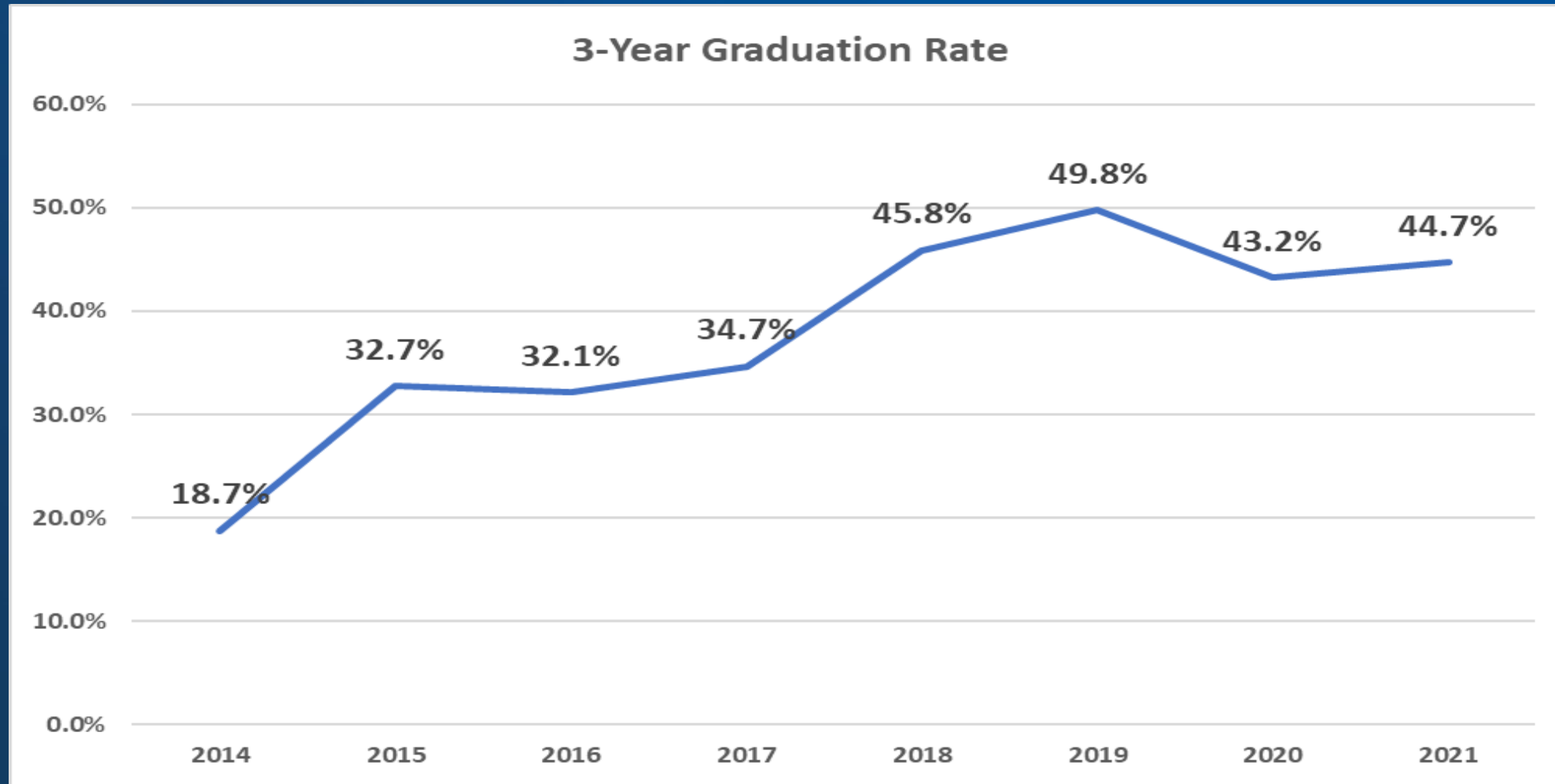
Data Source: THECB Accountability

## Average Excess Semester Credit Hours Attempted



Data Source: THECB Accountability

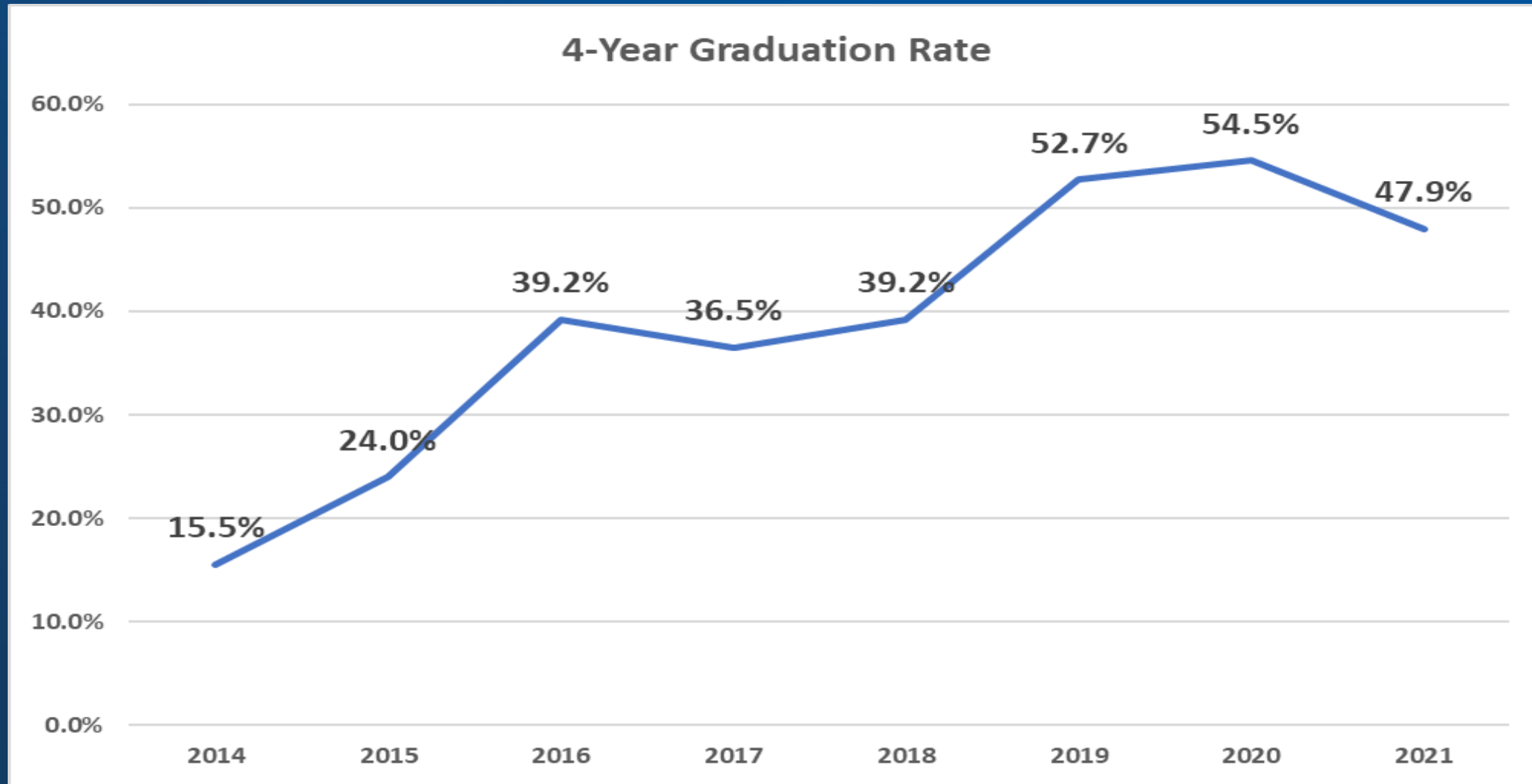
# Texarkana College Data



State  
Rate  
25%

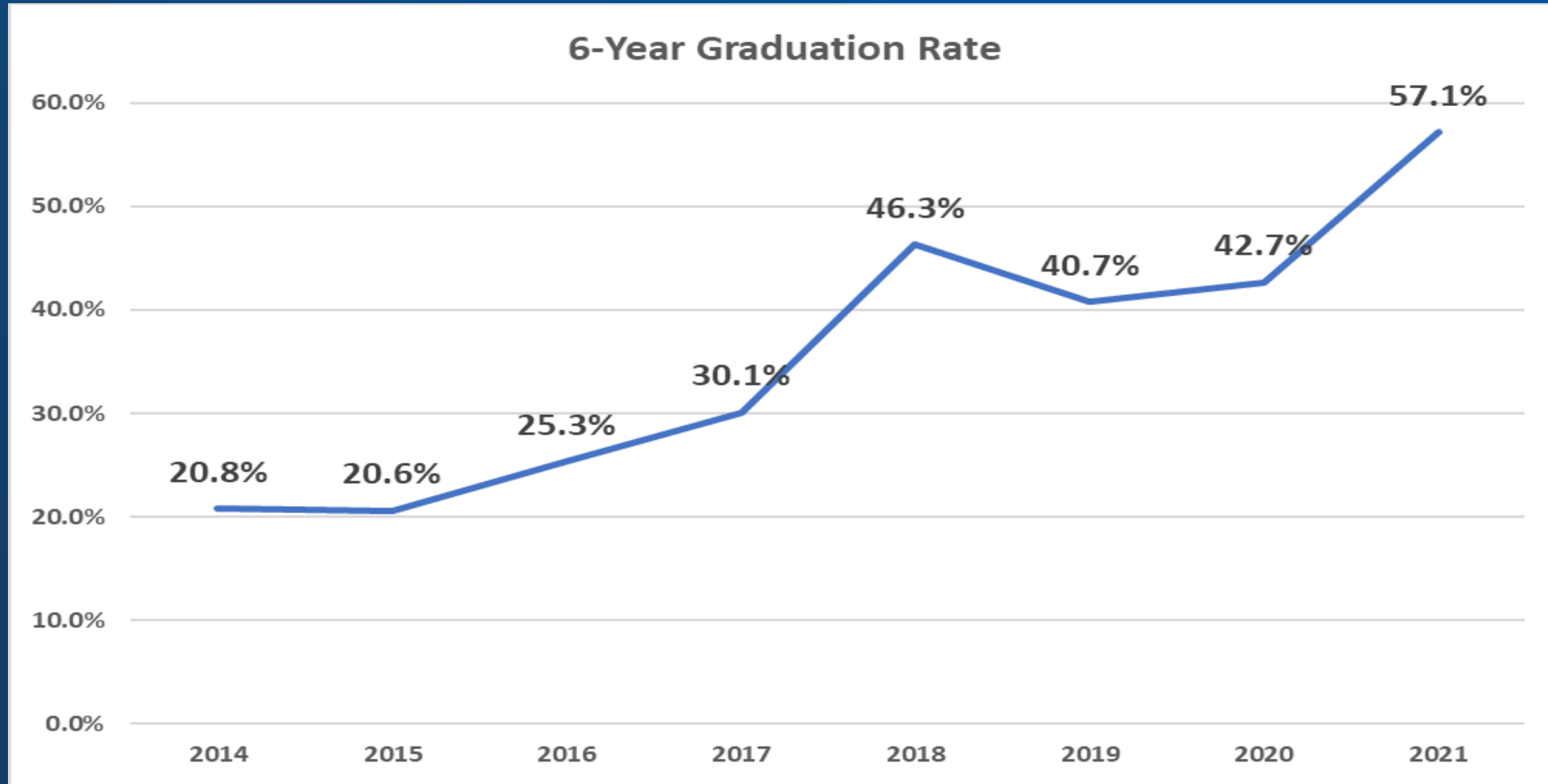


# Texarkana College Data



**State  
Rate  
33.6%**

# Texarkana College Data



**State  
Rate  
43.7%**

# TC Ranks Top 5 in the State of Texas

TC ranks **2nd** in the state for 3-year graduation rates with **44.7%** compared to the state average of 25%

## GRADUATION RATES

**44.7%** 3-Year (Fall 2018 Cohort)

**47.9%** 4-Year (Fall 2017 Cohort)

**57.1%** 6-Year (Fall 2015 Cohort)

## PERSISTENCE RATE

(AT TC OR OTHER INSTITUTION)

**58.5%** One Year (Fall 2020 Cohort)

**35.3%** Two Year (Fall 2019 Cohort)





The background of the slide is a dense, overlapping collage of rectangular sticky notes. The notes are in two colors: a light blue and a muted green. Each note features a large, dark blue question mark. The notes are scattered across the entire frame, creating a textured, layered effect.

# QUESTIONS & DISCUSSION

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