

Appreciative Advising: Retaining Academic Probation Students

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Abstract

The recent implementation of the Appreciative Advising framework in the Academic Review and Retention Office at the University of Southern California (USC) has led to a significant decrease in the number of undergraduates who are involuntarily withdrawn (academically disqualified) from the university at the end of every Fall and Spring semester. Two mandatory Appreciative Advising meetings with an Academic Review Counselor per semester are required of all academic probation students. During the meetings, the six intrusive phases of Appreciative Advising are incorporated. The purpose of this paper is to discuss the implementation of the Appreciative Advising framework as a tool to retain students by helping them overcome academic probation.

Acknowledgments

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Appreciative Advising: Retaining Academic Probation Students

Many college students will experience some type of difficulty during their undergraduate career that may impede academic success. When difficult situations or experiences are not resolved, students' academic statuses may be negatively affected. At the majority of institutions of higher education in the United States, undergraduate students are placed on academic probation when their cumulative grade point average (GPA) drops below 2.0. These institutions generally have specific criteria for probation students to meet in order to remain eligible for continued enrollment. When probation students do not meet the requirements, they are involuntarily withdrawn (Tinto, 1975; 1993). It is the responsibility of the institutions to provide advising, counseling, services and programs that help students clear academic probation and persist to graduation. However, it is the responsibility of the students to put in the effort and time required for clearing probation and improving their academic performance.

University personnel tasked with assisting academic probation students effectively must first identify the issues that caused academic difficulty, and work closely with students to find a resolution. To help students identify key issues and provide a remedy for clearing academic probation, institutions offer a variety of programs and services using specific academic advising theoretical models, such as intrusive advising. The intrusive model is based on the philosophy that the advisor and the student share responsibility for student academic success or failure (Earl, 1988; Heisserer & Parette, 2002). Intrusive advising is action-orientated and involves motivating students to seek help when needed (Earl, 1988; Heisserer & Parette, 2002). Literature by Bloom and Martin (2002) and Varney (2007) supports intrusive advising as a significant way to promote and support student persistence and academic success. When advisors use intrusive practices, they make initial contact with students, meet with them in person, assist them with identifying the issues and situations contributing to their academic difficulty, help them set short and long term goals, and guide them to develop a plan of action to accomplish these goals. Intrusive advising is a counselor-initiated intervention process that includes at least one follow-up meeting with the counselor, to monitor students' progress toward achieving specific goals. The interactions brought on by intrusive advising can enhance the advising relationship while also encouraging student responsibility (Varney, 2007).

The Academic Review and Retention Office at the University of Southern California (USC) is charged with counseling and assisting students on academic probation. The intrusive advising model created by Bloom, Hutson, and He (2008) that is currently implemented is Appreciative Advising. In 2013, after meeting and learning about Appreciative Advising directly from Dr. Bloom, the counselors and staff in the Academic Review and Retention Office began integrating the six stages of Appreciative Advising into their counseling sessions. By Fall 2014 the Appreciative Advising program was implemented for all academic probation students. One highly successful aspect of the mandatory Appreciative Advisement process for the academic probation population at USC is a confidential space in which to discuss their personal and academic challenges with a caring, responsible and trustworthy academic counselor. The purpose of this paper is to discuss the implementation of the Appreciative Advising framework as a tool to retain academic probation students by helping them overcome academic probation.

The Academic Probation Process at USC

The probation system at USC requires that undergraduate students are placed on academic probation when their cumulative USC GPA falls below 2.0. Students who do not raise their cumulative GPA to at least 2.0 after two semesters of subsequent enrollment (exempting summer enrollment) academically disqualified unless they earn a minimum semester GPA of 2.3 in the second and all subsequent probation semesters. While on probation, students must meet with their assigned academic review counselor twice per semester. During the first meeting, the counselor and student identify the student's strengths and challenges, what caused the student to be placed on academic probation, and devise a plan of action to clear probation. During the second meeting, the counselor and student review the student's progress toward clearing probation and register the student in courses for the subsequent semester. Students must also seek advisement from their departmental academic advisor prior to their second meeting with their assigned Academic Review Counselor and before making any program changes.

Applying the Six Phases of Appreciative Advising to Academic Probation Students

The first meeting incorporates the Appreciative Advising stages Disarm, Discover, Dream and Design while the second meeting is a follow up to the Design phases, and ensures that students

Deliver and Don't Settle. This section will give an overview of how the Academic Review and Retention Counselors implemented the six Appreciative Advising stages across two separate appointments with academic probation students during the Fall 2014 and Spring 2015 semesters.

Disarm. To begin the Appreciative Advisement process, Academic Review Counselors each sent their at-risk students an initial email, during the third week of the semester, introducing themselves, explaining this advisement process, and how to schedule a mandatory advisement appointment. The first part of disarming the student is making the student feel welcomed and appreciated. The counselor must provide a safe, supportive and entirely confidential environment in which to have a one-on-one conversation with the student and make it clear that he or she is here to help the student. The Academic Review Counselor allows the student to introduce themselves by completing an appreciative advisement survey prior to their first meeting, expressing who they are, what struggles they have encountered, and what they wish to further accomplish academically. It is the Academic Review Counselor's goal for the student to feel independent, comfortable, and to be seen as an individual rather than just a student on probation.

Academic Review Counselors must carefully research their students prior to their meetings with each, as discussed by Lawson (2009). These counselors began the Disarm process by reviewing students' academic information through the USC advisement database. The database allows assigned USC staff to view any comments posted by the student's academic advisor and to view the student's preferred name, photograph, major, G.P.A, and all previous academic advising-related emails. As the final step of the process, Academic Review Counselors reviewed students' answers to the Appreciative Advising survey to understand them on a more personal level prior to the meeting. The survey provided a mutually beneficial way for students to disclose personal information and for the Academic Review Counselors to prepare to best serve each individual student.

When each student arrived for their appointment, the office administrative assistant signed the student in and notified the student's assigned Academic Review Counselor via instant message that the student had arrived. By having the student's personal information through instant message prior to meeting, Academic Review Counselors were able to properly prepare for the student appointment. Instant messages from the front desk also informed us what documents the student had and what additional questions or concerns they might bring up during their meeting with their Academic Review Counselor. The student's answers to the Appreciative Advising Inventory, survey or their academic information, and nonacademic events are discussed to help students unwind.

Before bringing up the student's answers to the survey or their academic information, Academic Review Counselors discussed outside events to help him unwind from school-related topics, such as asking about watching a recent sports game.

Discover. The Discover phase began when the Academic Review Counselor reviewed the student's answers to the survey during their first one-on-one session. answers to the survey during their first one-on-one session. The biggest focus for the Academic Review Counselor is what caused the student to be on academic probation and what could be changed to improve the student's academic performance. Students are able to reflect on their struggles during the previous semester that caused them to be on probation and whether or not the issues had been resolved yet. The survey allowed students to discover their primary strengths and weaknesses. By reflecting on their strengths and weaknesses, many students discovered what support they needed from the university. Some students came to the conclusion that they needed help or did not want to seek help because they did not know who to ask until it was too late. Academic Review Counselors were there to help navigate them through the resources they were looking for on or off campus.

When a student is having academic difficulties due to serious personal issues they are able to come to terms with seeking help during the Discover phase. For this reason, being able to disarm the student prior to their first meeting is important, as they might disclose sensitive information, depending on the relationship they have already briefly built with the Academic Review Counselor. The Discover phase allows them to reflect on the past, plan for the future and devise dreams and hopes for USC.

Dream. At the end of the survey students were asked to provide three goals they would like to achieve in the near future. Students were able to express their 'hopes and dreams' concerning their academic statuses and discuss how to accomplish them during one-on-one sessions with their Academic Review Counselor. The Dream phase allowed a collaboration between the Academic Review Counselor and the student on what the student is able accomplish and how, specifically, to take action (Bloom, Hutson, & He, 2008). The Dream phase also allowed those who had not provided any goals on their survey to search for smaller goals before accomplishing a bigger goal such as clearing probation. Many students came in with pressure from family members or peers who achieved high grades, which greatly affected their perspective on academics.

Discussing goals allowed students to focus on what they hoped to accomplish and not on what others think of them. During the meeting students are encouraged to create academic and personal goals. Focusing on specific goals the student creates encourages the student to create a plan of action for the current term to clear academic probation. Once the student and the Academic Review Counselor discussed both the survey along with their goals, created a resource activity sheet to help the student move forward with accomplishing their goals for the remainder of the term.

Design. During the Design phase of the Appreciative Advising Cycle, the Academic Review Counselor's job is to essentially teach students how to make decisions using concrete, incremental, and achievable goals (Bloom, Hutson, & He, 2008). To do this, with the help of the student, we created and designed a "Resource Activity" sheet. The Resource Activity sheet is roughly a list of resources on campus that the Academic Review Counselor believes the student could benefit from. For example, if a student indicates that they are having issues with time management, a counselor may suggest meeting with an occupational therapist, or if a student admits poor study habits, they may be referred to USC's Kortschak Center For Learning and Creativity. At this point, trust and synergy must exist between the Academic Review Counselor and the student. The student must feel comfortable enough to disclose what he or she feels have been weaknesses or obstacles keeping him or her from succeeding, and the Academic Review Counselor must have done his or her part by showing empathy and unconditional positive regard, while also allowing the student to explore his or her options. The Academic Review Counselor must also be knowledgeable of the various resources available to students at USC, and be able to suggest specific resources that would best serve each individual student's needs.

According to the survey, most students had sought supplemental assistance on campus, but were either unaware, or unable to locate resources. Some were also entirely unaware of the existence of specific resources that would help them the most. For this reason, the Design phase of the cycle became particularly groundbreaking for students this academic year. After the resource activity was created, the student was then handed a copy as a tangible reminder that there are people and departments at USC who can and want to help them. Academic Review Counselors also emailed a copy of the same form to each of their students. Emailing the resource activity to the student allowed the student to fill in the results section of the chart, as well as to keep notes for themselves. This information then became the basis for second Appreciative Advising meeting. When Academic Review Counselors met their students for the second time; they went over the successes and setbacks of the resources listed on the Resource Activity sheet. This was a

very powerful part of the Appreciative Advising cycle, as the student's self-created plans began to come to fruition, and students began to equip themselves with the tools necessary to succeed academically.

Deliver. Having realistic and obtainable goals is especially important for academically at-risk students. It is equally, if not more important, to have a plan of action to achieve said goals. After imploring a plan of action via the Resource Activity portion of the Design phase, we then executed that plan in the Deliver phase.

Simply sending the student on his or her way with the Resource Activity sheet and hoping for the best is not the right approach to take for the counselor. As Bloom et al. state, "The Appreciative Advisor increases the odds that the student will successfully Deliver by energizing him/her with confidence in achieving the goals set forth in the Design phase (Bloom, Hutson, & He, 2008)." Thus, as Academic Counselors, it is not our responsibility to make decisions for students, but we hold a responsibility to provide students with as much information as possible so that they can make informed decisions for themselves. To do this, we in the Academic Review and Retention Office stayed on a weekly communication schedule with students to ensure that all of their questions regarding their Resource Activities were being met. We sent out weekly emails to our students, reminding them of our availability, and also passing along any additional pertinent information we learned from the University regarding other resources available to students from the various departments on campus.

Students are required to meet with their Academic Review Counselor at least twice per semester. During the first meeting the Resource Activity Sheet is created with each student, and during the second meeting the utilization of the campus resources is discussed in detail. Students are also registered for the upcoming semester. During the second session, we checked in with the students on their successes for the semester, review which resources have been the most beneficial, and which ones could still use improvement. At this point, we hope that the student feels more support from the university, and is more confident in their abilities to succeed at USC. To build on this, we finally initiate the 'Don't Settle' phase, during which we challenge students to think further and beyond their immediate capabilities.

Don't Settle. The University of Southern California is a highly selective 4 year private institution with an 18% admittance rate (Freshman Profile and Admission Information 2014-2015, 2014). All of the students who come through the Office of Academic Review and Retention understand what it takes to get here, and most were at the top of their high school classes in terms of academic achievement. According to survey data and personal communications with probation students, those who transferred to USC from other schools, most notably from the California Community College system, were not accustomed to receiving any grade lower than a 'B.' Our data also indicates that because of this, when a student recognizes that he or she is in academic peril, and is placed on academic probation, this usually comes as a huge shock and causes a slew of emotions for the student, including shame and embarrassment. This is where the assistance of a competent Academic Review Counselor comes into focus.

The Academic Review Counselor's job during the Don't Settle phase is to remind the student of the hard work that it took to get into USC, and to encourage the student to continue practicing those strategies. The Academic Review Counselor also has the responsibility to motivate the student to continue to achieve their academic and personal goals, and to remind them that clearing probation is a step by step process. One strategy that helps to ensure a higher level of student academic success in the 'Don't Settle' stage is reminding the student of the work that he or she did during in the previous stages. As mentioned by Bloom et al, "Students who feel more comfortable sharing their hopes and dreams will be more likely to follow through on the plan that has been co-created with the advisor and will be more satisfied, as will the advisor, with the session (Bloom,

Hutson, & He, 2008).” To create a comfortable and welcoming setting, the Academic Review Counselors in our office make sure to foster an open environment where all students know and understand that our office is not only a mandatory stop in their goal of registering for classes, but a haven where they can feel free to stop by at any time to discuss absolutely any matter. Students are informed through emails, and phone calls that they can come to see us for any additional help with navigating through college life even after they clear academic probation.

Discussion

In Spring 2015, the USC Academic Review Counselors achieved their goal of providing at-risk students a confidential space in which to discuss their personal and academic challenges with a caring, responsible and trustworthy professional.

To reflect on both our mandatory academic advisement and course registration processes this semester, our most significant challenges involved our communications with students. It was particularly difficult to ensure that students completed our mandatory Appreciative Advising survey prior to their first mandatory advisement meeting with their assigned Academic Review Counselor. While most students arrived on time to their appointments, many had not completed the survey before their meetings. Students who did not complete the survey were asked to complete it on the computers in our office lobby prior to their meeting, which, during especially busy days, caused the individual advisement process to fall behind schedule. Students arriving for their appointments without taking the Appreciative Advising survey also made it difficult for both the student and Academic Review Counselor to identify which specific topics (such as familial support, or lack thereof) would be most beneficial for the student to discuss during meetings, in order to help the student clear probation.

Despite these challenges, we feel that the 2014-2015 school year should serve as a model for future school years, as our implementation of mandatory appreciative advisement meetings led to a 50% decrease in the number of students dismissed from the university for academic underperformance, and helped the Academic Review Office learn how best to help students improve their academic performance at the University of Southern California. With a special focus on appreciative inquiry and positive psychology, leading to the identification of students’ strengths rather than their weaknesses, the use of Appreciative Advising for at-risk students has been a mutually beneficial process between students and Academic Review Counselors. As asserted by Bloom, Hutson, He and Robinson (2011), the literature on happiness clearly demonstrates that people who positively impact other peoples’ lives increase their own happiness level (Bloom, Hutson, He, & Robinson, 2011).

Moving forward, in addition to continuing to employ Appreciative Advising practices with at-risk USC students, encouraging them to self-regulate and placing a focus on their strengths rather than their weaknesses, we plan to eventually develop additional programs directed toward at-risk students’ success. Possibilities for such programs include a mentorship program between Academic Advisors and students, a speaker series composed of successful professionals who struggled academically or were placed on academic probation during their undergraduate careers, and a university studies course specifically for at-risk students that teaches effective study skills and other practices for maintaining academic and personal success while pursuing a degree. As we continue to build a strong foundation for both students and Academic Review Counselors by using Appreciative Advising, we expect that student success rates will continue to increase.

References

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Appendix A - Appreciative Advising Assessment

This survey is MANDATORY

Appreciative Advising Assessment

Thank you for taking the time to complete this self-assessment. Please be completely honest when filling out this self-assessment. This information will be strictly confidential and will only be used for purposes of providing the best counseling for your educational success. Please note the assessment will take no more than 30 minutes to complete.

First & Last Name

USC ID Number

Please enter your 10-digit USC ID Number without any dashes or spaces

Cell Phone Number

Please enter your 10-digit number without any dashes or spaces

USC Email

Personal Email

Class Level

- Freshmen (less than 32 units earned)
- Sophomore (32-63.9 units earned)
- Junior (64-95.9 units earned)
- Senior (at least 96 units earned)

Declared Major(s) at USC

Please separate each major with a comma.

Intended Major(s) at USC

If you intend to pursue a different major than the one that you have currently declared, please list the intended major. Please separate each major with a comma.

Student Profile

Please check all that apply.

- Live on or near campus
- Live off campus (Total number of hours commuting to school per week)
- Work while attending school (Total number of hours per week)
- First Generation College Student
- Transfer Student
- International Student
- Student-Athlete
- Member of Greek-letter Fraternity/Sorority
- Other Campus Involvement (Total number of hours per week)

Ethnicity

Please check all that apply.

- Hispanic or Latino
- American Indian or Alaska Native
- Asian
- Black or African America
- Native Hawaiian or other Pacific Islander
- White
- Other

What factors are preventing you from clearing academic probation?
Please check all that apply.

-
- | | |
|---|---|
| <input type="checkbox"/> Changing Major | <input type="checkbox"/> Worked Too Many Hours |
| <input type="checkbox"/> Difficulties with Professors | <input type="checkbox"/> Alcohol |
| <input type="checkbox"/> Skipped Class | <input type="checkbox"/> Drugs |
| <input type="checkbox"/> First Generation College Student | <input type="checkbox"/> Family Crisis |
| <input type="checkbox"/> Documented Learning Disability | <input type="checkbox"/> Financial Concerns |
| <input type="checkbox"/> Poor Time Management Skills | <input type="checkbox"/> Homesickness |
| <input type="checkbox"/> Over Involvement in Activities | <input type="checkbox"/> Illness |
| <input type="checkbox"/> Enrolled in Too Many Units | <input type="checkbox"/> Academically Under-Prepared |
| <input type="checkbox"/> Transfer Student | <input type="checkbox"/> Anxiety (Type) Adult Student |
| <input type="checkbox"/> Student-Athlete | |

What resources have you benefited from during Fall 2014?
Please check all that apply.

-
- | | |
|---|--|
| <input type="checkbox"/> Academic Advising | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Career Center | <input type="checkbox"/> Professor / TA Office Hours |
| <input type="checkbox"/> Student Counseling Services | <input type="checkbox"/> Academic Review and Retention |
| <input type="checkbox"/> Disability Services and Programs | <input type="checkbox"/> Center for Academic Support |
| <input type="checkbox"/> Financial Aid | <input type="checkbox"/> EDP 110 Course |
| <input type="checkbox"/> Library | <input type="checkbox"/> Occupational Therapy |
| <input type="checkbox"/> Math Center | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Supplemental Instruction | <input type="checkbox"/> I did not utilize any resources on campus |
| <input type="checkbox"/> Writing Center | |

What other resources do you need to help you clear probation in Spring 2015?
Please check all that apply.

-
- | | |
|---|--|
| <input type="checkbox"/> Academic Advising | <input type="checkbox"/> Writing Center |
| <input type="checkbox"/> Career Center | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Student Counseling Services | <input type="checkbox"/> Professor / TA Office Hours |
| <input type="checkbox"/> Disability Services and Programs | <input type="checkbox"/> Academic Review and Retention |
| <input type="checkbox"/> Financial Aid | <input type="checkbox"/> Center for Academic Support |
| <input type="checkbox"/> Library | <input type="checkbox"/> EDP 110 Course |
| <input type="checkbox"/> Math Center | <input type="checkbox"/> Occupational Therapy |
| <input type="checkbox"/> Supplemental Instruction | <input type="checkbox"/> Other: _____ |

Appreciative Advising Inventory and Assessment

Thank you for taking the time to complete this self-assessment. Please be completely honest when filling out this self-assessment. This information will be strictly confidential and will only be used for purposes of providing the best counseling for your educational success. Please note the assessment will take no more than 30 minutes to complete.

Commitment to Learning

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I am committed to being a life-long learner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am committed to earning a degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I attend all my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College is preparing me for a better job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a commitment to self-development and personal growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a strong desire to get good grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the present time, I am actively pursuing my academic goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Positive Values

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
It is important to help others and I do so on a regular basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When challenged, I stand up for my beliefs and convictions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take personal responsibility for my actions and decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a strong desire to make something of my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Social Competencies

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I'm good at planning ahead and making decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know and feel comfortable around people of different cultural, racial, and/or ethnic backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe in myself and my abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel positive about my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Positive Identity

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I feel that I have control over many things that happen to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel good about being a college student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel positive about my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Right now I see myself as being pretty successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At this time, I am meeting the goals I have set for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I should find myself in a difficult situation, I could think of many ways to get out of it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can think of many ways to reach my current goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Support/Connectedness

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I feel that my family supports my educational pursuits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel loved by my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value my parents' advice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know at least 3 people who work at my university that I can go to for advice and support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important that I not let my professors or teachers down.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Empowerment

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I participate in community activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone outside my family supports my educational pursuits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents support my educational pursuits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My close friends support my educational pursuits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My university is a caring, encouraging place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued and appreciated by my fellow students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have at least 2 adults in my life that model positive, responsible behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My best friends model responsible behavior. They are a good influence on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in activities on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Boundaries & Expectations

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
It is important for me to consider social expectations while making decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I seek the opinions of my family when faced with major decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I seek the opinions of my friends when faced with major decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The values of my institution are consistent with my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Constructive Use of Time

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I am working hard to be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have good time management skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I turn in all my assignments on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I successfully balance my academic pursuits with my personal life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

• • •

Action Plan for Success

List three academic related goals for yourself that will help you clear academic probation. Your Academic Review and Retention counselor will help you create an action plan with available resources to help you achieve you goals during your Appreciative Advising meetings.

Please think of specific goals with action plans (including dates, follow-up meeting, etc.), and available resources (tutoring, professors' office hours, etc.) to clear academic probation.

Goal #1

Goal #2

Goal #3

Appendix B - Example of Resource Activity Sheet

From: Counselor
To: Student
Subject: Resource Activity

Date: Friday, March 13, 2015 9:28:00 AM

Hello Student,

It was great meeting you during our appreciative advising meeting. I attached the resource activity we created together during our first appreciative advising meeting to this email. Please review the document and complete the results section before our second meeting.

If you have any questions about any of the resources on the list, please do not hesitate to contact me, as I am more than happy to help you navigate the process.

Please let me know if you have any questions. I look forward to our next meeting!

Thanks,

Academic Review Counselor

Reminders: Next Friday is the last day to drop a course and not receive a "W" on your transcript (no refund).



ACADEMIC REVIEW AND RETENTION OFFICE
 University of Southern California
 University Park Campus
 3535 S. Figueroa St, Suite 107
 Los Angeles, CA 90089-0912

RESOURCE ACTIVITY SHEET

PAGE 1/2

Student's Name Trojan Tommy Student's USC ID Number 1234-5678-90
Last First

Semester: Fall Year: 2015

The purpose of the Resource Activity is to help you become better acquainted with campus resources that can help you maximize your undergraduate experience and clear academic probation. Students who fully engage in their academic and social experiences within and beyond the classroom are generally more satisfied and likely to succeed. The Resource Activity is your guide to maximizing your success at USC!

SERVICE/COURSE	SERVICE PROVIDER'S/ PROFESSOR'S NAME	DATE OF MEETING	RESULTS
Academic Coaching	Kortschak Center for Learning and Creativity Student Union (STU) 311 kortschakcenter@usc.edu 213-740-7884 kortschakcenter.usc.edu	You mentioned that Kortschak has been beneficial to you so far. Continue to work with them as much as you feel you should.	Obtained an academic success coach and attended several work-shops.
Counseling Center	Engemann Student Health Center Engemannshc.usc.edu/ 213-740-7711 (9am -5pm) 213-740-9355 (after hours/urgent) 213-740-43211 (any- time/urgent)	Continue to visit the Counseling Center weekly.	Meet with therapist as needed.
Career Center	Career Center Student Union (STU) 110 213-740-9111 http://careers.usc.edu/	Log in to connectSC, then go to the right hand side where it says "Networking and Advising". Schedule an appointment by the end of the semester	Appointment scheduled with a career counselor
Occupational Therapy	USC Occupational Therapy Faculty Practice Tel: (323) 442-3340 www.usc.edu/otfp otfp@osot.usc.edu	I went ahead and reached out to USC OT on your behalf, they should be contacting you shortly. In the meantime, look further into the services they offer by exploring their website.	Awaiting a call from OT to schedule an intake appointment.

ACADEMIC STATUS:

Deficit -10 Cumulative GPA 1.5 Semester GPA required to clear academic probation: 2.75

Probation status:

S3 – Assigned at the end of the third consecutive (or further) semester in which the student's cumulative GPA is below 2.0., but the student's term GPA is 2.3 or higher.



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RESOURCE ACTIVITY SHEET (CONT.)

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Student's Name Trojan Tommy Student's USC ID Number 1234-5678-90
Last First

Semester: Fall Year: 2015

NOTES

It was nice meeting with you today Tommy. Please be sure to take advantages of these resources, as I feel that they will certainly be beneficial to you.

I look forward to discussing the results during our next meeting. Please let me know if you have any questions.

Counselor's Name: _____ Counselor's Email: _____

Phone number: _____ Counselor's Skype: _____