

Table 9-1. Appreciative Advising rubric and evaluation

<b>Appreciative Advising Stages and Features</b>	<b>Evaluation</b>		
	<b>Good</b>	<b>Better</b>	<b>Best</b>
<b>Disarm</b> 1: Warm Welcome 2: Safe and Comfortable Environment 3: Appropriate Self-disclosure 4: Appropriate Nonverbal Behavior	Advisor focuses only on the content of advising; considers advising as facilitating course registration. Student does not feel engaged or connected.	Advisor focuses on both content and the student in advising. Student provides some input in the discussion.	Advisor makes personal connections with the student in advising; considers advising as student-centered. Student feels engaged and makes personal connections with the advisor.
<b>Discover</b> 5: Effective Open-Ended Questioning 6: Attending Behavior and Active Listening 7: Strength-Based Story Reconstruction	Advisor asks strength-based questions. Student reflects on past experiences.	Advisor asks strength-based questions based on student stories. Student reflects on assets.	Advisor not only asks questions, but also reconstructs the stories to highlight student assets. Student tells and listens to their stories with their assets highlighted.
<b>Dream</b> 8: Creating Powerful Images 9: Prospective Framework for Dreaming 10: Making Purposeful Connections between the Dream and	Advisor asks about student's future plan. Student is encouraged to think about their future.	Advisor encourages student to dream of their future. Student creates future images in day dreams.	Advisor facilitates student dreaming based on the assets discovered. Student constructs future image based on strengths and assets.

<b>Discover Phases</b>			
<b>Design</b>			
11: Teach Students How to Make Decisions 12: Provide Positive Feedback 13: Be Aware of the Curse of Knowledge 14: Making Effective Referrals	Advisor constructs academic plan for the student. Student is informed.	Advisor constructs academic plan based on student input. Student is informed and her/his comments and input are valued.	Advisor facilitates student constructing his/her own academic plan and provides input and feedback. Student is the designer of the plan and advisor's input is valued.
<b>Deliver</b>			
15: Energize Students to be their Best 16: Engender Academic Hope 17: End the Conversation Well 18: Follow up	Advisor completes the session with the student and considers it the end of advising. Student is left alone to follow the plan and strive for academic success.	Advisor encourages the student to follow up and keep advisor informed of her/his academic life. Student knows that they can seek advisor to address further questions.	Advisor designs plan for follow-up before conversation ends and follows up with the student in a consistent manner. Student is monitored and facilitated between advising sessions.
<b>Don't Settle</b>			
19: Challenge and Support 20: Raise the Bar 21: Virtuous Cycle	As long as the designed plan has been followed, both the advisor and the student are satisfied.	Advisor encourages student to set higher expectations after initial success.	Advisor has high expectations for the student and purposefully provides challenge and support to encourage student to have high self-expectations.

