

**Developmental Advising: A New Look at Academic Advising**

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**Outcomes**

- Understand developmental tasks of college students.
- Understand the current practice and theory related to developmental advising.
- Explore a variety of tools to address the needs of today's students.
- Develop strategies to integrate developmental concepts with academic advising.

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**The MSOE Freshman**

- Strengths
- Weaknesses
  
- Concerns
- World view
  
- What's important to them
- Understanding of engineering / work
  
- Understanding of themselves

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The MSOE Senior

- Strengths
- Weaknesses
  
- Major Concerns
- World view
  
- What's important to them
- Understanding of engineering / work
  
- Understanding of themselves

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## STUDENT DEVELOPMENT TASK DESCRIPTION

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### Independence

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#### 1. Developing Personal Power: Emotional Autonomy

To be emotionally independent is to be free from continual and pressing needs for reassurance, affection or approval. Disengagement from parents, reducing dependence upon peers, and reduced dependence upon institutional forms are important aspects of emotional autonomy. Maturity in this subtask comes when relationships of reciprocal respect and helpfulness are developed with parents and peers such that the strengths and weaknesses of self and others are recognized. A more realistic evaluation and increased understanding and warmth replace early rebellious independence, skepticism, and condemnation of parents. Parents' autonomy leads to self-directed, not other-directed, choices and control.

#### 2. Developing Self-Reliance: Instrumental Autonomy

Two major components make up instrumental autonomy -- the ability to carry on activities and to cope with problems without seeking help, and the ability to be mobile in relation to one's own needs and desires. The goal is to develop and demonstrate a capacity for self-sufficiency and self-support and to feel able to make a living. Therefore, risk-taking behavior and problem-solving behavior (overcoming obstacles, planning time, managing money) are part of this task. Maturity in this subtask occurs as the confidence and capacity to carry out most of life's activities by oneself is strengthened and as one becomes able to leave one place and go to another when it is worthwhile to do so.

#### 3. Developing Interdependence

Developing "mature dependence" is the primary objective of this task. Of importance is recognizing that one cannot dispense with his parents; that one cannot comfortably accept continuing support without contributing to it; and loving and being loved are complimentary. An individual becomes aware of the relationship between his behavior and community welfare in general. Awareness of the need to work effectively with others and skills contributing to working with others must be developed.

### Relationships

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#### 4. Developing Tolerance

There is an increased capacity to respond to persons in their own right rather than as stereotypes calling for conventional responses. Respect for those of different backgrounds, habits, values, and appearance is prominent. An increasing openness and acceptance of diversity introduces a greater range and flexibility of responses in interactions with others. There is a diminished need to dominate, to override others with one's ideas, and to manipulate others. Tolerance does not mean an improved capacity for "teeth gritting and tongue biting" nor the development of screening devices to shield one from the values and behaviors of others

#### 5. Developing Peer Relations

Relationships with peers shift toward greater trust, independence, and individuality. The support provided each other is more simple and strong, more implicit, and more taken for granted. Relationships become less anxious, less defensive, more friendly, more spontaneous, and more respectful. Friendships survive the development; they persist through the times of separation and non-communication. As interpersonal relationships become easier, the need to be a “joiner” may decline in favor of spending more time with a few good friends.

#### 6. Developing Positive Intimate Relationships

Involved in this task is developing the sensitivity and awareness of feelings so necessary to establishing close, and meaningful relationships. Intimate relationships shift from primarily serving self-discovery and self-definition to a mutually supportive commitment. Mutual exploration of self and the other is implemented through continual conversational and closely shared experiences. Physical expression of feelings moves to a context of respect, commitment, and love. The ability to love as well as be loved is tested as well as the ability to make long-term commitment. Differences do not challenge the integrity of either partner.

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### **Purpose**

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#### 7. Developing Appropriate Educational Plans

Formulating conscious and fairly well defined educational goals that are meaningful to oneself and developing the ability to see the relationship between study and other aspects of life are essential in this developmental task. Other objectives are developing an awareness of the educational setting, an accurate perception of oneself in the educational environment, and an ability to cope with demands of the educational environment resulting in personal satisfaction from the educational experience. Study should increase in focus and depth.

#### 8. Developing Career Plans

An awareness of the world of work; and an accurate understanding of individual abilities, limitations, and motivations applicable to occupations; a synthesis of facts and knowledge pertaining to oneself and to the world of work into a rational order which enables one to make decisions and formulate vocational plans; a tentative commitment to a chosen career field; and taking steps to strive toward success in a career are essential aspects of this developmental area. Focus on the way that the career-planning problem is being handled.

#### 9. Developing Life Style Plans

A direction and orientation that balances professional aspirations, avocational interests, and future family plans is formulated. Individuals can then proceed with some sense of direction and some sense that an existence of their own can be carved out of the larger social structure -- an existence both satisfying to themselves and of worth to society. Plans need not be highly specific nor must commitment be absolute. Sufficient clarity of direction must exist to permit identification of appropriate present stops; however, a general orientation that leaves open a wide range of future choices is enough to provide substantial motivation. Development of behaviors to meet changing environmental demands is necessary.

### Words from Phil Wankat

- "Probably the most neglected area in engineering education is advising, and certainly this is the area where students show the least satisfaction"
- "Eble(1988) calls advising in college 'a mess'"
- "inadequate advising was a frequent complaint of students who left engineering"

Teaching Engineering, Wankat and Oreovicz

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### "B. Academic Counseling

#### Curriculum Advising

Curriculum advising at MSOE is administered for all degree programs and special status students by the academic departments. Students are assigned Curriculum Advisors based on their chosen fields of study. These advisors are listed in the quarterly schedule of classes.

The Curriculum Advisors are available for consultation for all students. However, many students must have their schedule approved prior to registration. These would include, for example, freshman students, students in certain degree programs, students on academic probation, special students, and those students involved in transitional programs. Information on those who are required to obtain prior registration approval is listed in the quarterly schedule of classes and is printed on the pre-registration form for returning students."

*MSOE Faculty Handbook (September 29, 2003), VIII Academic Policies and Procedures*

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### Developmental academic advising

- "...also facilitating the student's rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills"
- "...essentially teaching functions as well."

Crookston, 1972

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**Developmental Advising**

**“a systematic process based upon a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources”**

**Winston et al, 1984**

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**Academic Advising**

**“developmental process which assists students in the clarification of their life and career goals and in the development of educational plans for the realization of these goals. It is a decision making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both students and advisors”**

**Crockett and Habley (1988)**

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**Academic Advising**

- 1. Signing off on student's registration form**
- 2. Telling students which courses to take**
- 3. Facilitated exploration of which courses a student should choose to take**
- 4. 3, (above), in light of student's clarified academic and life goals**

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**“Academically Centered Advising”:  
an alternative to Developmental Advising**

- Facilitating the student’s ability to interact with and draw maximum benefit from the academic program and curriculum

compared to.....

- Facilitating the student’s intrapersonal growth and development, including cognitive, affective, etc.

Lowenstein (1999)

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**Advising Literature Issues**

- **Subject matter:** courses (track), student aspirations, approaches to challenges
- **Interaction style:** prescriptive or collaborative

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**The Advising Session**

- How do **you** tie developmental issues with academic advising?
- How do **you** begin a conversation with an advisee?

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### A Note On Notes

- Take notes at every meeting and review them before your next meeting.
- Recall student's interests, follow up on problem areas, etc.
- Access to notes
  - Jenzabar notes
    - Easily located by you and other program advisors
    - The student can request them from MSOE per FERPA.
  - Sole possession desk notes
    - For your use only (paper or non-shared electronic system)
    - FERPA does not grant the student access to these.

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### Icebreaking

- With 1Q freshmen, a 1-minute overview of why we meet.
  - Discuss progress in program, planning for electives, etc.
- Ask what their biggest surprise was the first week.
- Ask how they are getting along with their roommate.
- Ask how they are getting involved with campus activities (clubs, intramural sports, etc.).
- Pick up on things that they are interested in and ask follow-on questions.
- *Show an interest, and learn from your students.*

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### Groups vs. Individual Advising

- Many students' needs can be more fully met via small group advising
- Advising does not necessarily imply one-on-one
- Any experiences to share?

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**Professional Development Transcript**

<http://www.msoe.edu/placement/pdt/>

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**Professional Development Transcript (PDT)**

The PDT is designed to assist students in identifying and articulating skills gained from their university experience. In addition to technical skills, seven other skills have been identified as important keys to success. These skills are:

- critical thinking / problem solving
- communication
- leadership
- learning
- relationships
- comfort with diversity
- global interactions

The PDT allows students to:  
do an ongoing self-assessment  
identify their strengths and weaknesses  
use as a guide to develop strategies to improve in the seven skill areas listed above

This is a student generated and maintained document. (1999)

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**Listening / Questioning: Freshmen**

- Focus on interests and discuss particular professions that emphasize them
  - "Tell me 3 things you enjoyed about class today."
  - "Why did you choose XYZ engineering (or other major)?"
  - "What do you like about your classes so far?"
  - "Are there any classes that you are especially looking forward to?"
  - "What is your favorite/hardest class?"
  - Follow up on answers, discuss reasons, and try to identify areas of interest that may help him or her choose an appropriate career.
- Discuss summer job plans
  - Some find internships, but this is not very common this early

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### Listening / Questioning: Sophomores

- Reduced emphasis on what drew him or her in, but continue to ask how their classes mesh or do not mesh with their interests.
- Ask about summer job/internship plans.
- Begin discussing technical electives (if appropriate), relating them to personal and career interests.
- Emphasize Placement Office as a resource for learning about internships and getting exposure to possible future employers.

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### Listening / Questioning: Juniors

- Internship now or last summer?
  - Yes
    - Discuss what they did, what they liked and did not like.
    - Relate this to what practicing engineers/other professionals do.
  - No
    - Make sure they are taking advantage of Placement Office resources (online resume, resume workshops).
- Let him or her know that you are willing to review their resume (this usually takes me 5-10 minutes).
- Discuss needed preparation for senior design, if applicable.

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### Listening / Questioning: Seniors

- Discuss job offers and interviews.
- Learn about the current job and interview environment for students.
- Discuss uncomfortable situations (e.g., problem communicating with potential employer).

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### Appropriate Referrals (1 of 2)

- General
  - Convey a positive attitude about these resources, based on a need to learn from others, have an additional sounding board, etc.
  - When there is a question about using a resource, call the appropriate office while the student is in your office.
    - This can often yield a quick answer and generate initial momentum towards a solution.
- LRC – Learning Resource Center – Brian Burke
  - Mainly for underclassmen
  - Interactive study sessions, individual tutoring, math/physics drop-in
- Counseling Services – Joe Meloy
  - Discuss academic goals, study habits
  - Discuss personal/social/emotional issues
  - Another source to discuss career choices and choice of major
    - With someone who will never assign him or her a grade

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### Appropriate Referrals (2 of 2)

- SSS – Student Support Services – Betty Albrecht
  - Eligibility: low income, 1st generation in college, physically or learning disabled
  - Counseling, tutoring, group review, mentoring, and other services
- Early Alert Referral System – Brian Burke
  - Especially useful when you are not sure of the best next step
    - Perhaps in response to concerns about a student's attendance
    - Or seeing the beginning of a potential pattern of bad decisions
  - Coordinated to identify approaches to helping the student through the above resources and others

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### Professional Boundaries

- Be careful...
  - You are not the student's counselor
  - Students may become too dependent
  - Stick with a "professional" relationship
    - What does this mean?

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### Know Your Limitations

- Refer students when appropriate
  - Ask the potential office if you are unsure
- Learn from your colleagues, and share your ideas
- Tell the student when you do not have an answer
  - Also tell him or her how you are going to follow up.
    - E.g., check with program director, Registrar, other colleagues
  - Promise and deliver an update within 24–36 hours.

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### Group Discussion

- What do academic advisors need to become more developmentally focused?
  - *Results of discussion will be recorded and provided after this session.*

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### Wankat on Gender Differences

from Light (1990)

What students want from their academic advisors.....

	M	F
Takes time to know me	30	<b>72</b>
Common interests shared	31	<b>58</b>
Knows where to send me	48	51
Knows facts about courses	<b>64</b>	43
Concrete, directive suggestions	<b>66</b>	23

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**Selected References**

- National ACademic ADvising Association  
(Comprehensive resource)  
[www.nacada.ksu.edu](http://www.nacada.ksu.edu)
- Council for the Advancement of Standards in Higher Education  
<http://cas.edu>
- Examples of advising handbooks  
[www.wpi.edu/admin/OAA/](http://www.wpi.edu/admin/OAA/)  
[www.utdallas.edu/dept/ugraddean/handbook](http://www.utdallas.edu/dept/ugraddean/handbook)  
[www.casa.colostate.edu/advising](http://www.casa.colostate.edu/advising)

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