Academic Advising Approaches: Strategies that teach students to make the most of college

Chapter 4 - Developmental Academic Advising

Reader Learning Outcomes

The reader will:

- Identify the three dimensions of student success goals that make up the developmental academic advising continuum.
- Identify and describe the theoretical frameworks upon which the concept of developmental academic advising is based.
- Identify and describe the two most frequently cited models of academic advising and articulate how each is, in itself, an example of the developmental academic advising approach.
- Develop his/her own description of developmental academic advising to be used as a guide in using this approach.
- Compare and contrast other approaches to the developmental academic advising approach.

Aiming for Excellence discussion questions and activities

Activity for RLO 1: Describe both positive and negative aspects of these elements that students of various types might bring to the campus environment and that might affect or influence their behaviors in the campus environment; provide examples of how the dimensions might influence each other.

Assessment: In small groups, the participants will identify the educational, career, and personal dimensions of Developmental Academic Advising. They will identify at least three types of students that attend their institution in relatively large numbers (e.g., first generation, STEM majors, undecided students, transfer students, student-athletes, international students, low achieving students, older students, etc.). They will identify at least three characteristics, attributes, or conditions that are relatively common among each student type and might contribute positively to their development at the institution and three that might contribute negatively.

Activity for RLO 2: In small groups, the participants will discuss the fundamental components of William Perry’s scheme of ethical and intellectual and development in the college years, Arthur Chickering’s vectors of student development for young adults, and Donald Super’s maturity theory of career development.

Assessment: Through examples and/or case studies the participants will recognize and provide examples of how students develop educationally in Perry’s scheme, personally along Chickering’s vectors, and career-wise through Super’s stages.

Activity for RLO 3: In small groups, the participants will indicate O’Banion’s 5-step process for academic advising and Crookston’s continuum of prescriptive-to-developmental academic advising and discuss their similarities and differences.
**Assessment:** The participants will list O’Banion’s 5 steps and describe Crookston’s terms for the extremes of his continuum; they will provide examples of students’ behaviors as they progress through the academic advising process described by each model.

**Activity for RLO 4:** Each academic advisor who practices developmental academic advising will construct a “definition” of this approach in a way that other advisors are able to understand what they mean by this concept and how they attempt to employ it in their practice.

**Assessment 4:** Each academic advisor will provide a case study for review and critique by others, demonstrating how the dimensions of developmental academic advising have been addressed through various strategies, such as referrals, questioning techniques, reviewing degree plans, discussion of alternative course selections, etc.; the review should address the informational, the relational, and the conceptual aspects of the advising process.

**Activity for RLO 5:** Each academic advisor will select at least one other approach described in this book and identify how it resembles developmental academic advising and how it differs; the advisor will be able to demonstrate how one might be more advantageous than the other in certain circumstances.

**Assessment 5:** The advisor will discuss and/or demonstrate the similarities and differences in this approach by describing the basic strategies used, outcomes expected, and potential assessment measures to determine each one’s effectiveness.