HOW TO ENSURE ACADEMIC ADVISING FOCUSES ON MEETING STUDENTS’ NEEDS, NOT WANTS, THROUGH STUDENT SELF-SUFFICIENCY
Who’s in the audience?
Poll #1

Please type one-word answers
For example:
UT = UT Austin
ULOU = University of Louisville
JCTC = Jefferson Community and Technical College
What institution are you from? (EX: UT, ULOU, JCTC)
Which population do you work with mostly?

Poll #2

ูก Please type one-word answers

For example:

STEM, LiberalArts, EDU, Undeclared
Which population do you work with? (EX: STEM, LiberalArts, Edu, Undeclared)
Gen Z

- Easy access to online info quickly, 24/7
- Relying on internet sources such as YouTube for self-instruction


Purpose & Objectives

Purpose:

Audience take-away is a universal framework that will result in promoting student self-sufficiency in their academic career.

Learning Objectives:

- Provide tools for academic advisors and administrators that will contribute to Student Self-Sufficiency while focusing on student’s direct academic needs.
- Identify various outlets in academic advising that will empower students to take a more proactive approach in academic decision making.
- Provide diverse practices to administrators that will lead to fostering academic success, student achievement, AND to be the greatest!
NEEDS:
- Registration guidance/help
- Degree requirements
- Academic advising

WANTS:
- Register for me
- Specific professors
- Specific class times

NEEDS VS WANTS:
LET’S IDENTIFY
How College Students View Maslow’s Hierarchy of Needs

Google Chromebook. (2018). If you're tired of charging, you Chromebook. [Video file]. Retrieved from https://www.youtube.com/watch?v=r6fnGA8fzX8#action=share
Some Questions:

What is the Hierarchy of Needs?

How is the Hierarchy of Needs organized?

How does the Hierarchy of Needs apply to teaching & Advising?
Andragogy & Maslow’s Hierarchy

1. **NACADA core values:** TEACHING, MOTIVATION, EMPOWERING
2. **ANDRAGOGY** – “The art & science of helping adults learn.”
3. **SELF-SUFFICIENCY** – Owning their advising process/journey.

## Importance

<table>
<thead>
<tr>
<th>Maslow’s Need</th>
<th>Andragogy</th>
<th>Advising Tool</th>
</tr>
</thead>
</table>
| o Physiological (breathing, food, water)  
| o *fundamental and necessary needs | o Letting learners know why it is important to learn | 1. New student orientation  
| | | 2. Clearly define a 2-year and/or 4-year degree plans  
<p>| | | 3. First-year seminar course (first-year experience) |</p>
<table>
<thead>
<tr>
<th>Maslow’s Need</th>
<th>Andragogy</th>
<th>Advising Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Safety/security</td>
<td>o Show the learner how to direct themselves through information</td>
<td>1. Combine Blackboard or Canvas with face-to-face</td>
</tr>
<tr>
<td>o Security of resources</td>
<td>o Feeling secure in the academic information that was researched and provided</td>
<td>interactions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. “Connect Events”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Technical Core Nights</td>
</tr>
</tbody>
</table>

**SELF-DIRECTION**
### Relation to Learner’s Experience

<table>
<thead>
<tr>
<th>Maslow’s Need</th>
<th>Andragogy</th>
<th>Advising Tool</th>
</tr>
</thead>
</table>
| Love, Belonging | Relating the topic to the learner’s experiences | 1. Course Demand Survey  
2. Enrichment experiences (i.e. Study Abroad) |
Relations to Learners’ Experience

Sense of Belonging:

“Educators can become more intentional and strategic in assisting their students in becoming connected learners. Providing learners with the time, resources, permission, and tips for developing their own personal learning networks greatly increases their opportunity to gain a sense of belonging.”

<table>
<thead>
<tr>
<th>Maslow’s Need</th>
<th>Andragogy</th>
<th>Advising Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Self-esteem, confidence, achievement</td>
<td>○ Students will not learn until they are ready and motivated</td>
<td>Leadership opportunities:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Tutor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Peer ambassadors/ peer advisors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Mentor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) Undergrad Advisory Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e) Faculty recruiting</td>
</tr>
</tbody>
</table>
Motivation & Readiness to Learn

“Motivation has a significant impact on learner attitudes and learning behaviors in education environments.”

<table>
<thead>
<tr>
<th>Maslow’s Need</th>
<th>Andragogy</th>
<th>Advising Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Self-actualization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Problem solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Creativity</td>
<td>- Overcome obstacles about learning</td>
<td>- Career guidance:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Graduate student panels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Alumni panels</td>
</tr>
</tbody>
</table>
Student Self-Sufficiency

Leading: & Advisors

“As instructors, we must focus our attention on creating an environment where students can gain knowledge and skills in critical thinking and problem solving in their chosen areas of learning.”

Connecting the Dots
Final Thoughts

“Advisors need to be able to see "the whole picture," so that they can help...adult [learners] bring all aspects of their life into focus so they are empowered and informed to see how they can bring their skills and experience to bear on their studies, and to assess what courses or programs will be most applicable to reaching their goals.”

# Contact Us

<table>
<thead>
<tr>
<th>Dr. Yma E. Revuelta</th>
<th>Yesenia Roman, M.Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Advising</td>
<td>Senior Academic Advisor</td>
</tr>
<tr>
<td><a href="mailto:yma@austin.utexas.edu">yma@austin.utexas.edu</a></td>
<td><a href="mailto:yroman@austin.utexas.edu">yroman@austin.utexas.edu</a></td>
</tr>
<tr>
<td>Engineering Student Services (ESS) Advising</td>
<td>Department of Electrical &amp; Computer Engineering</td>
</tr>
<tr>
<td>512-471-4321</td>
<td>512-471-1851</td>
</tr>
</tbody>
</table>
References


