TRAINING ACADEMIC ADVISERS:
WHAT, WHY, AND HOW

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Dr. Virginia Gordon
&
Dr. George Steele

University College
The Ohio State University
SETTING OBJECTIVES
FOR ADVISER TRAINING PROGRAMS

- Setting objectives is the most important step in planning an adviser training session or on-going program.
- Objectives should be stated simply and clearly.
- Objectives must be stated in behavioral and measurable terms.
- Objectives are the criteria upon which outcomes are determined; evaluation is based on established objectives.

Examples of general outcome objectives:

Advisers will learn and be able to demonstrate the following:

1. Be able to define academic advising and advisers' required roles.
2. Knowledge of the college curriculum, policies, and procedures.
3. Understanding of human growth and development.
4. Knowledge and use of good communication skills.
5. Their ability to help students set goals and write personally meaningful behavioral objectives.
6. Understanding and use of formal and informal assessment techniques.
7. Understanding of simple decision making models and ability to help students analyze their personal decision making strategies.
8. Their ability to help students identify academic skills and relate them to specific career areas.
9. Their ability to teach simple study and time management techniques.
10. Knowledge of the resources on campus and ability to refer to specific resources based on students' unique needs and concerns.
11. Awareness of the special populations on campus and the acquisition of specific advising strategies to meet their unique needs.

Winston, Ender, & Miller (Ed.)
"Developmental Approaches to Academic Advising" (1982)
1. To provide advisers with accurate and timely information about policies, procedures, and processes which affect the advising relationship;

2. To provide answers with additional skills often required in their advising responsibilities;

3. To increase student satisfaction with advising;

4. To increase adviser satisfaction with advising;

5. To develop a comprehensive approach to academic planning as a part of the total advising process.

Grites, T.J., In D. Crockett (Ed.) "Advising Skills, Techniques, and Resources" (1986)

Examples of Specific Objectives:

Learner Outcomes:

- knowledge-based (e.g., By the end of this training activity, each adviser will be able to name five campus resources, their function and location.)

- skill-based (e.g., By the end of this training activity, each adviser will be able to demonstrate two communication skills such as reflection and empathy.)

Example: Objectives for this Workshop

At the end of this workshop, participants will be able to:

1. assess the current state of their adviser training efforts;

2. make a distinction between the requirements for a preservice and inservice training program;

3. list 3 training topics appropriate for beginning advisers and 3 training topics relevant to experienced advisers;

4. name four training methods and how to implement them;

5. list 3 methods for evaluating training activities;

6. list 3 issues in adviser training programs and how these issues might affect their local efforts.
DEVELOPING TRAINING PROGRAMS:

CONTENT (TOPICS)

METHOD

MATERIALS
## Perspectives on Identifying and Organizing Content

I. Various Schools of Thought in Curriculum Development:

<table>
<thead>
<tr>
<th>Conception of Curriculum</th>
<th>Controlling Mode</th>
<th>Function</th>
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</thead>
<tbody>
<tr>
<td>Cumulative tradition of organized knowledge</td>
<td>&quot;Permanent&quot; studies &quot;Essential&quot; studies and skills Established disciplines</td>
<td>Cultural inheritance Skilled learner Specialized knowledge production</td>
</tr>
<tr>
<td>Modes of thought</td>
<td>Disciplinary inquiry</td>
<td>Specialized knowledge production</td>
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<tr>
<td>Race experience</td>
<td>Reflective thinking</td>
<td>Personal-social problem solving</td>
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<td>Guided experience</td>
<td>Cultural norms for thinking and acting</td>
<td>Cultural assimilation</td>
</tr>
<tr>
<td>Planned learning environment</td>
<td>Community life Felt needs (Eclectic) (Eclectic)</td>
<td>Effective living Self-realization</td>
</tr>
<tr>
<td>Cognitive/affective content and process</td>
<td>Stated intentions for instruction Identification of ends* Activity analysis Behavioral objectives</td>
<td>Facilitate educative process</td>
</tr>
<tr>
<td>Instructional plan</td>
<td>Interaction of components Systems analysis Reflective thinking; race experience related to life experience</td>
<td>Gain knowledge, develop skills, alter affective processes (Eclectic)</td>
</tr>
<tr>
<td>Instructional ends</td>
<td></td>
<td>Attainment of measurable ends</td>
</tr>
<tr>
<td>Technological system of production</td>
<td></td>
<td>Preparation for specific adult activities Controlled behavior; behavior as ends Employment of means for actualizing interactions Quantitative analysis of specific components for effective production</td>
</tr>
<tr>
<td>Reconstruction of knowledge and experience</td>
<td></td>
<td>Control of knowledge and experience; personal-social problem solving and growth</td>
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</tbody>
</table>

*May be construed as behavioral objectives
II. Tanner & Tanner's definition: "...the reconstruction of knowledge and experience, systematically developed under the auspices of the school (or university), to enable the learner to increase his or her control of knowledge and experience." Tanner & Tanner (1980)

III. Modification of Tanner & Tanner's (1980) definition of curriculum as applied to workshops:

The reconstruction of knowledge and experience, systematically developed under the auspices of workshop leaders, to enable the participant to increase his or her control of knowledge and experience as it relates to the advising process.

Assumptions:

- Knowledge and experiences of the participants must be taken into consideration.

- Workshop leader is responsible for creating the environment in which the reconstruction of experience will occur.

- The result of the workshop experience must be an empowerment of the participants in terms of increased control of knowledge and experience for their roles in academic advising.
Methods:

-Lecture: Orally providing information in a one to many approach.

-Discussions: Providing for oral interaction between all participants.

-Readings: Use of printed materials to convey information.

-Commercial Instruments: A means of assessing group or individual traits for consideration.

-Interviews: Using a structured or non-structured approach to orally solicit information from an individual or a group.

-Case Studies: Providing an experiential based example for participants in which to react.

-Observations: Providing a means to permit learners see "real life" examples.

-Video-Taping: Recording specific activities to view.

-Role Playing: Assuming the roles of others in order to sensitize one to their perspective.

-Simulations: A rule driven activity that is constructed to represent an aspect of experience.

-Field Trips: Use of experience external to a traditional classroom setting.

-Supervised Advising: Direct advising experience between an adviser and a student, but with a third person attending in a supervisory role.

-Advising: Direct advising experience between an adviser and a student.
EVALUATING
TRAINING
PROGRAMS
EVALUATING ACADEMIC ADVISER TRAINING PROGRAMS

Purpose:

1. To determine if the training session/program has fulfilled its stated objectives.
2. To determine from the participants how it has fulfilled their needs.
3. To determine the value of training advisers on a long-term basis (e.g., through student evaluations, retention data).
4. To identify topics for future in-service sessions.
5. To secure administrative support for future training efforts.

Types:

Formative - given at the end of each training activity
- Immediate feedback on value of activity in improving advising skills and knowledge

Summative - given at the end of series of training activities (e.g., measuring year-long efforts)

Measuring General Outcomes:

Based on stated objectives:
- improved adviser knowledge and skills
- improved adviser morale and satisfaction
- overall advising program improvement
- how helps accomplish overall advising program goals
- how helps meet advising standards (e.g., CAS, NACADA)

Evaluation Methods:

Direct:
- Surveys
- Questionnaires
- Group discussion
- Individual Interviews
- Focus Groups

Indirect:
- Student satisfaction with advising/advisers
- Adviser satisfaction with their role
- Retention
- Administrative Support
When evaluate?

- immediately after training session
- several months after session (to determine use of information and retention of knowledge)
- at end of year to determine overall effect (summative)

Use of evaluation results:

- to determine how future efforts can be improved
- to determine other knowledge or advising skills/techniques needed
- to show administrative the success of training efforts
The process of student and career development has been given some insight into the advising process, including an introduction to

- Given resources available in the records area.
- Learned about resources available in the records area.
- Collected copies of the Procedures Manual, admissment manual, outlookbook, forms.
- Received an office assignment, and had time to set up that office.
- Provided with the essential tools of academic advisement:

  - Increased understanding of how to function in the complex organizational structure of Ohio State University, with special attention to:
  - b. use and privacy of student records
  - a. professional attitudes and standards

By the first day of classes Autumn Quarter, new academic advisors should have:

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<th>Training Program Objectives</th>
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<td>Methods</td>
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<td>Evaluation</td>
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<td>Materials</td>
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From the "Handbook of Academic Advising"
Gordon, V.N. Greenbood Press, 1992

Handbook of Academic Advising

Figure 7.1
Adviser Training Topics by Experience Levels

<table>
<thead>
<tr>
<th>Beginning Advisers</th>
<th>Some Experience</th>
<th>Very Experienced</th>
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<tbody>
<tr>
<td>Knowledge of general education requirements</td>
<td>Student development theory</td>
<td>How to advise special populations (e.g., adults, honors, disabled)</td>
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<tr>
<td>Academic major/program requirements</td>
<td>Career advising</td>
<td>How to advise culturally different students (e.g., Black, Hispanic)</td>
</tr>
<tr>
<td>Institutional policies and procedures (e.g., drop/add, withdrawal)</td>
<td>Crises intervention</td>
<td>Human growth and development</td>
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<tr>
<td>Use of student data base; transcript analysis; degree audit</td>
<td>Decision making strategies</td>
<td>Ethical issues in advising</td>
</tr>
<tr>
<td>Personal record keeping (if needed)</td>
<td>Basic counseling techniques</td>
<td>Retention strategies</td>
</tr>
<tr>
<td>Campus resources including student affairs, career services, learning resources, etc.</td>
<td>How campus culture interacts with advising</td>
<td>Decision making theory</td>
</tr>
<tr>
<td>Roles and responsibilities of adviser and advisees</td>
<td>Job market information about major/program area</td>
<td>Learning theory</td>
</tr>
<tr>
<td>Typical advisee problem areas (i.e., freshmen in particular)</td>
<td>Learning styles</td>
<td>Plus any areas in other two levels if not covered before</td>
</tr>
<tr>
<td>Basic communication and referral skills</td>
<td>Ethical issues in advising</td>
<td></td>
</tr>
<tr>
<td>Basic concepts of developmental advising</td>
<td>Plus areas for beginning advisers if not covered before</td>
<td></td>
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<tr>
<td>Campus demographics and traditions</td>
<td></td>
<td></td>
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<tr>
<td>Test interpretation</td>
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<tr>
<td>How to work with parents</td>
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</tbody>
</table>
ADVISER TRAINING WORKSHEET

Wksp. topic: "Helping Freshmen Succeed"
Audience: 25 Freshmen Faculty Advisers
Date: October 28 Time: 3:00 - 5:00 p.m.
Trainer(s) Names: Jane Doe and John Smith

Objectives:
At the end of this training session, faculty advisers will:
1. be able to list five unique characteristics and/or concerns of first year students;
2. be able to use three specific advising techniques that are geared to first year students;

Content:
1. Freshman Panel (video)
2. Freshman profile - National from ACE/local from ACT
3. Type of freshman problem/concerns
4. How to deal with parents
5. Advising techniques: (based on concerns in 3): adjustment concerns, academic concerns, and personal concerns
6. Referral techniques: why, how, and where

Method:
1. Video/discussion
2. Discussion from handouts
3. Lecture/small group discussion
4. Discussion
5. Lecture/discussion
6. Lecture/discussion

Materials:
1. Video of first year students expressing concerns - 10 minutes
2. Packet of materials:
   a. ACE Summary of national freshmen profile
   b. Freshman problems/concerns quiz
   c. Parent handout
   d. Advising techniques handout
   e. List of campus resources, location, phone numbers

Evaluation methods:
1. Freshman quiz
2. Workshop evaluation
ADVISER TRAINING WORKSHEET

Wksp. topic: "Advising Undecided Students"
Audience: Faculty Advisers
Date: Time:
Trainer(s):

Objectives:
At the end of this training session, faculty advisers will:
1. be able to list four different types of undecided students;
2. be able to list some reasons for students being undecided;
3. be able to use specific strategies for advising undecided students about alternative curricula.

Content:
1. Quiz on who undecided students are from national research
2. Discussion on how this description fits undecided students at our institution
3. What do undecided students need?
4. Adviser knowledge and skills needed to advise undecided students
5. Referral resources on campus

Method:
1. Quiz/discussion
2. Discussion in small groups - sharing opinions/ideas in larger group
3. Brainstorming special needs of these students; listening to student opinions
4. Lecture/discussion about adviser strategies
5. Lecture/discussion about campus referral sources and how and when each would be used

Materials:
1. Undecided student quiz
2. Newsprint or blank overhead/marking pens
3. 10-minute video of undecided students from our institution talking about their needs
4. Overheads and handouts listing adviser knowledge and skills needed to be effective with this group (i.e., being a generalist, course exploration and scheduling techniques, identifying alternative majors for exploration, exploring student's decision making strategies, special communication techniques, materials needed)
5. List of resources on campus, addresses and phone numbers

Evaluation methods:
1. Quiz on how advisers would handle specific situations (case
studies, video vignettes)
2. Workshop evaluation immediately and 6 weeks later
ADVISER TRAINING INVENTORY