

**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 writer 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:

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

*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 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

Adviser Training Worksheet

Workshop

Topic(s) : _____

Audience : _____

Date : _____

Time : _____

Trainer's Name(s) _____

Objectives	
Content	
Method	

Materials	
Evaluation Methods	

TRAINING PROGRAM OBJECTIVES*

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

1. begun the process of getting acquainted with their colleagues in University College:
 - a. know "who's who" (names and faces);
 - b. know their primary responsibilities, especially as they relate to academic advisement.

2. increased their understanding of how to function in the complex organizational structure of Ohio State University, with special attention to:
 - a. professional attitudes and standards
 - b. use and privacy of student records
 - c. when and to whom to make referrals

3. been provided with the essential "tools" of academic advisement:
 - a. received an office assignment, and had time to set up that office;
 - b. received copies of the Procedures Manual, advisement manual, Guidebook, forms;
 - c. learned about resources available in the Records area.

4. been given some insight into the advising process, including an introduction to theories of student and career development

Figure 7.1
Adviser Training Topics by Experience Levels

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

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;
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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
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Evaluation methods:

1. Freshman quiz
 2. Workshop evaluation
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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.
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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
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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
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Materials:

1. Undecided student quiz
 2. Newsprint or blank overhead/marketing 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
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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