Developing an Advisor Training Program Based on the NACADA Core Competencies Model

Overview

Since the 2017 introduction of NACADA’s Academic Advising Core Competencies Model, members of the Global Advising Community have looked for ways to use the three main components of the advising experience—conceptual, informational, and relational—to inform professional development opportunities for advisors on their campuses. At the 2019 NACADA Annual Conference, Brandan Lowden (Pikes Peak Community College) and Brandy Swanson (Metropolitan State University of Denver) offered participants a framework for creating or refining an advisor training program based in the Core Competencies Model, matching individual core competencies to specific advisor training activities. Session attendees praised it as “the best” they attended at the conference and recommended that it be repeated in other venues. In this webinar, Brandan and Brandy will introduce conceptual structures valuable in mapping methods of learning to outcomes for professional development programs.

Based on recommendations from attendees at Brandan and Brandy’s session, Carol Wilson (Wofford College) joins them to add examples of professional development topics or activities that apply the Advising Core Competencies. In this webinar, Carol extends Marc Lowenstein’s (2005) seminal question “If advising is teaching, then what do advisors teach?” to ask the related student-centered question: “When advisors teach, how can they help advisees learn?” Attendees will consider A Taxonomy for Teaching, Learning, and Assessment, the 2001 revision of Benjamin Bloom’s 1956 Taxonomy, a framework informing active-learning pedagogy as well as specific learning outcomes in advising practice. Using Bloom’s model for expressing and categorizing educational objectives, she will suggest examples for advisors’ conceptual, informational, and relational development.

Join Brandy, Brandan, and Carol as they offer ideas that prepare advising leaders to deliver excellent student support services.

NACADA Core Competencies Addressed

- C2 NACADA’s Core Values of Academic Advising
- C3 Theory Relevant to Academic Advising
- C4 Academic advising approaches and strategies
- R2 Create rapport and build academic advising relationships
- R4 Plan and conduct successful advising interactions
- R6 Facilitate problem solving, decision-making, meaning-making, planning, and goal-setting.
Pre-Webinar Activity Suggestions

Review:
- NACADA Statement of Core Values
- NACADA Academic Advising Core Competencies Website
- NACADA Academic Advising Core Competencies Guide (Abridgement)

Consider:
- What does training look like for new advisors at your institution?
- If training exists for new advisors at your institution, is it replicable? Outcome-driven?

Post-Webinar Activity Suggestions

Use this table as an individual or group activity to name outcomes for advisors and/or advisees. Then identify active learning strategies for advisors and advisees in meeting these outcomes. Bloom’s verbs will be helpful as you think about what students can do to achieve the outcome. Choose ones that interest your training needs.

<table>
<thead>
<tr>
<th>Outcome: The student can</th>
<th>Advisors can do this</th>
<th>Students can do this</th>
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</thead>
<tbody>
<tr>
<td>Know campus resources that support their academic success (KNOW)</td>
<td>Ex: Text or email a meeting notice</td>
<td>Ex: Meet with a tutor</td>
</tr>
<tr>
<td>Understand general education requirements (KNOW)</td>
<td>Ex: Guide student to run degree audit in advising meeting</td>
<td>Ex: Interview major advisor about choices</td>
</tr>
<tr>
<td>Set short-term and long-term goals (DO)</td>
<td>Ex: Ask clarifying questions</td>
<td>Ex: Compare/contrast 2 career pathways</td>
</tr>
<tr>
<td>Research academic success resources (DO)</td>
<td>Ex: Distinguish resources for students</td>
<td>Ex: Attend a review session</td>
</tr>
<tr>
<td>Communicate professionally with campus resources (DO)</td>
<td>Ex: Create a guide</td>
<td>Ex: Adapt a guide for a financial aid appeal to their circumstances</td>
</tr>
<tr>
<td>Value their own growth (APPRECIATE)</td>
<td>Ex: Identify points of growth</td>
<td>Ex: Assess their progress toward graduation</td>
</tr>
</tbody>
</table>
Additional Information

Backward Design Template with Descriptions:


- Influencers (What factors influence the competencies and initiatives of advising at this institution?)
- Advisor Outcome (Advisor can know/do/value…)
- Assessment of Outcomes (How will we know the advisor can know/do/value?)
- Method of Teaching/Learning/Development (What is the best way to facilitate enduring understanding?)
- Informational Content (What material will work best to facilitate meaning-making?)
- Advisor Pedagogy (How will the advisor take what they’ve learned and transfer it to their student?)
- Student Learning Outcome (As a result of this process, the student will know/do/value…)

(And below, with prompt questions)
3 Categories for Advising Learning Outcomes (Adapted from NACADA Advising Assessment Institute, 2016)

The Advisor and the Advisee will

1. Know: Information advisees need
2. Do: Behaviors or actions advisees should be able to complete
3. Appreciate: Concepts Advisor and Advisee can benefit from knowing or holding

https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/#bg
<table>
<thead>
<tr>
<th>Bloom's Definition</th>
<th>I. Remembering</th>
<th>II. Understanding</th>
<th>III. Applying</th>
<th>IV. Analyzing</th>
<th>V. Evaluating</th>
<th>VI. Creating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</td>
<td>Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.</td>
<td>Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</td>
<td>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.</td>
<td>Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</td>
<td>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</td>
<td></td>
</tr>
</tbody>
</table>

### Verbs

- Choose
- Define
- Find
- How
- Label
- List
- Match
- Name
- Omit
- Recall
- Relate
- Select
- Show
- Spell
- Tell
- What
- When
- Where
- Which
- Who
- Why

- Classify
- Compare
- Contrast
- Demonstrate
- Explain
- Extend
- Illustrate
- Infer
- Interpret
- Outline
- Relate
- Rephrase
- Show
- Summarize
- Translate

- Apply
- Build
- Choose
- Construct
- Develop
- Experiment with
- Identify
- Interview
- Make use of
- Model
- Organize
- Plan
- Select
- Solve
- Utilize

- Analyze
- Assume
- Categorize
- Classify
- Compare
- Conclusion
- Contrast
- Discover
- Dissect
- Distinguish
- Divide
- Examine
- Function
- Inference
- Inspect
- List
- Motive
- Relationships
- Simplify
- Survey
- Take part in
- Test for
- Theme

- Agree
- Appraise
- Assess
- Award
- Choose
- Compare
- Conclude
- Criteria
- Criticize
- Decide
- Deduct
- Defend
- Determine
- Disprove
- Estimate
- Evaluate
- Explain
- Importance
- Influence
- Interpret
- Judge
- Justify
- Mark
- Measure
- Opinion
- Perceive
- Prioritize
- Prove
- Rate
- Recommend
- Rule on
- Select
- Support
- Value

- Adapt
- Build
- Change
- Choose
- Combine
- Compile
- Compose
- Construct
- Create
- Delete
- Design
- Develop
- Discuss
- Elaborate
- Estimate
- Formulate
- Happen
- Imagine
- Improve
- Invent
- Make up
- Maximize
- Minimize
- Modify
- Original
- Originate
- Plan
- Predict
- Propose
- Solution
- Solve
- Suppose
- Test
- Theory

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General Template for Advising Training Session

This organizer offers a general structure for organizing advising training. Trainers can begin their thinking at any point and fill in information as they develop it.

**Explain why we are offering this training.** What advisor and student needs do we want to address?

| Identify NACADA Advising Competencies addressed in this session: |
| --- | --- |
| Conceptual | Informational | Relational |

These components are directly related. What will we teach advisors to do so that students will act to achieve their goals?

- What advising skills or abilities do we want to develop? What do we want the advisor(s) to be able to do?
  - **List advisor learning outcomes.** The advisor(s) will:

- What student skills or abilities do we want to develop? What do we want the student(s) to be able to do?
  - **List student learning outcomes.** The student(s) will:

**Outline** the training session. **Include** and **sequence** active learning strategies:

**Describe** the process for assessment and feedback.
References and Resources


\[\text{https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/#bg}\]


REVISED Bloom’s Taxonomy Action Verbs.
\[\text{https://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf \ [HANDOUT]}\]


<Departmental/Institutional Header>

**All Employees**

- Employee Handbooks
- IT Permissions
  - Computer Access
  - Email
  - Share drive access
  - Course equivalency tables
  - Database access
  - Student Information System
- Phone Login
- Employee ID
- Parking Pass
- Keys
- HR Orientation

**General Computer Log In:**

- Username: [ ]
- Password: [ ]

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### Training Log

<table>
<thead>
<tr>
<th>NACADA Core Competencies</th>
<th>Tech Training</th>
<th>Documents</th>
<th>Date Completed</th>
<th>Trained By (Trainer Initials)</th>
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<tbody>
<tr>
<td>C1, C4, I1, I5, R5</td>
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**Organization Make-Up**

- Federal/National Department of Education
- State/Provincial Department of Higher Education
- Institutional Structure

**Unit Organization**

- Vision Statement
- Mission Statement
- Org Chart

- C1, C4, I1, I5, R5
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<th>*Institutional Advising</th>
<th>NACADA Core Competencies</th>
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<td>- Appeal Process &amp; Paperwork</td>
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<td>- Reinstatement Process &amp; Paperwork</td>
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<tr>
<td>Graduation – Overview, Degree Audits, application and ceremony</td>
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</table>

## Other Forms:

- **Student Populations**
  - Undocumented/DACA Students
  - Previously Incarcerated Students
  - International Students
  - Military Students & their dependents
  - Adult Students
  - High School Students
  - First Time in College Students (graduated high school & immediately began college)
  - Students with Disabilities

## Student Resources

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<tr>
<th>ACCESSibility Services</th>
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<tbody>
<tr>
<td>- ADA – Students with Disabilities</td>
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<tr>
<td>Bookstore</td>
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<tr>
<td>Campus Police</td>
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<td>Child Development Center</td>
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<td>Counseling Center</td>
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<tr>
<td>Report a Concern</td>
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<tr>
<td>- How To (for students &amp; staff)</td>
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<tr>
<td>Student Life</td>
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<td>TRIO</td>
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<td>Case Scenarios</td>
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<tr>
<td>Team Advising</td>
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<td>Go Live!</td>
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</table>

*Topics to be reviewed in first 14 days.
Developing an Advisor Training Program Based on the NACADA Core Competencies Model

Brandy Swanson, Metropolitan State University of Denver
Brandan Lowden, Pikes Peak Community College
Carol B. Wilson, Wofford College

NACADA’S Competency Model

- What is it?
- How was it formed?
- How can it help us?

We Invite You

Backward Design

"Innately encourages intentionality during the design process..." (Bowen, 2017)

- Desired educational goal
- Means of assessing
- Method of training
- Specific content/material

SHIFTING OUR MENTAL MODE

...from importing our understanding to guiding meaning-making in our learners...
Outcome Influencers

Intentional Delivery

Mapping & Auditing

Mapping & Auditing
So Where Does That Lead Us?

Active Learning in Advising

"Academic advising . . . is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes."

NACADA Concept of Academic Advising: https://nacada.ksu.edu/Resources/Pillars/Concept.aspx

The excellent teacher focuses on the academic material in a way that promotes active learning.

Lowenstein, M. (2005). "If Advising is Teaching, What Do Advisors Teach?"

Mapping & Auditing

Active Learning Example

The Value of Active Learning

Bloom’s Taxonomy for Active Learning

Using Bloom’s verbs, we teach within specific outcomes to guide advisors’ and students’ learning:

1. Remember: define, list, examine, quote, recall
2. Understand: describe, predict, contrast, report
3. Apply: show, explain, interview, use, chart
4. Analyze: compare, prioritize, order, estimate
5. Evaluate: assess, rank, distinguish, justify, rate
6. Create: design, compose, adapt, infer, revise
Advising Outcomes in General

**Know:** Information advisors need

**Appreciate/value:** Concepts advisors understand or can benefit from holding.

**Do:** Behaviors, skills, or actions advisors complete

Adapted from NACADA Advising Assessment Institute, 2014

NACADA’s Core Competencies

**Informational:** Institutional knowledge advisors need

**Conceptual:** Ideas & theories advisors understand

**Relational:** Skills advisors need

https://nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx

Advisors learn actively: use active learning in training

Help advisors learn content/information actively so that they can include active learning in their advising pedagogy.

In planning training and development, vary learning opportunities and focus on the active.

- Discuss
- Create
- Compare/Contrast
- List
- Practice
- Analyze

Active Learning in Advising Training:

Leaders can ask advisors to

2. Compare choices. Demonstrate software. Outline steps of a process.
3. Organize questions. Apply examples. Identify challenges.
5. Predict responses. Assess student understanding.

Active Learning Advising Pedagogy:

Advisors can

1. Select useful handouts. List steps of processes.

Vary Strategies for Student Learning

Advisors will

1. Choose to explore. Articulate initial goals. Select possibilities.
3. Interview major advisors or current students.
4. Examine details. Analyze completion timelines or finances. Participate in information sessions.
6. Imagine yourself there. Create a plan. Propose the best option for your needs, interests, & goals.

Templating advising training sessions

Using a template allow trainers to identify the outcomes and content that each workshop or advising training session will have.

It provides

- Consistent and comprehensive planning
- Inclusion of different presenters
- Categories or approaches for assessment use

Let’s look at examples of templates found in the webinar’s handouts.
Creating templates for training

Outlining your plans will increase your ability to collaborate with team members and other presenters.

For example, name the:
- goals & outcomes
- NACADA Competencies
- steps of processes
- resources needed
- assessment plan

Identify the NACADA Core Competencies

Identify NACADA Advising Competencies addressed in this session:
- X Conceptual
- X Informational
- X Relational
- C4 Academic advising approaches and strategies.
- E1 Institution-specific policies, procedures, rules, and regulations.
- R4 Plan and conduct successful advising interactions

Create and list your outcomes

- What student skills or abilities do we want to develop?
- List advisor learning outcomes: The advisor will
  1. Know: Procedures for major declaration. Senate, faculty, contact.
  2. Know: Active learning strategies for delivering advisor training to students about the major declaration.
  3. Know: Active learning activity in realizing the purpose of completing the major declaration.
  4. Do: Create a list of information for students through active learning strategies.
  5. Create an active learning module to guide students’ path.
  6. Use: Check/Assess student’s progress for success.

Outline and sequence your plan

Outline for training session: Students and teams assess active learning strategies:
1. Open:
   a. LEADER: Welcome and self-introduction, review goals and objectives of the session.
   b. PARTICIPANTS: Provide questions.
2. Review content for major procedures:
   a. LEADER: Provide laundry, make decisions, review questions, review questions.
   b. PARTICIPANTS: Ask questions.
3. Review student advisor strategies for major declaration:
   a. LEADER: Review advisor strategies and create a list of key skills students will use to major declaration.
   b. PARTICIPANTS: Review strategies and write down their ideas.
   c. LEADER: Collaborate with peers to create a plan for major process.
   d. LEADER: Provide the resources needed to complete.
4. Assess the major declaration:
   a. LEADER: Provide information, identify information, ask identifying questions to guide participants to complete the plan.
   b. PARTICIPANTS: Provide guidance to complete.
   c. LEADER: Provide questions to participants to identify information and clarify.
5. Complete assessment:
   a. LEADER: Identify assessment, complete assessment, complete evaluation.
   b. LEADER: Review and discuss assessment.
   c. LEADER: Provide feedback to students.

Complete your resources list

Resources
- Computer
- Projector
- White board
- Markers
- Laptops or stations
- Handouts (list)

Specify the steps of your assessment plan

Before the process for feedback and assessment:
- Email the link to the assigned survey for participants within 24 hours of the training session.
- Organize the survey and a report within 2 weeks of the date.
- Submit to the Site Training Assessment Fall 2020.
Developing an Advisor Training Program Based on the NACADA Core Competencies Model

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