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Academic Advisor Training

PROPOSAL FOR FORMAL ACADEMIC ADVISOR TRAINING AT

GEORGIA COLLEGE & STATE UNIVERSITY

Proposal:

A training program for new academic advisors, conducted as a hybrid, this training will use online modules and one-on-one training. Assessment will be online objective tests, case studies, practice scenarios, and feedback.

Research:

Current research indicates that proper training for academic advisors is paramount to student success. According to Folsom, Joslin and Yoder (2005), “to advise effectively, advisors must have institutional knowledge (rules and regulations, academic policies, majors, minors, certificate programs) and an understanding of the students they will advise including knowledge of any special population groups”.

I found the best training examples at the University of Alaska at Fairbanks (UAF) (Hapsmith, Howdeshell & Kinne, 2016) and Purdue University (Purdue University, 2015).

Georgia College (GC) now uses on-the job training. This may be somewhat effective for seasoned advisors that have experience and knowledge of GC; however, my proposal of a formal training procedure is comprehensive and includes a measurable assessment piece. The research shown in the NACADA website indicates that an advisor should have formal training in order to improve confidence and understand the expectations of the position.

Incorporating similar modules as to the UAF model would allow our advisors to have increased clarity as to the rules and regulations of the Advisement Center, of GC, and of the Board of Regents. It would provide resources to find information and the knowledge to use the software systems with confidence.

Proposal Details:

* Learners/Participants
* New Hires to the Georgia College Advisement Center
* Need
* A formal training program will provide consistency among advisors; students can expect the same quality of service with any advisor within the department.
* Motivation:
* Academic advisors generally care about the level of service they give to their advisees, they want to be able to help answer questions, find resources, document interactions, and use software effectively.
* A formal training program will provide knowledge and confidence in an advisors ability to help a student succeed.
* Goal:
* For advisors to learn resources, software, and teaching strategies to assist students in a manner that is consistent within the department
* Objectives:

Advisors will learn:

* + expectations of the position
  + resources within GC and within the NACADA website
  + to be able to find rules and regulations required for career success
  + software programs
  + correct means of documentation
* Location:
* Most training will occur in the Advisement Center, but will also occur at other offices on campus and in the IDEAS training room.
* Funds needed:
* The training is already available through tutorials, on-line advisement manual, NACADA, and on the job training.
* The Advisement Center is budgeted for Advisor II positions, one of those positions should be a “Trainer”.
* Materials
* case studies,
* online modules
* advisement manual
* Assessment/Measure of success or failure
* online assessment modules (must score at least 85% to move to next module)
* completion of case studies
* practice scenarios
* feedback

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| Module # | Material to be Learned | Details | Assessment |
| Module 1  *Online* | Introduction To GC   * Org Chart * Colleges and Schools * Campus Tour | * Build upon information learned during HR orientation. * Use campus tour to help build a connection to GC. | 5 online, open-end questions |
| Module 2  *Hybrid* | Introduction to Student Success Center (SSC)   * Advisement Center * Bridge Scholars Program (BSP) * Learning Center * Leadership * Testing | * Use campus tour to show locations of the SSC and allow those offices to give a brief description of their roles. * Online module will go into more detail of services. | 5 online, multiple choice objective questions |
| Module 3  *Online* | Advising   * FERPA certification * NACADA Standards * Professional Responsibilities * Learning Outcomes * Teaching FYAS | * Online module similar to the modules found at [University of Alaska at Fairbanks](https://advising.community.uaf.edu/) | 15 online, multiple choice objective questions |
| Module 4  *Hybrid* | GC Resources   * Catalog * CORE * Major Requirements * Academic Status * Repeat Policy * 5-W Policy * Class Standing * Academic Calendar * Must-Know Offices on Campus * Disability Services * Registrar * Career Center * Financial Aid * Business Office * SERV Help Desk | * One-on-one training from Lead Advisor about catalog, core and, major requirements, * If trainee will be advising undeclared students then a half hour training session with each lead advisor from each cluster. * Collaborate with other offices to provide training for new hires. * Online module will provide summary and assessment. | 15 online, multiple choice objective questions |
| Module 5  *Hybrid* | Communication   * Using Outlook for email * Calendar for student notifications * Directory | * Tutorial for Outlook. * Advisement manual for student notifications/calendar. | Completion of Outlook tutorial (if no entry skills) |
| Module 6  *Face to Face* | Unify | * One-on-one training from Advisor II: Trainer | No assessment necessary |
| Module 7  *Hybrid* | Banner | * One-on-one training with Advisor II: Trainer * Online review and assessment | 10 online objective questions |
| Module 8  *Face to Face* | PAWS   * Tranguide * Reports/Lists * Pounce Registration | One-on-one training with Lead Advisor | * Practice scenarios * Feedback |
| Module 9  *Hybrid* | DegreeWorks   * Introduction * Notes * Planner | * Registrar’s Office tutorial   <http://www.gcsu.edu/registrar/degreeworks> (collaborate to update tutorial)   * One-on-one training with Advisor II: Trainer | * Case study * Create a planner |
| Module 10  *Face to Face* | Web Xtender | One-on-one training with Advisor II: Trainer | * Practice scenarios * Feedback |
| Module 11  *Face to Face* | SSC Campus   * Appointments * Notes * Lists * Reports | * Collaborate with the technical administrator to update the company manual to coincide with the needs of GC. * One-on-one training with Advisor II: Trainer | * Practice scenarios * Feedback |
| Module 12  *Face to Face*  *or tutorial (created by IDEAS)* | GaView   * Student usage * Faculty course development | Work in collaboration with IDEAs group on campus | Build a sandbox course |
| Module 13 | Course Scheduler | System is currently in testing environment | TBD |

References

Folsom, P., Joslin, J., & Yoder, F. (2005). From advisor training to advisor development: Creating a blueprint for first-year advisors. Retrieved from the NACADA Clearinghouse of Academic Advising Resources web site http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Training-Blueprint-for-New-Advisors.aspx.

Hapsmith, L., Howdeshell, S., Kinne, G. (2016). Academic advisor training: Undergraduate academic advisor training for faculty and staff. Retrieved from *University of Alaska at Fairbanks* web site https://advising.community.uaf.edu/

Purdue University. (2015). Academic advising. Retrieved from *Purdue University* web site http://www.purdue.edu/advisors/training/index.html