

ADVISING COMPETENCIES: DEVELOPMENT, IMPLEMENTATION and ASSESSMENT

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Outline

- Definition Competencies
- Advising Competencies
 - Gordon
 - NACADA Core Competencies
- Developing your own advising competencies
- Implementation and Evaluation
- Conversations for your Campus



Definition of Competency

- Competency
 - The ability to do something successfully or efficiently
 - Authorized authority to deal with a particular matter



Warm-up Questions

Does your institution have defined advising competencies?

- Formal at a campus wide level
- Formal at a college/unit level
- Informal at a campus level
- Informal at a unit level
- Not so much



Early Competencies

- Foundations Knowledge
- Knowledge of College Student Characteristics
- Knowledge of Higher Education
- Career Advising Knowledge and Skills
- Communication and Interpersonal Skills
- Knowledge and Application of Advising Skills at Local Institution
- Technical Knowledge and Skills

Gordon, V. (2003 September) Advisor certification: A history and update: Academic Advising Today, 26 (3) Retrieved from: nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Advisor-Certification-A-History-and-Update.aspx



NACADA Academic Advising Core Competencies



NACADA: The Global Community for Academic Advising. (2017). NACADA academic advising core competencies model. Retrieved from <https://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx>



Conceptual Component

What the advisor needs to understand about the student and about the institution's advising environment

(Higginson, 2000)



Conceptual Component

- The history and role of advising in higher education
- NACADA's Core Values of advising
- Theory relevant to advising
- Academic advising approaches and strategies
- Expected outcomes of advising
- How equitable and inclusive environments are created and maintained



Informational Component

Refers to the knowledge that advisors must gain to guide the students at their institution

(Folsom, 2015)

Informational Component

- Institution specific history, mission, vision, values, and culture
- Curriculum, degree programs, and other academic requirements and options
- Institution specific policies, procedures, rules, and regulations
- Legal guidelines of advising practice, including privacy regulations and confidentiality
- The characteristics, needs, and experiences of major and emerging student populations
- Campus and community resources that support student success
- Information technology applicable to relevant advising roles

Relational Component

Addresses the skills an advisor needs to communicate the essential information from the other two components to the student

(Ford, 2007)

Relational Component

- Articulate a personal philosophy of advising
- Create rapport and build advising relationships
- Communicate in an inclusive and respectful manner
- Plan and conduct successful advising interactions
- Promote student understanding of the logic and purpose of the curriculum
- Facilitate problem solving, decision-making, meaning-making, planning, and goal setting
- Engage in ongoing assessment and development of self and the advising practice

Applying the Competencies in your Context

- What specific skills, knowledge, and experiences do academic advisors at your campus/office need to master?
- Where do those fit into the Core Competency areas and subcategories?
- Develop a rubric defining what it would look like for advisors to know/do each skill/knowledge set/experience.
 - Why is the skill/knowledge set important?
 - What behaviors will you see from advisors as a result?

Resources to Consider

- Campus HR Job Descriptions
 - What does institution identify as roles and responsibilities for advisors?
- Academic Advising Syllabi
 - What specific student learning outcomes do advisors need to help students achieve?
- Other Duties as Assigned.....
- Stakeholders
 - Who else on campus depends on advisors to educate students on specific policies and procedures
- Other?

Implementation

- Plan and timeline
- Work with stakeholders
- Consider both new and experienced advisors
- Create training & development
- Pilot and assess outcomes
- Revise and continue
- Institutionalize

Basis for Evaluation

How will you know if your advisors are meeting the competencies?

- Student feedback
- Advising artifacts
- Observation
- Advisor journals
- “360” feedback from stakeholders

Wrap-up

- How will identifying advising competencies change how you currently operate on your campus?
- What are challenges you may encounter?
- What benefits do you believe would result from identifying advising competencies?

The Hard Work at Home...

- How would identifying academic advising competencies change how you currently operate on your campus?
- Who are key stakeholders in determining which academic advisor competencies are critical for your campus environment?
- How do you get your campus academic advisors to embrace a common set of advising competencies?

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