

Applying Competencies to Your Own Context

- Identify items you want your advisors to know/do
- Align those items with NACADA Competencies
- Develop a Rubric of what it would like if advisors knew/did these items

Item advisors should know/do:

NACADA Competency Area/s and subcategory/ies:

Why is this item important?

Mastery Level		
5	Regularly exceeds expectations	
4	Frequently exceeds expectations	
3	Fully meets expectations – completely satisfactory	
2	Sometimes fails to meet expectations	
1	Frequently/Regularly fails to meet expectations	

Service-oriented, Positive Attitude, Helpful:

Provides exceptional service by distributing accurate, useful information that supports university objectives; holds self and others to a high standard of quality and service.

Low Performing Behaviors (1)	High Performing Behaviors (5)
Takes a narrow view of the university; knowledge of only own major/degree	Demonstrates basic knowledge of university majors & degree programs outside own department, college, and ASU campus; familiar with some degree offerings at other institutions
Takes a narrow view of the universality of advising role; refuses to advise beyond department requirements.	Gives accurate information regarding University, college and department curriculum, policies & procedures.
Subverts university and college policies and regulations. Resists without offering a solution; applies them erratically	Consistently demonstrates understanding of university and college policies & regulations; confidently and effectively applies them;
Enables student's passivity towards their education	Teaches students about curriculum and resources; introduces students to available tools (DARS, major maps, etc.) to encourage student accountability and decision making
Often has students who are unable to graduate, need to take extra classes, or fail to meet graduation requirements due to mis-advising	Advises students in making timely progress toward degree completion and graduation
Sometimes neglects to or delays evaluating transfer work for department requirements; neglects to enter DARS exceptions into the computer	Always enters DARS exceptions into system within 30 days of evaluation; seeks assistance in a timely manner with difficult evaluations or exceptions.
Only occasionally uses DARS and PeopleSoft when assisting students	Knows and uses appropriate tools to prepare for each student meeting (DARS, PeopleSoft/ASU interactive, major maps, degree search), reviews these with students, teaches them how to use them independently
Never calls ahead to give contact information when referring students to other offices or people on or off campus.	When referring a student to another office or person, usually calls ahead and gives specific information on whom to contact and where to go.
Frequently out of the office during peak advising times (enrollment appointments, two weeks before and first week of each term, etc.)	Offers sufficient, regular, "posted" office hours to meet student/department needs, while balancing other tasks (training, responding to e-mail/phone, other duties) as appropriate to the needs of the department