Benefits of the Mixed-Competencies and Developmentally Tiered Approach

- Aligns the vision for advising with core teaching and learning objectives – student development and skill acquisition are priorities
- Advising focus is on developing the whole student – curricular and co-curricular objectives merge - reduces siloing
- Clearly describes what students gain from advising
- Promises greater coordination and integration of faculty and staff advising
- Outcomes are tailored to student level and acknowledge stages of learning
- Students, advisors and faculty have clear framework for assessing progress in multiple-skill areas over the entire academic cycle
- Clearly demonstrates the value of advising to the student, faculty and the institution
- Facilitates assessment and evaluation

Uses of the Mixed-Competencies and Developmentally Tiered Approach

- Planning – Helps determine macro-level priorities, program development strategies, resource distribution strategies, etc.
- Training – Helps direct advisor training and cross-training – these are more deeply rooted in student development theory, and are supported by faculty developed curricular and disciplinary outcomes
- Evaluation and Assessment – Gaps and overlaps in service are easily identified, and clarify the shared and distinct roles of advisors
- Integration Strategies – Creates new opportunities for faculty involvement

Applying the Mixed-Competencies and Developmentally Tiered Approach to Your Campus

- Identify core competencies that reflect your institutional priorities
- Local goals will flow from and enhance macro-level priorities
- Start Small – There is no need to identify all competencies - Broad goals effectively organize programs and services
- Reference Formal Assessment Guides and Resources – Developing learning outcomes is one step in a full assessment plan
- Reference professional standards and resources

The Mixed-Competencies Approach in Action: A Sample Advising Curriculum for First Year Students

First Year Experience (Sample Workshops and Resources)

- Institutional Nuts & Bolts: How to calculate GPA, What is P/NP, How and when to file petitions, where is my relevant policy manual
- Short-term Scheduling Strategies – Balancing University Requirements with Curricular Exploration

Competency: Building Core Academic Skills

- Time Management: Tips and Strategies for First-year Students
- What is noteworthy? How to Take Great Notes
- Mid-term and Final: Is That All? Transitioning to the World of New Academic Standards
- Making the Most of Your Liberal Arts Breadth Requirements: Turning Your Checklist of Requirements into Curricular Opportunities

Competency: Building Disciplinary Based Skills (Developed with faculty)

- Afraid of Office Hours? How to Make the Most of this Valuable Resource
- Understanding Lower Division Pre-requisites: Purposes, Goals, Value

Competency: Health and Wellbeing

- Hey Sleepy Head! Go to Bed! The Impact of Sleep Deprivation on Academic Performance
- Party-Party-Party: How Much is Too Much
- Campus Safety Programs: Be Aware! Be Ready!

Competency: Social, Interpersonal and Cultural Skills

- You’re One of Us: Becoming Part of the University Community
- How Am I Going to Tell My Parents?: Tips for Talking to your Parents about Mid-terms, Grades, Your Choice of Major, and Other Tough Subjects
- Like Me? Not like Me?: How Stereotype Threat Can Affect Academic Performance

Competency: Leadership (Developed with professional school faculty)

- Developing Your Leadership Potential: Understanding the Roles of Individual Contributor, Team Member, Team Leader and Manager

Competency: Career and Advanced Study Skills (Developed with Alumni)

- Myth and Reality: Is Choosing a Major Choosing a Career?
- Assessment Tools: Matching Your Interests and Goals with Employment Sectors

Developing Learning Outcomes for Undergraduate Advising: A Mixed-Competencies and Developmentally Tiered Approach

Recent shifts in the higher education landscape have placed new emphasis on the competencies of graduates and the value of a college degree. As new standards are developed for evaluating educational effectiveness, advisors now face the challenge of better articulating what students gain from advising. Berkeley has developed a unique macro-level conceptual framework to guide the development of local learning outcomes for undergraduate advising using a unique mixed-competencies and developmentally tiered approach based on classic works in student development.

This approach better defines and integrates the goals and objectives of curricular and co-curricular advising, offers new ways to align faculty and staff advising, creates cohesion between seemingly disparate programs and services, and aligns advising with the core teaching and learning activities of the institution. In addition, the students’ understanding of what can be gained from advising is enhanced and their ability to chart their own progress is improved. Using this framework, the shared purposes, roles and responsibilities of advising become more apparent and the capacity to design and evaluate programs according to a set of integrated and well-defined objectives is enhanced.

Please cite this material as:
Disciplinary Based Competencies

Student Affairs/Career Center

Outcomes for Transfer Students Should Account for Transition and May

College Advising/Student Learning Center

UC Berkeley Dean of Students, Annual Report 2010-11

Journal of College Student Development: Understanding the Development of the Whole Person (2009)

UC Berkeley Career Center

Journal of College Student Development: Identity Development Theories in Student Affairs (Torres, Jones, Renn 2009)

Initial (Unconscious Incompetence)

My Years@ Cal, DeCal, Big Ideas, Haas

My Years@ Cal, L&S Major Explorations

Yourself

Elizabeth Wilcox (UC Berkeley) - ewilcox@berkeley.edu  NACADA Region 9 Conference March 2013

Upper Division

Synthesis: Student engages in diverse and complex academic activities across different fields of study, using a variety of resources and perspectives to develop a cohesive understanding of complex issues. Synthesis: Student has engaged in a project or course that is intellectually integrative and highly creative, requiring academic synthesis. For example, student has exhibited or performed a creative work, completed a thesis, contributed to a student journal, taught other through peer programs, participated in a case analysis, or completed a faculty research project, engaged in a service or experiential learning activity.

Mid-and Long-Ranging Flaring and Goal Setting: School is applying information (policy, procedure, requirements) to individual students, abilities, and goals. Students are able to develop short and long term (personally) academic plans which incorporate multiple interests and complex goals.

Effective Appraisal: Student understands their skills, abilities, and incorporates feedback on their performance into academic planning and goal setting. Based on skill needs assessment, the student has increased their list of possible majors. Student continues to build skills related to academic integrity (plagiarism, honor code, etc.). Student is formally introduced to the university library.

Mid-term Planning: Student engages in effective short range planning; selects courses appropriate to skill level and interest (majors and prerequisite requirements). Students understand relevant policy, structure of degree requirements, effectively utilizes student systems. Students understand their own academic progress expectations. Student can identify and connect with appropriate campus personnel and resources. Student is introduced to student personnel management strategies.

Dispersive Skill Building: Student understands the differences and similarities between specific curricular goals (for example, they understand the differences and similarities between critical thinking, writing, technical, analytical, or oral core competencies). Student matches core academic skills with appropriate majors. Student groups the purpose of major and degree requirements (i.e., liberal and core). Student has accessed resources that ensure support that establish standards of academic integrity (plagiarism, plagiarism, honor codes, etc.). Student is formally introduced to the university library.

Disciplinary Skill Building: Student understands the differences and similarities between disciplinary approaches. Understands the specific skills needed to meet that curriculum goals (for example, they understand the discipline specific skills needed to meet the requirements of accounting, marketing, etc.). Student understands the relationship between health and academic performance and makes choices consistent with academic performance. Student is aware of resources for health and safety related issues (i.e., physical health, mental health, sexual health, alcohol and drug education, violence prevention, etc.).

Personality: Student understands responsibility for multiple dimensions of self-care (physical, emotional, spiritual, interpersonal, social and intellectual). Student understands the differences and similarities between health and academic performance and makes choices consistent with academic performance. Student is aware of resources for health and safety related issues (i.e., physical health, mental health, sexual health, alcohol and drug education, violence prevention, etc.).

Awareness, Discovery, Self-Assessment

Personal Practice: Student demonstrates the ability to identify and practice health enhancing behaviors (May have established health related goals, identified behaviors and or issues related to overall wellbeing and personal development (for example, stress management, sleep adjustment, a fitness or nutritional goal, etc.). Student can access and use information from a variety of recognized sources in support of individual development.

Mid-and Long-Range Planning and Goal Setting: Student is involved in projects that are related to specific interests and abilities. Student may be involved in programs that promote and or advocate personal, community, and institutional health.

Involvement, Application, Decision Making

Enrollment: Student is reflecting on their interests and affiliations. Student may be involved in programs that promote and or advocate personal, community, and institutional health.

Career: Student is involved in projects that emphasize academic achievement, interdisciplinary, or other advanced skills. Student regularly interacts and adheres to standards of academic integrity.

Responsibility: Student demonstrates the ability to set goals and make decisions that address health related issues. Student may make decisions between personal and community health and wellness programs, or engage in cross-promote community and health wellness related programs. (CHA, First Aid, Field, Lifeguard, Red Cross or other public health related training).

Awareness: Student is involved in a social activity that allows for social interaction and relationships which are building a sense of institutional adaptative, adjustment and management of "culture shock." For underrepresented students this phase may include management of identity in relation to "stereotype threat."

Knowledge: Student is engaged with other programs/projects/organizations that support/enhance emerging adult identity. Student actively contributes to campus community and successfully communicates across differences. Student engages in multiple identities within different social contexts and power structures. Student is aware of cultural bias and beliefs. Student's attitude may change as they examine their own beliefs and values about cultural differences.

Affiliates/Join: Focus is on teamwork performance. Student affiliates with or joins a campus program/organization or project that reflects their own values and interests. Students are able to work within and adapt to a new group/culture and interact successfully with a variety of personal differences. Students can create change (projects are not driven). Student makes a commitment to group goals as a member of a team. Student may engage in formal leadership development opportunities.

Mid-and Long-Ranging Flaring and Goal Setting: School is applying information (policy, procedure, requirements) to individual students, abilities, and goals. Students are able to develop short and long term (personally) academic plans which incorporate multiple interests and complex goals. Students understand the role of advising in setting short term and long term academic goals and major assignments. Student is managing a student portfolio, and has made a commitment to on-going active development. Students are focusing on graduate school preparation. Students are developing personal and professional skills for employment sectors.

Creation, Commitment, Integration

Prepare: Student is reflecting on their interests and affiliations and beginning to prepare for and commit to a post-baccalaureate plan. Student may have began new, resume building, interview skills, etc. Student may be developing mentoring and other reciprocal support through informal and or formal relationships, for example, where they will help guide and develop skill building.

Exploration: Student begins to gather information on a career or graduate school options. Student understands connections between curriculum and career and or graduate options (and myths). Student engages in self-assessment (skills, interests, abilities, personality, etc.) and self-discovery activities. Student is introduced to a range of relevant core professional skills (oral, written, team, analytical, technical, interpersonal, and or critical thinking). Student may engage in an exploration of planning, global and or intercultural awareness and the range of desirable personal characteristics (e.g. flexibility, adaptability, persistence, creativity, integrity, professionalism, etc.) and may develop a plan to gain these skills through experience. Student may access resource guides for preparing for graduate school.

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