Benefits of Using 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 cocurricular 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

National Academic Advising Association (NACDA)

http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Assessment-of-academic-advising.aspx
Council for the Advancement of Standards in Higher Education
http://www.cas.edu/

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

First Year Experience (Sample Workshops and Resources)

Competency: Navigating the Institution

- 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.



UC Berkeley Operational Excellence http://oe.berkeley.edu/

UC Berkeley Advising Council
http://oe.berkeley.edu/projects/student/AdvisingCouncil.shtml

UC Berkeley Office of Planning and Analysis http://opa.berkeley.edu/

Elizabeth Wilcox, Institutional Research Analyst ewilcox@berkeley.edu

	Core Competencies - Psychosocial and Cognitive-Structure Practical Competencies	al Curricular Con	nnetencies		Co-curricular (Omnetencies	
udent Learning Goals Developmentally	Navigating the Institution	Core Academic Competencies	Disciplinary Based Competencies	Health and Wellbeing	Social, Interpersonal and Cultural	Leadership Development	Advanced Study and Career Competenci
red	All units	College Advising/Student Learning Center	Major Advising/Student Learning Center	University Health Services/Student Affairs - Residential	Competencies Equity and Inclusion Programs/Student Affairs/Berkeley	Student Affairs	Student Affairs/Career Center
irst-Year Experience				Life/Recreational Sports Facility (wellness programs)	International Office		
imple Program Level Map	Initial (Unconscious Incompetence)			Awareness, Discovery, Self-Assessment			
So (Res Life Programs), My Years@ Cal,	Short-Term-Planning: Student engages in effective short	General Skill Building: Student is developing study	Disciplinary Skill Building: Student understands	•	Awareness: Student is actively developing a social	Participate: Focus is on development of	Exploration: Student begins to gather informa
tters & Science 1 and Discovery urses, SLC- <i>Study Strategies</i> , Tang	term schedule planning - selects courses appropriate to	skills, time management strategies, learning how to	the differences and similarities between	responsibility for multiple dimensions of self-care	network, support system, exploring identity (e.g.	individual skills and leadership capacities-	career and graduate school options. Student
Center Programs, Career Center - Know Yourself	skill level and interest (balances major and prerequisite requirements). Student understands relevent policy,	approach faculty, take notes, prep for exams and	disciplinary approaches. Understands the discipline specific skills needed to meet their	(physical, emotional, spiritual, interpersonal, social	race, ethnicity, religion, sexual orientation, social	problem solving, communication, facilitation,	understands connections between curriculum
	structure of degree requirements, effectively utilizes	other basic study skills. Student is connecting with resources to develop critical thinking, reading,	curricular goals (for example, they understand	and intellectual). Student understands the relationship between health and academic	class). Student manages changing family relationships and is building a sense of institutional	ability to accept feedback and guidance and build confidence. Student explores opportunities	career options (and myths). Student engages assessment (skills, interests, abilities, persona
	student systems. Student understands conduct	writing, technical, analytical, or other core academic	the intention of pre-requisite requirements (lab	•		for participation in organized activities and	etc.) and self-discovery activities. Student is
	expectations. Student can identify and connect with	skills. Student is matching core academic skills with	and technical skills, quantitative ability, writing	· · · ·	is learning to balance their needs with the needs of		introduced to a range of relevant core profess
	appropriate campus personnel and resources. Student is introduced to portfolio management strategies.	appropriate majors. Student grasps the purpose of breadth and University requirements (i.e., liberal arts	and analysis of text, etc.)	for health and safety related issues (i.e., physical health, mental health, sexual health, alcohol and drug	others and create mutual respect. Student is aware	definition of leadership and service.	skills (verbal, written, teamwork, analytical, te interpersonal, computing, planning, global an
	introduced to portiono management strategies.	core). Student has accessed resources that ensure	'	education, violence prevention, etc.)	who are different. (For special student populations		intercultural awareness and the range of desi
		compliance with established standards of academic			like international students this phase may include		personal characteristics such as flexibility,
		integrity (cheating, plagiarism, honor codes etc.).			cultural adaptation, adjustment and management		persistance, creativity, integrity, professional
		Student is formally introduced to resources at the University Library.			of "culture shock.") For underrepresented students this phase may include management of identity in) and may develop a plan to gain these skills t experience. Student may access resource gui
					relation to "stereotype threat."		preparing for graduate school.
econd- Year (Transitio	on to Major)						
.coma rear (rransiere	Emerging (Conscious Incompetence)			Comparison, Exploration, Planning			
Years@ Cal, L&S Major Explorations ources - Major Madness, Peer Advising	Mid-and Long-Range-Planning and Goal Setting: Student is applying information (policy, procedure, requirements)		Disciplinary Appraisal : Student has developed a positive academic identity and student	Personal Practice: Student demonstrates the ability to identify and practice health enhancing behaviors	Attitude: Student is aware of and open to multiple perspectives and demonstrates respect for	Affiliate/Join: Focus is on team performance. Student affiliates with or joins a	Experience: Student engages in activities that gain experience and knowledge about their c
Programs, LEAD, Scholarship Connection, Fitness and Wellness Programs	to their unique intersts, abilities and goals. Students are	· ·		(may have established health related goals, identified		group/organization/program or project that	and or graduate school interests - actively
	able to develop short and long term (personalized)	Based on realistic skill appraisal, student has	with a major and disciplinary framework.	behaviors and or issues related to overall wellbeing	affiliations in ways that enhance identity. Student	reflects their own values and interests. Student	investigates career and graduate school option
	academic plans which incorporate multiple interests and complex goals. Student understands the role of advising	narrowed their list of possible majors. Student continues to build skills related to academic integrity	Student actively builds skills in relation to that framework.	and personal development (for example, stress management, sleep management, a fitness or	embraces multiple identities within different social contexts and power structures. Student is aware of	is able to work within and adapt to a team/group	1 2
	and is making contact with services that meet their	(evaluting source integrity, citation reference, etc.)	Tuniework.	nutritional goal etc.). Student can access and use	cultural bias and beliefs. Student's attitude may	personalities. Can agree to disagree. Projects are	-
	unique needs and interests (they may be developing			information from a variety of recognized sources in	begin to shift as they examine their own beliefs and	_	employment sectors.
	relationships with mentors). Student assumes full responsibility for enrollment and administrative matters			support of individual development.	values about cultural differences.	group - produces as a member of a team. Student may engage in formal leadership	
	and can access and apply policy as is relevant to their					development opportunitities.	
	individual needs. Student may begin to manage a student						
	portfolio as evidence of accomplishment and learning.						
Upper Division	Outcomes for Transfer Students Should Account for Transition and May Include Some Features of First and Second Year Goals						
y Years@Cal, Undergraduate Research	Plan in Action: Student has developed a realistic and	Curricular Focus: Curricular choices are refined and	Major and Field Specific Focus: Student has	Involvement, Application, Decision Making Responsibility to self and others: Student	Knowledge: Student is engaged with	Contribute: The variety of team roles and	Prepare: Student is reflecting on their interest
prentice Program, Campus Life and adership Programs (Cal Corps, Cal in the	magningful advectional plan (based on comparative	realistic and aligned with academic performance	accessed and understands their departmentally		others/programs/projects/organizations that	responsibilities is expanded and/or student	experiences and beginning to prepare for and
pital, AmeriCorps, Greening Bereley tiative, VITA, etc.)	exploration and individual performance). Student actively		based learning goals (has accessed faculty	decisions that address health related issues. Student	support/test/refine emerging adult identity.	contributes to larger or more complex teams on	to a post-baccalaureate plan. Student may ha
	tracks own progress toward degree. Students is using portfolio to develop plans and modify goals.	major). Student has greater interaction with faculty toward goals and direction. Student regularly	produced curriculum maps). Student has greater interaction with faculty in self-	may make connections between personal and community health and wellness programs, or engage	Student actively contributes to campus community and successfully communicates across differences.	feedback from others in problem solving and	begun test prep, resume building, interview s Student may being to develop mentoring and
	, ,	references and adheres to standards of academic	assessment, goal setting and academic	in or promote community health and wellness related		decision making. Works comfortably with	relationships (through internships and alumni
		integrity on projects of increasing complexity.	direction.	projects (CPR, First Aid, Lifeguard, Red Cross or other		paradox and contradiction. May develop	interactions, for example) which will help guid
				public health related training).	selected cultural characteristics, history, values, belief systems, and behaviors of the members of	expertise in a functional area. Student demonstrates an ability to innovate.	planning and skill building.
					another ethnic group (Adams, 1995).	Commitments extend from group to	
Jpper Division (Advan	 cced)					community/organization.	
	Highly Developed (Unconscious Competence)			Creation, Commitment, Integration			
r Years@ Cal, DeCal, Big Ideas, Haas nolars, Undergraduate Research	Full Implementation: Student has fully implemented a complex educational plan, verifies completion of	Synthesis: Student is involved in projects that emphasize academic synthesis, interdisciplinarity, or	Synthesis: Student has engaged in a project or course that is intellectually integrative and	Life-Long Responsibility and Practice: Student understands the relationship between healthy	Skills: Student manages mature relationships, has established identity, purpose and integrity. Student	Manage: Student is actively engaged in a	Transition: Student has a well developed care concept, pre-professional or pre-graduate pla
Apprentice Program, Cal Corps, etc.	requirements through degree check and sets viable	other advanced skills. Student regularly references	highly creative, requiring academic synthesis.			and demonstrates the ability to both innovate	place and is taking steps to transition. Is activ
	completion date. Student portfolio may be highly	and adheres to standards of academic integrity.	For example, student has exhibited or	life stages. Student may be involved in programs that	cultural contexts.	and transform. Projects have greater positive	taking steps to implement this plan (for exam
	developed and document progress in specific skill areas, courses, etc.		performed a creative work, completed a thesis, contributed to a student journal, taught others	promote and or advocate personal, community,		impact. Student may become trusted thought leader or advisor to others. Student manages	completed a resume and is engaging in on-ca interviews).
	courses, etc.		through peer programs, participated in a case	meeriational nearth.		complex groups/projects and is able to	interviews).
			competition, contributed to a faculty research			successfully manage conflict while remaining	
			project, engaged in a service or experiential learning project etc student has			inclusive. Student understands their real and potential impact on community/nation/world	
			demonstrated advanced disciplinary specific			and has made a commitment to on-going active	
			skills - technical, scientific, creative, analytical,			citizenship.	
			written or oral, other communication (new media) or team/group based.				
	Curricular and co-curricular objectives are viewed as intertwined	Program and Serivces are guided by faculty. Opportunities e	vist for greater involvement of faculty in major and				This is a multi-year emphasis, not just on employmen
	and highly related - this better integrates and defines service at each developmental phase. Gaps in service become more	curricular mapping.	Broads and remember of faculty in major allu				on graduate school preparation.
	pronounced.	dards and Guidelines.		UC Berkeley Wellness Letter	UC Berkeley, Student Development -Learning Outcomes - 2012	HBR: Seven Transformations of Leadership (Rooke, Torbert 2005)	UC Berkeley Career Center
erences	Council for the Advancment of Standards in Higher Education (CAS). (2005) CAS Star			UC Berkeley Recreational Sports - Wellness Wheel	UC Berkeley Dean of Students, Annual Report 2010-11		Step-by-Step http://stepbystep.berkeley.edu/
ferences	Council for the Advancment of Standards in Higher Education (CAS). (2005) CAS Stan NACADA (2005). NACADA statement of core values of academic advising. The Mentor: Penn State Division of Undergraduate Studies, A Visual Model of Acad.	emic Advising (Smothers)			Mary L. Connerley, Developing Awareness, Knowledge, and Skills - Paul B. Pedersen The Multidimensional Model for Developing Cultural		
^T erences	NACADA (2005). NACADA statement of core values of academic advising. The Mentor: Penn State Division of Undergraduate Studies, A Visual Model of Acade Arthur Chickering, The Seven Vectors: Theory of Identity Development	emic Advising (Smothers)					nce (2005)
ferences	NACADA (2005). NACADA statement of core values of academic advising. The Mentor: Penn State Division of Undergraduate Studies, A Visual Model of Acade	emic Advising (Smothers)				Unlimited-Developing Cultural Competency) Student Affairs (Torres, Jones, Renn 2009)	nce (2005)