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 Like Me? Not like Me?: How Stereotype Threat Can Affect Academic Performance
- Mid-term and Final- Is That All? Transitioning to the World of New Academic Standards
- What is noteworthy? How to Take Great Notes
- Time Management: Tips and Strategies for First-year Students
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- Making the Most of Your Liberal Arts Breadth Requirements: Turning Your Checklist of Requirements into Curricular Opportunities

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

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 Office of Planning and Analysis http://opa.berkeley.edu/
Elizabeth Wilcox, Institutional Research Analyst ewilcox@berkeley.edu
Developing Learning Outcomes for Undergraduate Advising: A Mixed-Competencies and Developmentally Tiered Approach

**Disciplinary Based Competencies**

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**First-Year Experience**

**Mid- and Long-Ranging Planning and Goal Setting**
- Applying information (policy, procedures, requirements)
- Articulating intentions, abilities, and goals
- Students are able to develop short and long term (personalized) academic plans which incorporate multiple interests and complex goals
- Students understand the role of advising and the importance of planning and decision making
- Student is formally introduced to resources at the University Library
- Student is able to develop and document progress in specific skill areas, and create a portfolio to develop plans and modify goals

**Upper Division**

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**Disciplinary Skill Building**
- Personal Responsibility: The student assumes responsibility for multiple dimensions of self-care (physical, emotional, spiritual, interpersonal, social and intellectual)
- Students understand the relationships between health and academic performance and make choices consistent with optimal performance. Student is aware of resources for health and safety related issues (e.g., physical health, mental health, sexual health, alcohol and drug education, violence prevention, etc.)

**Ministry and Interpersonal Relationship**
- Disciplinary Skill Building: The student builds skills related to academic integrity (building source integrity, citation reference, etc.)

**Upper Division (Advanced)**

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**Mid- and Long-Ranging Planning and Goal Setting**
- Effective Appraisal: Student understands their skills, abilities, and takes on the role of an advisor to provide feedback on their progress in academic and personal areas
- Disciplinary Appraisal: The student has developed a positive academic identity and student is able to understand and align oneself with a major and disciplinary framework
- Personal Practice: Student demonstrates a commitment to the practice of effective appraoches to health, wellness and safety
- Affiliates/Join: Student is formally introduced to resources at the University Library
- Student is able to develop and document progress in specific skill areas, and create a portfolio to develop plans and modify goals

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