**NACADA Core Competencies – Self Assessment**

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| --- | --- | --- | --- |
| **Conceptual** | | | |
| “I understand…” | | | |
| **The history and role of academic advising in higher education.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |
| **NACADA's Core Values of Academic Advising.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |
| **Theory relevant to academic advising.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |
| **Academic advising approaches and strategies.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |
| **Expected outcomes of academic advising.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |
| **How equitable and inclusive environments are created and maintained.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |

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| --- | --- | --- | --- |
| **Informational** | | | |
| “I have a knowledge of…” | | | |
| **Institution specific history, mission, vision, values, and culture.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |
| **Curriculum, degree programs, and other academic requirements and options.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |
| **Institution specific policies, procedures, rules, and regulations.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |
| **Legal guidelines of advising practice, including privacy regulations and confidentiality.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |
| **The characteristics, needs, and experiences of major and emerging student populations.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |
| **Campus and community resources that support student success.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |
| **Information technology applicable to relevant advising roles.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |

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| --- | --- | --- | --- |
| **Relational** | | | |
| “I am able to…” | | | |
| **Articulate a personal philosophy of academic advising.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |
| **Create rapport and build academic advising relationships.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |
| **Communicate in an inclusive and respectful manner.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |
| **Plan and conduct successful advising interactions.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |
| **Promote student understanding of the logic and purpose of the curriculum.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |
| **Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |
| **Engage in on-going assessment and development of the advising practice.** | Yes | Somewhat | Not at all |
| **Explain:** | | | |

**Advising Reflection**

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| --- |
| I enjoy advising because… |
|  |
| I know I had a successful appointment when… |
|  |
| I am at my best when I am able to… |
|  |
| I wish I had more time to… |
|  |
| My most active times of the year are… |
|  |
| I wish my students knew that… |
|  |
| When I have time I like to… |
|  |
| My areas of growth are… |
|  |

**Developing Advising Student Learning Outcomes**

|  |  |
| --- | --- |
| 1. | What do you want students to do? (Outcome) |
|  |  |
|  | How do you teach them to do it? (Delivery Method) |
|  |  |
|  | How do you know you were successful? (Measurable Assessment) |
|  |  |
|  | Are there levels of acceptable success or progress? (Competency Level) |
|  |  |
|  | What do you do if you were not successful? (Intervention) |
|  |  |
| 2. | What do you want students to do? (Outcome) |
|  |  |
|  | How do you teach them to do it? (Delivery Method) |
|  |  |
|  | How do you know you were successful? (Measurable Assessment) |
|  |  |
|  | Are there levels of acceptable success or progress? (Competency Level) |
|  |  |
|  | What do you do if you were not successful? (Intervention) |
|  |  |