

ACAP

Austin Competency Analysis Profile Advisor

Conducted

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Preface

Austin Community College would like to express our sincere appreciation to our faculty and staff who donated their time and expertise toward the identification and validation of competencies in the following Austin Competency Analysis Profile.

Introduction

The ACAP (Austin Competency Analysis Profile) initiative comes out of the Instructional Development Services of Instructional Resources and Technology at Austin Community College. This initiative is ACC's primary source for Competency-Based Curriculum development, providing a connection between our academic and workforce programs and the needs of business and industry.

The ACAP is a process for analyzing an occupation to develop curriculum. The product is a competency list that has been developed and validated by subject matter experts who perform the occupation. The competency list included in this document will be used to develop training programs for advisors.

ACAP Process Overview

What are Austin Competency Analysis Profiles (ACAPs)?

Austin Competency Analysis Profiles (ACAPs) are competency lists for academic and workforce programs verified by expert workers, or Subject Matter Experts (SME). These lists evolve from a well-established job analysis process involving academic, business, industry, labor, and community agency representatives from throughout the Austin area.

How is an Austin Competency Analysis Profile used?

Each ACAP identifies the occupational and employability skills (or competencies) needed to enter a given occupation or occupational area. The ACAP not only lists the competencies but also clusters those competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency.

Educational institutions may add as many units, competencies, and/or competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees are actively involved in the identification and verification of additional items. Faculty members formulate their courses of study using the varied contents of the ACAP. Faculty also monitor gains using many forms of assessment.

Target Job Titles

ACAP: ACAP Title

Advisor

Advising Specialist

Academic Advisor

Academic Coach

Career Advisor

Recruiting Advisor

Advisor Competencies

The following Advisor Competencies have been identified and verified by a panel of subject matter experts. This panel of experts has determined that these skills will adequately prepare *entry-level* advisors to provide advising to our students. The *Competencies* are grouped into units. *Competency Builders* are included to help identify the knowledge, skills and attitudes advisors need to perform each competency. These *Competencies* and *Competency Builders* are designed to be the basis for curriculum development to ensure subject matter expert input that is relative and meaningful to the program. These *Competencies* are intended to include all basic, necessary skills for this job function, but may be supplemented with additional competencies as faculty and advisory committee members see the need to do so.

Key Terms:

Competency—an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

Competency Builders—the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

Entry Level—position of employment that requires no previous experience, but may require some training and/or specific skills, knowledge, or attitudes.

ACAP Units

Unit 1: Advising

Unit 2: Outreach, Recruitment & Retention

Unit 3: Administrative Functions

ACAP: Advisor

Unit 1 Advising

Competency 1.1 Provide comprehensive advising to diverse student populations

Competency Builders:

- 1.1.1 Utilize a student-centered approach (e.g. judgement free zone, active listening, holistic approach)
- 1.1.2 Identify current, former and potential student academic needs
- 1.1.3 Guide students through making decisions about their options, such as awards, courses, transfer, etc.
- 1.1.4 Establish a rapport to explore the needs of the students to ensure student success

Competency 1.2 Assist student in creating a plan to achieve academic goals

Competency Builders:

- 1.2.1 Discuss goals for attending college
- 1.2.2 Evaluate student background and needs to help them develop realistic goals
- 1.2.3 Explain college programs including majors, course selection, transferability, and prerequisites for degree plans
- 1.2.4 Discuss the educational and career goals for each student
- 1.2.5 Guide student in area of study and program selection through analysis of academic and career options
- 1.2.6 Interpret information included in award plans (e.g. course sequences, stackable credentials, location of program offerings, career information)
- 1.2.7 Assist in course selection, taking into account award plan, prior college credit, placement test scores, work schedule, personal obligations, and other relevant factors
- 1.2.8 Discuss options for earning non-course based academic credit (e.g. CLEP, AP, challenging a course)
- 1.2.9 Recommend appropriate course sequence and course combinations
- 1.2.10 Describe to student various course delivery methods (e.g. distance learning, hybrid, lecture, lab, clinical) and characteristics of each

Competency 1.3 Support completion of program requirements

Competency Builders:

- 1.3.1 Identify course options for student to satisfy award requirements
- 1.3.2 Evaluate and make referral to the appropriate office regarding substitutions and waivers to student's program of study
- 1.3.3 Monitor student academic progress toward award completion in collaboration with the appropriate offices (e.g. retention, counseling, instructional departments, support services)
- 1.3.4 Discuss with student academic progress toward award completion
- 1.3.5 Refer student to appropriate campus resources for additional assistance (e.g. learning labs, faculty office hours)
- 1.3.6 Discuss consequences of repeating classes, course withdrawals, failing courses

Competency 1.4 Guide students in the transfer process

Competency Builders:

- 1.4.1 Explain academic programs and transfer credit evaluation policies and procedures for transferring into ACC
- 1.4.2 Explain policies and procedures for transferring from ACC (e.g. application deadlines, GPA requirements, transfer criteria)
- 1.4.3 Stay current on articulation agreements and equivalency guides with a variety of Universities and Colleges
- 1.4.4 Align course selection to transfer plans
- 1.4.5 Recommend options for transfer planning (e.g. researching institutions, available programs, scholarships)
- 1.4.6 Refer students to additional transfer resources (e.g. transfer academy, receiving institution)

Competency 1.5 Provide short-term supportive services to students in crisis

Competency Builders:

- 1.5.1 Identify situations in which a student should be referred to a counselor or other available College resources
- 1.5.2 Align student needs to appropriate resource
- 1.5.3 Collaborate with other professionals to assess student needs

Competency 1.6 Apply strategies to support student success

Competency Builders:

- 1.6.1 Support ACC student success initiatives, e.g. Guided Pathways
- 1.6.2 Collaborate with instructors, departments, and administrators to promote student success
- 1.6.3 Present alternatives to resolve student issues and concerns (e.g. preparatory courses, length of session, course delivery method)
- 1.6.4 Identify ACC student support services (e.g. Learning Labs, Student Accessibility Services)
- 1.6.5 Refer student to programs and services to enhance persistence toward goal attainment
- 1.6.6 Maintain contact with student

Competency 1.7 Assist student in completing onboarding steps

Competency Builders:

- 1.7.1 Identify steps in the enrollment process
- 1.7.2 Determine college readiness based on available student information (e.g. placement test scores, transcripts, DD214)
- 1.7.3 Determine enrollment steps student has/has not completed
- 1.7.4 Discuss financial aid resources
- 1.7.5 Explain how to register for courses
- 1.7.6 Introduce online tools available to help students manage their academic progress (e.g. Self-Service, Degree Map)
- 1.7.7 Explain importance of planning with attention to relevant details, policies and procedures (e.g. deadlines for registration, payment, withdrawals, add/drop, admission, financial aid)
- 1.7.8 Discuss with student next steps

Competency 1.8 Stay informed of current advising theory and trends

Competency Builders:

- 1.8.1 Participate in professional development activities and professional organizations which encourage continuous professional growth and development as an advisor
- 1.8.2 Keep current in state-mandated educational requirements
- 1.8.3 Read research on working with students from underrepresented populations
- 1.8.4 Seek self-growth and knowledge in cultural competency and diversity

Competency 1.9 Manage caseloads of students

Competency Builders:

- 1.9.1 Advise assigned students
- 1.9.2 Meet with assigned students to establish a rapport and explore the needs of the students in order to ensure student success
- 1.9.3 Maintain contact with assigned students
- 1.9.4 Utilize tools designed to monitor student progress
- 1.9.5 Collaborate with other College personnel and resources to ensure student needs are met
- 1.9.6 Make appropriate referrals as needed

Competency 1.10 Facilitate student workshops (e.g. area of study sessions)

Competency Builders:

- 1.10.1 Develop or adhere to a defined curriculum
- 1.10.2 Utilize presentation skills
- 1.10.3 Manage workshops logistics (e.g. scheduling, rooms, materials, equipment)

Competency 1.11 Assist new students in managing transition to college

Competency Builders:

- 1.11.1 Describe College policies (e.g. academic standing, scholastic dishonesty, academic accommodations for students with disabilities, student discipline, incomplete grades, testing centers, etc.)
- 1.11.2 Identify classroom tools (e.g. syllabus, textbook, online tools)
- 1.11.3 Describe expectations of students in a collegiate learning environment
- 1.11.4 Discuss student plans to navigate multiple campuses, if applicable

Unit 2 Outreach, Recruitment & Retention

Competency 2.1 Conduct outreach activities

Competency Builders:

- 2.1.1 Prepare and deliver presentations to potential students
- 2.1.2 Participate in recruiting and marketing activities for prospective students and parents
- 2.1.3 Maintain and update records and submit recruiting reports as appropriate
- 2.1.4 Represent the college at various recruitment activities and programs
- 2.1.5 Facilitate workshops and seminars in support of recruitment and retention

Competency 2.2 Develop and maintain relationship with the external community

Competency Builders:

- 2.2.1 Establish and maintain an active role in the external community in order to recruit prospective students
- 2.2.2 Provide up to date information about programs and services to external community
- 2.2.3 Make presentations and recruiting visits to provide information to prospective students on options and programs available

Competency 2.3 Support retention through a variety of practices

Competency Builders:

- 2.3.1 Communicate with respective personnel across campus, serving as liaison between academics and students
- 2.3.2 Demonstrate available student tools for monitoring progress
- 2.3.3 Meet with students to assess progress
- 2.3.4 Make recommendations to help students persist and succeed

Competency 2.4 Collaborate with faculty, staff and departments to advise and support continuing students

Competency Builders:

- 2.4.1 Serve as an advising resource to faculty advisors, instructors, and departments (e.g. answer questions, researching possible resolutions to student concerns)
- 2.4.2 Work collaboratively with other units, divisions and/or departments by attending meetings and presenting advising presentations as needed
- 2.4.3 Contribute to training on advising and registration tools

Competency 2.5 Assist new students in managing transition to college

Competency Builders:

- 2.5.1 Describe College policies (e.g. academic standing, scholastic dishonesty, academic accommodations for students with disabilities, student discipline, incomplete grades, testing centers, etc.)
- 2.5.2 Identify classroom tools (e.g. syllabus, textbook, online tools)
- 2.5.3 Describe expectations of students in a collegiate learning environment
- 2.5.4 Discuss student plans to navigate multiple campuses, if applicable

Unit 3 Administrative Functions

Competency 3.1 Provide general administrative student support services as needed

Competency Builders:

- 3.1.1 Participate in staff meetings
- 3.1.2 Provide support, input, and feedback on relevant programs and activities
- 3.1.3 Assist in developing recruitment and advising materials
- 3.1.4 Update advising resources as necessary

Competency 3.2 Utilize designated technological support systems to document and access relevant data

Competency Builders:

- 3.2.1 Document as appropriate
- 3.2.2 Maintain and update records as required
- 3.2.3 Write and submit reports or evaluations
- 3.2.4 Receive, review and update student data as needed
- 3.2.5 Retrieve student records

Competency 3.3 Protect student information

Competency Builders:

- 3.3.1 Keep student information confidential according to rules and policies
- 3.3.2 Adhere to FERPA

Glossary

ACAP—*Austin Competency Analysis Profile*—a well-established job analysis process unique to Austin Community College involving academic, business, industry, labor, and community agency representatives from throughout the Austin area.

Competency—an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

Competency Builders—the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

Core Competencies—the essential occupational and academic competencies needed to enter and remain in a given occupation.

Entry Level—refers to the requirements necessary for someone entering into the occupation (without previous on the job experience).

SME—*Subject Matter Expert*—incumbent worker in a given occupation that is knowledgeable about the job.

Target Job Titles—titles that may be assigned to the types of jobs aligned with an ACAP. Possible titles of jobs for which advisors would qualify with certificates or degrees in the programs based on an ACAP.

References

Austin Community College Human Resources: Job Descriptions

https://eapps.austincc.edu/ehire/jobdesc/public_jobdesclist.php

NACADA: The Global Community for Advising

<https://www.nacada.ksu.edu/>

The Bureau of Labor Statistics Occupational Outlook Handbook

<http://www.bls.gov/ooh>

Employment at City Colleges of Chicago

<https://cccconnect.taleo.net/careersection/2/moresearch.ftl?lang=en>

Sinclair Community College Search Postings

<https://jobs.sinclair.edu/postings/search>

St. Petersburg College Job Postings

<https://web.spcollege.edu/hrapp/jobs>