

ACAP

Austin Competency Analysis Profile Student Mentoring

Conducted

Sept 11, 2015

Validation Panel

Richard Armenta, Associate Vice President, Student Success
Austin Community College, Austin, Texas

Helen Dailey, Senior IT Technician, Computer Lab Support
Austin Community College, Austin, Texas

Leticia Gonzalez, Adult Education Assessor
Austin Community College, Austin, Texas

Janelle Green, Student Life Supervisor
Austin Community College, Austin, Texas

Vanessa Malo, Student Life Coordinator
Austin Community College, Austin, Texas

Alejandra Polcik, Advising Specialist
Austin Community College, Austin, Texas

Billy Young, Testing Assistant
Austin Community College, Austin, Texas

Deb Ziegler, Sociology Department Chair
Austin Community College, Austin, Texas

Facilitated by

Kathleen Serra, Instructional Designer,
Instructional Development Services
Austin Community College, Austin, Texas

Shih-Ting Lee, Instructional Designer,
Instructional Development Services
Austin Community College, Austin, Texas

Jennifer Gray, Instructional Designer,
Instructional Development Services
Austin Community College, Austin, Texas



For information regarding the ACAP process, contact:

Austin Community College
Instructional Resources and Technology – Instructional Development Services
Eastview Campus
3401 Webberville Road
Austin, Texas 78702
512.223.5233

<http://irt.austincc.edu/ids/curriculum/acap.php>

What's Inside ?

Preface	i
Introduction	1
ACAP Process Overview	2
ACAP: Student Mentoring	
Target Job Titles	3
Mentor Competencies	6
Glossary.....	12

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, employability skills, and academic skill levels that have been developed and validated by subject matter experts who perform the occupation. The competency list included in this document will be used to develop programs for student mentoring.

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

Life Coaches
Peer Mentors
Faculty Mentors

Mentoring Competencies

The following Mentoring 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* mentors to provide mentoring to our students. The *Competencies* are grouped into units. *Competency Builders* are included to help identify the knowledge, skills and attitudes mentors 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: ACAP Units

Unit 1 Defining Mentoring and Expectations

Unit 2 Knowledge of ACC and Student Support Resources

Unit 3 Relationship Building

Unit 4 Cultivation of Growth mindset

Unit 5 Administrative Functions

ACAP: Student Mentoring

Unit 1 Defining Mentoring and Expectations

Competency 1.1 Identify key components of Mentoring

Competency Builders:

- 1.1.1 Define roles
- 1.1.2 Define boundaries (e.g., as written in code of conduct)
- 1.1.3 Articulate the purpose
- 1.1.4 Communicate frequency and types of meetings
- 1.1.5 Communicate program duration

Competency 1.2 Establish program expectations

Competency Builders:

- 1.2.1 Identify mentee expectations
- 1.2.2 Communicate the mentors' expectations of the student
- 1.2.3 Verify the student's understanding of the expectations

Competency 1.3 Comply with the program expectations

Competency Builders:

- 1.3.1 Recall mentor expectations
- 1.3.2 Self-reflect compliance of the mentor expectation after each meeting
- 1.3.3 Refine delivery method

Competency 1.4 Evaluate mentor-mentee expectations

Competency Builders:

- 1.4.1 Seek clarification when unclear of the expectations
- 1.4.2 Review the mentor-mentee expectations as needed
- 1.4.3 Discuss mentor-mentee expectations (e.g. frequency with the student at various points, accountability)

Unit 2 Knowledge of ACC and Student Support Resources

Competency 2.1 Recommend ACC student support services

Competency Builders:

- 2.1.1 Identify ACC student support services (e.g. Student Accessibility Services, Veteran Affairs)
- 2.1.2 Provide an overview of support services
- 2.1.3 Explore potential support services with students
- 2.1.4 Match support services with the student needs
- 2.1.5 Identify best method to ensure student access to support services

Competency 2.2 Recommend ACC student academic resources

Competency Builders:

- 2.2.1 Identify academic resources (e.g. library, learning labs, and computer labs)
- 2.2.2 Provide an overview of academic resources
- 2.2.3 Explore potential academic resources with students
- 2.2.4 Match academic resources with the student needs
- 2.2.5 Identify best method to ensure student access to academic resources

Competency 2.3 Encourage the student to explore options and outcomes of decision making

Competency Builders:

- 2.3.1 Propose options of support services/academic resources for the student
- 2.3.2 Explain differences among the support resources
- 2.3.3 Utilize best practices when providing community resources

2.3.4 Guide student to select the most appropriate option/s

Unit 3 Relationship Building

Competency 3.1 Build rapport with the student

Competency Builders:

- 3.1.1 Greet the student at each meeting
- 3.1.2 Discuss disagreements rationally with the student
- 3.1.3. Participate in conversations/discussions with the student
- 3.1.4 Explore solutions to difficult situations with the student
- 3.1.5 Listen for the student's needs
- 3.1.6 Maintain regular communication with the student
- 3.1.7 Revisit ideas that the student shared
- 3.1.8 Use nonverbal communication effectively
- 3.1.9 Celebrate the student's accomplishments
- 3.1.10 Provide constructive feedback
- 3.1.11 Provide suggestions/advice on goals and progress
- 3.1.12 Provide emotional support
- 3.1.13 Explain mentor motivation to participant (e.g, what do I expect to gain and what contribution I can bring)
- 3.1.14 Provide relevant self-disclosure

Competency 3.2 Build trust through emotional support

Competency Builders:

- 3.2.1 Show interest in the student's life

- 3.2.2 Show concern for the student's well being
- 3.2.3 Respect the student and his/her ideas by being non-judgmental
- 3.2.4 Demonstrate non-biased behaviors and mannerisms
- 3.2.5 Acknowledge the student's challenges
- 3.2.6 Ask open-ended questions
- 3.2.6 Validate the student's feelings
- 3.2.7 Show openness to the student's ideas/feelings
- 3.2.8 Empathize with the student's challenges

Competency 3.3 Build rapport among student members of the group (if assigned multiple mentees)

Competency Builders:

- 3.3.1 Select topics/activities to introduce for each group meeting
- 3.3.2 Facilitate and encourage peer support
- 3.3.3 Celebrate accomplishments/special events for mentees

Unit 4 Cultivation of Growth Mindset

Competency 4.1 Promote growth mindset

Competency Builders:

- 4.1.1. Foster growth mindset of intelligence
- 4.1.2 Instill growth mindset of ability
- 4.1.3 Emphasize the learning process
- 4.1.4 Encourage persistence

- 4.1.5 Acknowledge that struggles are normal
- 4.1.6 Praise the student for efforts
- 4.1.7 Develop feelings of empowerment
- 4.1.8 Model growth mindset

Competency 4.2 Overcome learning obstacles

Competency Builders:

- 4.2.1 Analyze learning context with the student
- 4.2.2 Identify learning obstacles with the student
- 4.2.3 Explore possible strategies and resources with the student
- 4.2.4 Develop plan of action
- 4.2.5 Implement plan of action
- 4.2.6 Provide opportunities for self-reflection

Unit 5 Administrative Functions

Competency 5.1 Protect the student information

Competency Builders:

- 5.1.1 Keep the student information confidential
- 5.1.2 Secure the student contact information
- 5.1.3 Protect documents with the student information
- 5.1.4 Adhere to FERPA

Competency 5.2 Evaluate mentor-mentee relationship at various points

Competency Builders:

- 5.2.1 Reflect on interaction with the student after each meeting and document or record as determined by department/organization
- 5.2.2 Document key information after each meeting
- 5.2.3 Identify areas for improvement
- 5.2.4 Obtain student feedback
- 5.2.5 Adjust interaction with the student based on the student feedback and self-reflection

Competency 5.3 Contribute to program improvement

Competency Builders:

- 5.3.1 Contribute to qualitative assessment (e.g. pre-post surveys, interviews or focus groups)
- 5.3.2 Contribute to quantitative assessment (e.g. pre-post surveys, retention or enrollment data)
- 5.3.3 Reflect upon assessment results

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 mentors would qualify with certificates or degrees in the programs based on an ACAP.

References

ACC New Student Orientation

<http://www.austincc.edu/nexus/>

General Mentoring

<https://www.beamentor.org/coordfrms/training%20for%20mentors.pdf>

<http://www.nationalservice.gov/resources/mentoring/mentor-training-curriculum>

<http://i0.wp.com/mentoringgroup.com/wordpress/wp-content/uploads/2014/01/skills.png>
https://www.sdcity.edu/Portals/0/CMS_Editors/BonniePeters/FYE/Student%20Success%20Peer%20Mentor%20Booklet.pdf
http://www.nccommunitycolleges.edu/sites/default/files/basic-pages/student-services/mmm_training_manual.pdf

Cornell University Alumni Mentor Handbook

Group Mentoring

http://chronus.com/modern-mentoring-group-mentoring?utm_source=Newsletter&utm_medium=email&utm_term=awn1&utm_content=GroupMentoring&utm_campaign=Nurture&mkt_tok=3RkMMJWWfF9wsRoivKjMZKXonjHpfSx56uoqXa%2B%2BIMI%2F0ER3fOvrPUfGjI4FTcBqI%2BSLDwEYGJlv6SgFQ7HF Mblk07gPWhc%3D

Growth Mindset

<http://www.edutopia.org/discussion/developing-growth-mindset-teachers-and-staff>
<http://www.mindsetworks.com/webnav/whatismindset.aspx>
<http://www.mindsetworks.com/media/inthenews.aspx>
https://alumni.stanford.edu/get/page/magazine/article/?article_id=32124

<http://training.gov.au/Training/Details/CUV30411>