

Artifact H: Knowledge, Skills, and Competencies Analysis

ASSESSMENT KEY

Overall Competency Rating:

- 0= no exposure to and no experience in this competency
- 1= minimal exposure to but no experience in this competency
- 2= moderate exposure to and minimal experience in this competency
- 3= moderate experience in this competency
- 4= experience in this competency
- 5= much experience in this competency, basic master has been achieved

Specific Skill Rating:

- (+)= highly competent
- (√)= competent
- (Δ)= area of improvement/experience needed

Evidence of Learning:

- W= Work
- I= Internship
- C= Coursework
- V= Volunteer work
- O= Other

*Note: All competency descriptions are taken from the *ACPA and NASPA Professional Competency Areas for Student Affairs Practitioners* (2010)

ACPA/NASPA Competency Area	Skill	Specific Rating	Evidence of Learning	Future Improvement & Development
<p>Advising & Helping</p> <p>The Advising and Helping competency area addresses the knowledge, skills, and attitudes related to providing counseling and advising support, direction, feedback, critique, referral, and guidance to individuals and groups.</p> <p>Overall Rating: 3</p>	Exhibit active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying).	+	<p>W: Wellness and Health Promotion – I advise and help a team of 20 undergraduates and provide mentorship and supervision as they plan programs about health initiatives on campus. Use referrals skills in our health work and work within the confines of privacy although we are mandated reporters. I believe in a challenge/support model to push students to think differently about problems.</p>	<p>The main areas for improvement are meaning making conversations and crisis management and intervention skills. While I've done case studies and reading, I have not had practical experience.</p> <ul style="list-style-type: none"> Engagement with students in difficult conversations. Continual reflection on my own skills and competency Continue dialogue with mentors and colleagues about how they approach helping students. Professional development opportunities through a organization or in a future position Continue to develop personal philosophy on advising and helping.
	Establish rapport with students, groups, colleagues, and others.	+		
	Facilitate reflection to make meaning from experience.	Δ		
	Understand and use appropriate nonverbal communication.	√		
	Strategically and simultaneously pursue multiple objectives in conversations with students.	+		
	Facilitate problem-solving.	+	<p>I: Cornell Orientation – Had to build rapport with students within two weeks in order to facilitate problem solving, decision making, program planning, meaning making for the week.</p>	
	Facilitate individual decision making and goal setting.	+		
	Challenge and encourage students and colleagues effectively.	+	<p>C: Case study in foundations about crises management on Semester at Sea.</p>	
	Know and use referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibit referral skills in seeking expert assistance.	+		
	Identify when and with whom to implement appropriate crisis management and intervention responses.	Δ	<p>C: Capstone and Foundations and Theory – using reflection to identify strengths and weaknesses.</p>	
Maintain an appropriate degree of confidentiality that follows applicable legal and licensing requirements, facilitates the development of trusting relationships, and recognizes when confidentiality should be broken to protect the student or others.	+			
Recognize the strengths and limitations of one's own worldview on communication with others (e.g., how terminology could either liberate or constrain others with different gender identities, sexual orientations, abilities, cultural backgrounds).	+	<p>W, I: Actively engage in professional development to develop my skills in helping students – webinar, books, journals, dialogue, in services, etc.</p>		
Actively seek out opportunities to expand one's own knowledge and skills in helping students with specific concerns (e.g., suicidal students) and as well as interfacing with specific populations within the college student environment (e.g., student veterans).	+			

ACPA/NASPA Competency Area	Skill	Specific Rating	Evidence of Learning	Future Improvement & Development
<p><u>Assessment, Evaluation, & Research</u></p> <p>The Assessment, Evaluation, and Research competency area (AER) focuses on the ability to use, design, conduct, and critique qualitative and quantitative AER analyses; to manage organizations using AER processes and the results obtained from them; and to shape the political and ethical climate surrounding AER processes and uses on campus.</p> <p>Overall Rating:</p> <p>2</p>	Differentiate among assessment, program review, evaluation, planning, and research and the methodologies appropriate to each.	+	W: Create learning outcomes and assessment plans with out student team for every program we put on.	<ul style="list-style-type: none"> • Conduct qualitative or mixed method research methods • Research and potentially enroll in a PhD program • Incorporate assessment and evaluation into all programs for my current position and my future positions • Continue to engage in research and theory whether in conducting or in reading • Actively align institutional mission / goals to my future positions work • Work with my students on developing learning outcomes (SMART) and assessment measures for their programs
	Effectively articulate, interpret, and use results of AER reports and studies, including professional literature.	+	I: Collaborated with institutional research to create the assessment for all orientation programs. Spanned over 10 different organizations on campus.	
	Facilitate appropriate data collection for system/department-wide assessment and evaluation efforts using up-to-date technology and methods.	Δ	C: Athlete assessment (motivation of undergrads attending athletic events) project for SDAD 571. Recommended action to Student Activities.	
	Assess trustworthiness and other aspects of quality in qualitative studies and assess the transferability of these findings to current work settings.	Δ	C: Effectiveness of Alcohol Sanctions research project (MA Track), using quantitative methods and an online survey. Recommended action to Wellness and Health & Integrity Formation.	
	Assess quantitative designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability.	+	O: Had conference calls with different professionals working in institutional research: Michigan, Cornell.	
	Explain the necessity to follow institutional and divisional procedures and policies (e.g., IRB approval, informed consent) with regard to ethical assessment, evaluation, and other research activities.	+	O: Writing articles from of my research project to be published in a peer reviewed journal.	
	Explain to students and colleagues the relationship of AER processes to learning outcomes and goals.	+	W: Writing a proposal evaluating peer education programs for sexual assault prevention	
	Identify the political and educational sensitivity of raw and partially processed data and AER results, handling them with appropriate confidentiality and deference to the organizational hierarchy.	+		
	Align program and learning outcomes with organization goals and values.	Δ		

ACPA/NASPA Competency Area	Skill	Specific Rating	Evidence of Learning	Future Improvement & Development
<p>Equity, Diversity, & Inclusion</p> <p>The Equity, Diversity, and Inclusion (EDI) competency area includes the knowledge, skills, and attitudes needed to create learning environments that are enriched with diverse views and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices.</p> <p>Overall Rating:</p> <p>3</p>	Identify the contributions of similar and diverse people within and to the institutional environment.	√	O: Men and Masculinities Affinity Group facilitator.	<ul style="list-style-type: none"> • Use technology to reach underserved students • Continue in dialogue about social justice, equity, access, privilege in future position • Facilitate dialogues within affinity groups and for intergroup dialogues with my students and with the SUSDA community and in future position • Evaluate student needs in my future position and advocate for them • Keep Community Cultural Wealth as a theory that frames my professional practice • Reflect about my own social identities and how they impact my work and students • Use assessment to find out who our programs are really serving
	Integrate cultural knowledge with specific and relevant diverse issues on campus.	+	O: Participate in community storytelling and caucusing	
	Assess and address one's own awareness of EDI, and articulate one's own differences and similarities with others.	+	C: Theory Workshop: Using Community Cultural Wealth to form an asset-based approach for working with students of color.	
	Demonstrate personal skills associated with EDI by participating in activities that challenge one's beliefs.			
	Facilitate dialogue effectively among disparate audiences.	+	C: Identity theories, critically analyzing theory for limitation across identities.	
	Interact with diverse individuals and implement programs, services, and activities that reflect an understanding and appreciation of cultural and human differences.	+	C: Social Justice: This I Believe reflection and paper.	
	Recognize the intersectionality of diverse identities possessed by an individual.	+		
	Recognize social systems and their influence on people of diverse backgrounds.	+	W: Programs that focus on marginalized populations (resource allocation) Ex HIV Awareness Week	
	Articulate a foundational understanding of social justice and the role of higher education, the institution, the department, the unit, and the individual in furthering its goals.	√	W: Diversity and identity trainings with HAWC student team	
	Use appropriate technology to aid in identifying individuals with diverse backgrounds as well as assessing progress towards successful integration of these individuals into the campus environment.	Δ	I: Worked with transfer students to develop orientation programs specific to that populations needs.	
	Design culturally relevant and inclusive programs, services, policies, and practices.	+	I: Created the Transfer Students of Color Brunch	
	Demonstrate fair treatment to all individuals and change aspects of the environment that do not promote fair treatment.	+	I: Create and facilitated diversity and identity training for orientation leaders.	
Analyze the interconnectedness of societies worldwide and how these global perspectives impact institutional learning.	Δ	O:MAGIS-interfaith dialogue article		

ACPA/NASPA Competency Area	Skill	Specific Rating	Evidence of Learning	Future Improvement & Development
<p>Ethical Professional Practice</p> <p>The Ethical Professional Practice competency area pertains to the knowledge, skills, and attitudes needed to understand and apply ethical standards to one's work. While ethics is an integral component of all the competency areas, this competency area focuses specifically on the integration of ethics into all aspects of self and professional practice.</p> <p>Overall Rating: 2</p>	Articulate one's personal code of ethics for student affairs practice, which reflects the ethical statements of professional student affairs associations and their foundational ethical principles.	+	I: Ethical Interview paper – first looked at the NODA/NASPA ethic code and reflect how I would have handled that situation	<ul style="list-style-type: none"> • Take the time to write out a personal code of ethics in consultation with professional organization ethical codes. • Consult with folks within the organization to form and clarify ethical standards • Engage in professional development aimed at helping students through an ethical dilemma • Stay up to date with moral development models and theories • Advocate for students and student needs even if it differs from the institution. • Use professional network to discuss ethical situations that come up in a future position
	Describe the ethical statements and their foundational principles of any professional associations directly relevant to one's working context.	Δ	W: Boundaries between students and staff. A lot of us are in interesting position being fairly young in the field. Making the conscious choice to set that boundary.	
	Explain how one's behavior embodies the ethical statements of the profession, particularly in relationships with students and colleagues, in the use of technology and sustainable practices, in professional settings and meetings, in global relationships, and while participating in job search processes.	+	C: MA research – some of the results pointed to the moral decision making of students, knowingly breaking policy. A few recommendations came out of that data.	
	Identify ethical issues in the course of one's job.	+	V: Handle a lot of sensitive information, sometimes very private in a volunteer setting.	
	Utilize institutional and professional resources to assist with ethical issues (e.g., consultation with more experienced supervisors and/or colleagues, consultation with an association's Ethics Committee).	Δ	O: Reflect fairly often on how my own values and identities form my personal integrity.	
	Assist students in ethical decision making and make referrals to more experienced professionals when appropriate.	Δ		
	Demonstrate an understanding of the role of beliefs and values in personal integrity and professional ethical practices.	+		
	Appropriately address institutional actions that are not consistent with ethical standards.	Δ		
	Demonstrate an ethical commitment to just and sustainable practices.	+		

ACPA/NASPA Competency Area	Skill	Specific Rating	Evidence of Learning	Future Improvement & Development
<p><u>History, Philosophy, & Values</u></p> <p>The History, Philosophy, and Values competency area involves knowledge, skills, and attitudes that connect the history, philosophy, and values of the profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research and practice will grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of our history, philosophy, and values.</p> <p>Overall Rating: 4</p>	Describe the foundational philosophies, disciplines, and values on which the profession is built.	√	C: Foundations – the history of student affairs and what values it was found on.	<ul style="list-style-type: none"> • Use historical documents grounding the profession AND critically question the documents with the changing demographic • Adapt year after year to the ever changing student needs, implement evaluations and assessments • Stay in dialogue about the role of student development in higher education and the need for co-curricular learning – utilize networks in orgs to have conversations • Work collaboratively with faculty to provide seamless learning – in a future position, reach out right away to make connections and foster those relationships • Explore values and histories of particular institutions and how student development fits in
	Articulate the historical contexts of institutional types and functional areas within higher education and student affairs.	+	C: Theory/Adult Learning – ‘classic’ theories that inform student development theories	
	Describe the various philosophies that define the profession.	+	C: Social Justice – focused on historical inclusion/exclusion of groups in education	
	Demonstrate responsible campus citizenship.	+		
	Demonstrate empathy and compassion for student needs.	+		
	Describe the roles of both faculty and student affairs educators in the academy.	+	I: Worked closely with faculty to set up programs to support diverse students.	
	Explain the importance of service to the academy and to student affairs professional associations.	√		
	Articulate the principles of professional practice.	+	W: Serving the students first – Create programs to meet students where they are at in the health conversation and providing any resources. Ex harm reduction: we are not saying “stop this behavior” rather how can we get folks to a safer choice.	
	Articulate the history of the inclusion and exclusion of people with a variety of identities in higher education.			
	Explain the role and responsibilities of the student affairs professional associations.	+		
	Explain the purpose and use of publications that incorporate the philosophy and values of the profession.	+	C: Capstone – formed professional identity based on service	
	Explain the public role and societal benefits of student affairs and of higher education generally.	√		
	Articulate an understanding of the ongoing nature of history and one's role in shaping it.	+		
	Model the principles of the profession and communicate the expectation of the same from colleagues and supervisees.	+		
Explain how the values of the profession contribute to sustainable practices.	+			

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<p>Human & Organizational Resources</p> <p>The Human and Organizational Resources competency area includes knowledge, skills, and attitudes used in the selection, supervision, motivation, and formal evaluation of staff; conflict resolution; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology use, crisis management, risk management, and sustainable resources.</p> <p>Overall Rating:</p> <p>3</p>	Describe appropriate hiring techniques and institutional hiring policies, procedures, and processes.	Δ	W: Recruited, interviewed, and selected student team (HAWC)	<ul style="list-style-type: none"> • Serve on a hiring committee in a future position • Create a professional development action plan with my future supervisor and mentor • Future job responsibility of managing a budget • Consult risk management about their function on campus • Continue to refine supervision, one on one, small group, and communication skills – professional development through reading, networks, and professional orgs • Consult with campus mentors about crisis response and continue to stay prepared for an incident – engage in case studies and webinars
	Demonstrate familiarity in basic tenets of supervision and possible application of these supervision techniques.	+	C: Capstone/Portfolio – Created a 5 year action plan	
	Explain how job descriptions are designed and support overall staffing patterns in one’s work setting.	+	C/W: Created a professional development plan	
	Design a professional development plan in one’s current professional position that assesses one’s strengths and weaknesses in one’s current position, and establishes action items for fostering an appropriate level of growth.	√	W: Create agendas and run meetings every week for HAWC	
	Explain the application of introductory motivational techniques with students, staff, and others.	+	W/I: Did workshop/training on motivation interviewing. Gave basic techniques and a space to practice.	
	Describe the basic premises that underlie conflict in organizational and student life and the constructs utilized for facilitating conflict resolution in these settings.	+	C: Foundations/ACC: Looked at higher ed orgs and discussed the strengths and weaknesses with each structure.	
	Effectively and appropriately use facilities management procedures as related to operating a facility or program in a facility.	+	W/I: Work in one on one or small groups the majority of the time I work with students.	
	Articulate basic accounting techniques for budgeting, monitoring, and processing expenditures.	+	W: Facilitated conflict resolution between two students last year that had to do with differing working styles and a lack of communication.	
	Demonstrate effective stewardship and use of resources (i.e., financial, human, material)	+	W: Worked closely with CES to set up one of our signature events	
	Use technological resources with respect to maximizing the efficiency and effectiveness of one’s work.	+	I: Sat in on meetings with facilities and risk management for all major events during orientation	
	Describe environmentally sensitive issues and explain how one’s work can incorporate elements of sustainability.	Δ		
	Develop and disseminate agendas for meetings.	+		
	Communicate with others using effective verbal and nonverbal strategies appropriate to the situation in both one-on-one and small group settings.	+		
	Recognize how networks in organizations play a role in how work gets done.	+		
	Understand the role alliances play in the completion of goals and work assignments.	+		
Describe campus protocols for responding to significant incidents and campus crises.	+			
Explain the basic tenets of personal or organizational risk and liability as they relate to one’s work.	Δ			

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<p><u>Law, Policy, & Governance</u></p> <p>The Law, Policy, and Governance competency area includes the knowledge, skills, and attitudes relating to policy development processes used in various contexts, the application of legal constructs, and the understanding of governance structures and their impact on one's professional practice.</p> <p>Overall Rating: 1</p>	Explain the differences between public and private higher education with respect to the legal system and what they may mean for students, faculty, and staff at both types of institutions.	+	W: Involved with conversations with students about the Tobacco Free Initiative	<p>First and foremost I have yet to take any governance or law class in the SDA program. I will use those as a foundation for this competency.</p> <ul style="list-style-type: none"> Stay involved with policy changes on campus, especially those affecting wellness and health (RedHawk Cares, Tobacco Free) Read and talk to colleagues about current issues impacting higher education In different regions, explore the public and community college systems and how they work within the local government In a future position, serve on cross departmental committees focused on policy and governance
	Describe the evolving legal theories that define the student–institution relationship and how they affect professional practice.	Δ	W: In conversations with students about the interpretation of Redhawks Care policy	
	Describe how national constitutions and laws influence the rights that students, faculty, and staff have on public and private college campuses.	+	W: In accordance of Title IX working with my supervisor to create sexual assault workshops for athletes and other programming	
	Explain the concepts of risk management and liability reduction strategies.	Δ	C: MA Research – examined the alcohol policy at SU	
	Explain when to consult with one's immediate supervisor and campus legal counsel about those matters that may have legal ramifications.	+	O: Take it upon myself to stay up to date what is happening in our country, especially issues that affect higher ed.	
	Act in accordance with federal and state/province laws and institutional policies regarding nondiscrimination.	+	O: Spoke with professionals who work on grants for CCs.	
	Describe how policy is developed in one's department and institution, as well as the local, state/province, and federal levels of government.	Δ		
	Identify the major policy makers who influence one's professional practice at the institutional, local, state/province, and federal levels of government.	Δ		
	Identify the internal and external special interest groups that influence policy makers at the department, institutional, local, state/province, and federal levels.	Δ		
	Describe the public debates surrounding the major policy issues in higher education, including access, affordability, accountability, and quality.	+		
	Describe the governance systems at one's institution, including the governance structures for faculty, staff, and students.	Δ		
	Describe the system used to govern or coordinate one's state/province system of higher education, including community college, for-profit, and private higher education.	Δ		
Describe the federal and state/province role in higher education.	Δ			

ACPA/NASPA Competency Area	Skill	Specific Rating	Evidence of Learning	Future Improvement & Development
<p>Leadership</p> <p>The Leadership competency area addresses the knowledge, skills, and attitudes required of a leader, whether it be a positional leader or a member of the staff, in both an individual capacity and within a process of how individuals work together effectively to envision, plan, effect change in organizations, and respond to internal and external constituencies and issues.</p> <p>Overall Rating: 4</p>	Describe how one's personal values, beliefs, histories, and perspectives inform one's view of oneself as an effective leader.	√	W: Bring up critical issues staff needs to talk about in weekly meetings. Explain my decision process when it differs from my colleagues	<ul style="list-style-type: none"> Stay involved with process alignment to prevent redundancy (current and future positions) Intentionally collaborate and partnership on campus wide programs Reflect and adapt my leadership style to different student's needs – utilize theories (Yosso, 2005; CCW Strengths) Incorporate team building and community building activities into my team meetings/training Dialogue with students and colleagues to understand campus climate and campus issues (assessment) Continued professional development through leadership conferences; sessions, research, and network
	Identify one's strengths and weaknesses as a leader and seek opportunities to develop one's leadership skills.	+		
	Identify various constructs of leadership and leadership styles that include but are not limited to symbolic, expert, relational, and inspirational.	+		
	Identify basic fundamentals of teamwork and teambuilding in one's work setting and communities of practice.	√	W: Engage in team and community building with my student team	
	Describe and apply the basic principles of community building.	+		
	Use technology to support the leadership process (e.g., seeking feedback, sharing decisions, posting data that support decisions, using group-support website tools).	+	I: Took the time to understand the institutional culture from students, staff and faculty	
	Understand campus cultures (e.g., academic cultures, student cultures) and collaborative relationships, applying that understanding to one's work.	+	I: Built community for transfer students during orientation	
	Articulate the vision and mission of the primary work unit, the division, and the institution.	+	I: Consulted with many different stakeholders when creating a program to support transfer students of color	
	Explain the values and processes that lead to organizational improvement.	Δ		
	Identify institutional traditions, mores, and organizational structures (e.g., hierarchy, networks, governing groups, nature of power, policies, goals, agendas and resource allocation processes) and how they influence others to act in the organization.	+	W: Use student voice, google forms, facebook, etc. to collect input and feedback from student team	
	Explain the advantages and disadvantages of different types of decision-making processes (e.g., consensus, majority vote, and decision by authority).	+		
	Think critically and creatively, and imagine possibilities for solutions that do not currently exist or are not apparent.	+	W: Use strengths quest and the leadership compass to better understand our team dynamic	
	Identify and then effectively consult with key stakeholders and those with diverse perspectives to make informed decisions.	Δ		
	Explain the impact of decisions on diverse groups of people, other units, and sustainable practices.	+	C: MBA 510 – how my leadership style shows up outside of student development	
	Articulate the logic used in making decisions to all interested parties.	+		
Exhibit informed confidence in the capacity of ordinary people to pull together and take practical action to transform their communities and world.	+	O: Reflect on my own strengths and areas of growth		
Identify and introduce conversations on potential issues and developing trends into appropriate venues such as staff meetings.	+			

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<p><u>Personal Foundations</u></p> <p>The Personal Foundations competency area involves the knowledge, skills, and attitudes to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self-directed and self-reflective; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one's own areas of strength and growth; have a passion for work; and remain curious.</p> <p>Overall Rating: 3</p>	Identify key elements of one's set of personal beliefs and commitments (e.g., values, morals, goals, desires, self-definitions), as well as the source of each (e.g., self, peers, family, or one or more larger communities).	+	W: Use the wellness wheel in all of our work to ensure balanced programming	<ul style="list-style-type: none"> • Reflect on personal philosophy of student development with a mentor • Work with supervisor to clarify primary work responsibility • Continue to reflect on my own identities and experiences and how they impact my work. • Keep up a professional development plan with mentors and supervisor • Practice what I preach to my students. Keep health and balanced habits in my professional and personal life. Set boundaries in my future positions, work life versus personal life
	Identify one's primary work responsibilities and, with appropriate ongoing feedback, craft a realistic, summative self-appraisal of one's strengths and limitations.	+	W: We preach self-care and I understand the importance of my own wellness in my work	
	Describe the importance of one's professional and personal life to self, and recognize the intersection of each.	+	O: Reflect in consultation with mentors, colleagues, peers about my own personal commitment to student development	
	Articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity as it impacts one's work with others; and take responsibility to develop personal cultural skills by participating in activities that challenge one's beliefs.	+	O: Men and Masculinities – causes me to reflect on the identities I bring into a space and how it impacts my work.	
	Recognize and articulate healthy habits for better living.	+	O: Continuously seek out new and exciting research/best practices in and outside of the field	
	Articulate an understanding that wellness is a broad concept comprised of emotional, physical, social, environmental, relational, spiritual, and intellectual elements.	√	C: Capstone – 5 year action plan (goals in the field)	
	Identify and describe personal and professional responsibilities inherent to excellence.	+	I: Met weekly with supervisor to identify strengths, areas for growth, and goals for the week/summer. Outside of the meetings, I was very autonomous in my work and took the path I thought was best.	
	Articulate meaningful goals for one's work.	+		
	Identify positive and negative impacts on psychological wellness and, as appropriate, seek assistance from available resources.	+		
	Recognize the importance of reflection in personal and professional development.	√		

ACPA/NASPA Competency Area	Skill	Specific Rating	Evidence of Learning	Future Improvement & Development
<p>Student Learning & Development</p> <p>The Student Learning and Development competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice.</p> <p>Overall Rating: 4</p>	Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development.	√	C: Theory – papers, matrices – I can now articulate different theories and types and limitations. I have also adopted various theories that I use to ground my practice.	<ul style="list-style-type: none"> Stay up to date on new theories and frameworks (Journals and conf. sessions) Continue to critically analyze theories for limitations (use an adaptation of a theory matrix) Understand which theories resonate with me and which ones I use to ground my practice. Continue to assess programs and learning outcomes that are based on theories Talk with mentors, colleagues, etc about taking theory to practice. This is the hardest competency within this theme but the most important. Try new theories in my future position and see which ones resonate the most with me.
	Articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years.	+	C: Theory – Reflect on my own development in terms of theory	
	Identify and define types of theories (e.g., learning, psychosocial and identity development, cognitive-structural, typological, and environmental).	√	C: Theory – CCW and Kolb to ground our workshop. Assessed the effectiveness of the workshop.	
	Identify the limitations in applying existing theories and models to varying student demographic groups.	√	W: Use stages of change model to frame our education.	
	Articulate one’s own developmental journey and identify one’s own informal theories of student development and learning (also called “theories-in-use”) and how they can be informed by formal theories to enhance work with students.	+	I: Used Mattering theories when creating students of color brunch – creating communities of support C: Capstone – I intentionally weave theory into my assignments, especially those for portfolio	
	Generate ways in which various learning theories and models can inform training and teaching practice.	Δ		
	Identify and construct learning outcomes for both daily practice as well as teaching and training activities.	+		
	Assess teaching, learning, and training and incorporate the results into practice.	+		