**Professional Competency Assessment**

**West Chester University Division of Student Affairs**

*Created January 2020*

*The following is designed to quickly identify some areas for professional growth and development, using the 10 ACPA/NASPA professional competencies, which describe essential knowledge, skills, and dispositions expected of all student affairs educators, regardless of functional area or specialization within the field.*

* *Please review the professional competencies described on the left.*
* *Check one competency level for each professional competency.*
* *Use these results to create an Individual Professional Development Plan, using the corresponding form, in conjunction with your supervisor.*

*For additional details about each professional competency and opportunities and resources for professional development, DOSA members should review the Student Affairs Professional Development website.*

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| **Competency Overview** | **Competency Levels** | **Check One** |
| **Personal & Ethical Foundations:**  Involves the knowledge, skills, and dispositions to develop and maintain integrity in one’s life and work. | **Foundational:** I can articulate my personal code of ethics for my practice, informed by ethical statements of my corresponding professional associations. |  |
| **Intermediate:** I can explain how my professional practice aligns with both my personal code of ethics and ethical statements of my professional associations. |  |
| **Advanced:** I engage in effective consultation and provide advice regarding ethical issues with colleagues and students. |  |
| **Values, Philosophy, & History:**  Involves knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one’s current practice. | **Foundational:** I can describe the various research, philosophies, and scholars that define the profession. |  |
| **Intermediate:** I engage in service to the profession and to professional associations. |  |
| **Advanced:** I contribute to the research, scholarship, and expansion of knowledge within the profession. |  |
| **Assessment, Evaluation, & Research:**  Focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education. | **Foundational:** I can differentiate between assessment, program review, evaluation, planning and research. |  |
| **Intermediate:** I can design ongoing and periodic data collection efforts such that they are sustainable, rigorous, and unobtrusive |  |
| **Advanced:** I lead and teach others assessment, program review, evaluation, planning, and research. |  |
| **Competency Overview** | **Competency Levels** | **Check One** |
| **Law, Policy, & Governance:**  Focuses on knowledge, skills, and dispositions 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 | **Foundational:** I can explain the difference between public, private, and for-profit education with respect to the legal system. |  |
| **Intermediate:** I can identify and explain emerging law and policy trends. |  |
| **Advanced:** I can develop policies and practices consistent with laws related to my area of practice. |  |
| **Organizational and Human Resources:**  Includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. | **Foundational:** I demonstrate effective stewardship/use of resources (i.e., financial, human, material). |  |
| **Intermediate:** I effectively develop and manage human resources, facilities, policies, procedures, processes, and materials. |  |
| **Advanced:** I assess resources (e.g. people, space, financial, materials) related to institutional or divisional long-range planning and budget processes. |  |
| **Leadership:**  Addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. | **Foundational:** I can identify my strengths and challenges as a leader and seek opportunities to develop my leadership skills. |  |
| **Intermediate:** I give appropriate feedback to colleagues and students on skills they may seek to become more effective leaders. |  |
| **Advanced:** I establish systems to provide opportunities for staff to engage in leadership development such as committees, task forces, internships, and cross-functional teams. |  |
| **Social Justice & Inclusion:**  A process and a goal that includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups and seeks to address issues of oppression, privilege, and power. | **Foundational:** I can articulate my identities and intersectionality; I can identify my own prejudices and biases. |  |
| **Intermediate:** I design programs and events that are inclusive, promote social consciousness and challenge current institutional, national, global, and sociopolitical systems of oppression. |  |
| **Advanced:** I ensure institutional policies, practices, facilities, structures, systems, and technologies respect and represent the needs of all people. |  |
| **Student Learning & Development:**  Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice. | **Foundational:** I can articulate theories and models that describe the development of college students. |  |
| **Intermediate:** I design programs and services to promote student learning and development that are based on current research on student learning and development theories. |  |
| **Advanced:** I utilize theory to inform divisional and institutional policy and practice. |  |
| **Competency Overview** | **Competency Levels** | **Check One** |
| **Technology:**  Focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. | **Foundational:** I am aware of my digital identity and engage students in learning activities related to responsible digital communications and virtual community engagements. |  |
| **Intermediate:** I proactively cultivate a digital presence that models appropriate online behavior. |  |
| **Advanced:** I provide leadership and training to colleagues and students for the cultivation of an authentic and appropriate digital identity, presence, and reputation. |  |
| **Advising & Supporting:** Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. | **Foundational:** I establish rapport with students, groups, colleagues, and others that acknowledges differences in lived experiences. |  |
| **Intermediate:** I manage interpersonal conflict between/among individuals and groups. |  |
| **Advanced:** I coordinate and lead response processes as they relate to crisis interventions. |  |