

## ACPA Professional Competencies

### Longwood University Student Affairs Individual Self-Assessment: Student Learning and Development

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. *On the left*, please rate your skill, ability, and knowledge regarding the outcomes. *On the right*, please indicate how important each outcome is to your current work.

Inadequate	Adequate	Good	Excellent		Not Important	Somewhat Important	Very Important	Essential
1	2	3	4	Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development.	1	2	3	4
1	2	3	4	Articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, disability, and religious belief can influence development during the college years.	1	2	3	4
1	2	3	4	Identify and define types of theories (e.g., learning, psychosocial and identity development, cognitive-structural, typological, and environmental).	1	2	3	4
1	2	3	4	Identify the limitations in applying existing theories and models to varying student demographic groups.	1	2	3	4
1	2	3	4	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.	1	2	3	4
1	2	3	4	Generate ways in which various learning theories and models can inform training and teaching practice.	1	2	3	4
1	2	3	4	Identify and construct learning outcomes for both daily practice as well as teaching and training activities.	1	2	3	4
1	2	3	4	Assess teaching, learning, and training and incorporate the results into practice.	1	2	3	4
1	2	3	4	Design programs and services to promote student learning and development that are based on current research on student learning and development theories.	1	2	3	4
1	2	3	4	Utilize theory-to-practice models to inform individual or unit practice.	1	2	3	4
1	2	3	4	Justify using learning theory to create learning opportunities.	1	2	3	4
1	2	3	4	Identify and take advantage of opportunities for curriculum and program development and construct, where appropriate, in order to encourage continual learning and developmental growth.	1	2	3	4
1	2	3	4	Construct effective lesson plans and syllabi.	1	2	3	4
1	2	3	4	Create and assess learning outcomes to evaluate progress toward fulfilling the mission of the department, the division, and the institution.	1	2	3	4

1	2	3	4	Teach, train, and practice in such a way that utilizes the assessment of learning outcomes to inform future practice.	1	2	3	4
1	2	3	4	Utilize theory to inform divisional and institutional policy and practice.	1	2	3	4
1	2	3	4	Explain theory to diverse audiences (e.g., colleagues, faculty, students, parents, policy-makers) and use it effectively to enhance understanding of the work of student affairs.	1	2	3	4
1	2	3	4	Analyze and critique prevailing theory.	1	2	3	4
1	2	3	4	Contribute to development of theories.	1	2	3	4
1	2	3	4	Identify staff members' level of competency regarding the ability to apply learning and development theory to practice, and create professional development opportunities utilizing various learning concepts.	1	2	3	4
1	2	3	4	Evaluate and assess the effectiveness of learning and teaching opportunities at the division level and communicate its effectiveness to the larger campus community as well as explain opportunities for collaboration and integrated learning opportunities.	1	2	3	4
1	2	3	4	Build and support inclusive and welcoming campus communities that promote deep learning and foster student success.	1	2	3	4
1	2	3	4	Communicate the learning orientation of student affairs to the campus community.	1	2	3	4
				«««Calculate Sub-Totals for each column»»»				

Total for all columns on left \_\_\_\_ ÷ 23 = \_\_\_\_ (Average for Skill, Ability & Knowledge)

Total for all columns on right \_\_\_\_ ÷ 23 = \_\_\_\_ (Average for Importance)

**Competencies considered to be areas of strength:**

**Competencies most needing improvement:**

**Plan for Improvement:**

\*The language for each outcome was taken from the 2010 ACPA/NASPA Professional Competencies Areas for Student Affairs Practitioners and the Individual Self-Assessments were adapted for use by the Student Affairs Division at Longwood University in 2010.