Student Affairs in Higher Education
Site Supervisor's Intern Evaluation

Intern's Name_____

Internship Functional Area_____ College/University_____

The American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Joint Task Force on Professional Competencies and Standards have developed a set of professional competencies that define the broad professional knowledge, skills, and attitudes expected of student affairs professionals regardless of their area of specialization or positional role within the field. These competencies which have been endorsed by the governing bodies of ACPA, NASPA, and the Council for the Advancement of Standards in Higher Education (CAS), include the following: advising and helping; assessment, evaluation, and research; equity, diversity, and inclusion; ethical professional practice; history, philosophy, and values; human and organizational resources; law, policy, and governance; leadership; personal foundations; student learning and development.

For each competency area there is a list of **Basic Level** knowledge, skills, or attitudes. Please indicate after each knowledge, skill, or attitude, the intern's level of competence as follows: (H) High Competence; (M) Moderate Competence; (L) Low Competence; (N) No Competence; (NO) Not Observed.

Advising and Helping
Description:
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.
Basic:
One should be able to

- exhibit active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying)_____

- establish rapport with students, groups, colleagues, and others_____

- facilitate reflection to make meaning from experience_____

- understand and use appropriate nonverbal communication_____

- strategically and simultaneously pursue multiple objectives in conversations with students_____

- facilitate problem-solving_____

- facilitate individual decision making and goal setting_____

- challenge and encourage students and colleagues effectively_____

- 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_____

- 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)_____

- 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)_____

Assessment, Evaluation, and Research

Description:

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

Basic:

One should be able to

- differentiate among assessment, program review, evaluation, planning, and research and the methodologies appropriate to each_____

- effectively articulate, interpret, and use results of assessment, evaluation, and research reports and studies, including professional literature_____

- facilitate appropriate data collection for system/department-wide assessment and evaluation efforts using up-to-date technology and methods_____

- assess trustworthiness and other aspects of quality in qualitative studies and assess the transferability of these findings to current work settings_____

- assess quantitative designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability_____

- 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_____

- explain to students and colleagues the relationship of AER processes to learning outcomes and goals_____

- 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 organizational goals and values_____

Equity, Diversity, and Inclusion
Description:
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.
Basic:
One should be able to

- identify the contributions of similar and diverse people within and to the institutional environment_____

- integrate cultural knowledge with specific and relevant diverse issues on campus_____

- assess and address one's own awareness of EDI, and articulate one's own differences and similarities with others_____

- demonstrate personal skills associated with EDI by participating in activities that challenge one's beliefs_____

- facilitate dialogue effectively among disparate audiences_____

- interact with diverse individuals and implement programs, services, and activities that reflect an understanding and appreciation of cultural and human differences_____

- recognize the intersectionality of diverse identities possessed by an individual_____

- recognize the social systems and their influence on people of diverse backgrounds_____

- 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_____

- 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_____

- design culturally relevant and inclusive programs, services, policies, and practices_____

- demonstrate fair treatment to all individuals and change aspects of the environment that do not promote fair treatment_____

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- analyze the interconnectedness of societies worldwide and how these global perspectives affect institutional learning_____

Ethical Professional Practice
Description:
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.
Basic:
One should be able to

- 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_____

- describe the ethical statements and their foundational principles of any professional associations directly relevant to one's working context_____

- 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_____

- identify ethical issues in the course of one's job_____

- 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)_____

- assist students in ethical decision making and make referrals to more experienced professionals when appropriate_____

- 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_____

- demonstrate an ethical commitment to just and sustainable practices_____

History, Philosophy, and Values
Description:
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.

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Basic:
One should be able to

- describe the foundational philosophies, disciplines, and values on which the profession is built_____

- articulate the historical contexts of institutional types and functional areas within higher education and student affairs_____

- describe the various philosophies that define the profession_____

- demonstrate responsible campus citizenship_____

- demonstrate empathy and compassion for student needs_____

- describe the roles of both faculty and student affairs educators in the academy_____

- explain the importance of service to the academy and to student affairs professional associations_____

- articulate the principles of professional practice_____

- 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_____

- 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 expectations of the same from colleagues and supervisees_____

- explain how the values of the profession contribute to sustainable practices_____

Human and Organizational Resources
Description:
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.
Basic:

One should be able to

- describe appropriate hiring techniques and institutional hiring policies, procedures, and processes_____

- demonstrate familiarity in basic tenets of supervision and possible application of these supervision techniques_____

- explain how job descriptions are designed and support overall staffing patterns in one's work setting_____

- 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_____

- explain the application of introductory motivational techniques with students, staff, and others_____

- describe the basic premises that underlie conflict in organizational and student life and the constructs utilized for facilitating conflict resolution in these settings_____

- effectively and appropriately use facilities management procedures as related to operating a facility or program in a facility_____

- articulate basic accounting techniques for budgeting, monitoring, and processing expenditures_____

- demonstrate effective stewardship and use of resources (i.e., financial, human, material)_____

- use technological resources with respect to maximizing the efficiency and effectiveness of one's work_____

- describe environmentally sensitive issues and explain how one's work can incorporate elements of sustainability_____

- 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_____

Law, Policy, and Governance

Description:

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 effect on one's professional practice.

Basic:

One should be able to

- 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_____

- describe the evolving legal theories that define the student-institution relationship and how they affect professional practice_____

- describe how national constitutions and laws influence the rights that students, faculty, and staff have on public and private college campuses_____

- explain the concepts of risk management and liability reduction strategies_____

- explain when to consult with one's immediate supervisor and campus legal counsel about those matters that may have legal ramifications_____

- act in accordance with federal and state/province laws and institutional policies regarding nondiscrimination_____

- describe how policy is developed in one's department and institution, as well as the local, state/province, and federal levels of government____

- identify the major policy makers who influence one's professional practice at the institutional, local, state/province, and federal levels of government_____

- identify the internal and external special interest groups that influence policy makers at the department, institutional, local, state/province, and federal levels_____

- 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_____

- 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_____

- describe the federal and state/province role in higher education_____

DEPARTMENT OF COUNSELING & STUDENT AFFAIRS
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Leadership

Description:

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.

Basic:

One should be able to

- describe how one's personal values, beliefs, histories, and perspectives inform one's view of oneself as an effective leader_____

- 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_____

- describe and apply the basic principles of community building_____

- use technology to support the leadership process (e.g., seeking input or feedback, sharing decisions, posting data that support decisions, using group-support website tools)_____

- understand campus cultures (e.g., academic cultures, student cultures) and collaborative relationships, applying that understanding to one's work_____

- articulate the vision and mission of the primary work unit, the division, and the institution_____

- explain the values and processes that lead to organizational improvement_____

- 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_____

- 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_____

- identify and then effectively consult with key stakeholders and those with diverse perspectives to make informed decisions_____

- explain the effect of decisions on diverse groups of people, other units, and sustainable practices_____

- 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_____

- identify and introduce conversations on potential issues and developing trends into appropriate venues such as staff meetings_____

Personal Foundations
Description:
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.
Basic:
One should be able to
- 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)_____

- identify one's primary work responsibilities and, with appropriate ongoing feedback, craft a realistic, summative self-appraisal of one's strengths and limitations_____

- describe the importance of one's professional and personal life to self, and recognize the intersection of each_____

- articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity as it affects one's work with others; and take responsibility to develop personal cultural skills by participating in activities that challenge one's beliefs_____

- recognize and articulate healthy habits for better living_____

- articulate an understanding that wellness is a broad concept comprised of emotional, physical, social, environmental, relational, spiritual, and intellectual elements_____

- identify and describe personal and professional responsibilities inherent to excellence_____

- articulate meaningful goals for one's work_____

- identify positive and negative effects on psychological wellness and, as appropriate, seek assistance from available resources_____

- recognize the importance of reflection in personal and professional development_____

Student Learning and Development
Description:
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.
Basic:
One should be able to

- articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development_____

- 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_____

- identify and define types of theories (e.g., learning, psychosocial and identity development, cognitive-structural, typological, and environmental)_____

- identify the limitations in applying existing theories and models to varying student demographic groups_____

- 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_____

- generate ways in which various learning theories and models can inform training and teaching practice_____

- 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_____

Final Ratings

1. How would you rate the intern's overall performance?_____
   Comments

2. How do you rate the student's potential for success as a student affairs practitioner?_____
   Comments

Site Supervisor's Signature_____ Date_____

Intern's Signature_____ Date_____