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Competencies for the Community College Advisor: A Crucial Job in the Student Success Mission

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COMPETENCIES FOR THE COMMUNITY COLLEGE ADVISOR:
A CRUCIAL JOB IN THE STUDENT SUCCESS MISSION

By

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A dissertation submitted in partial fulfillment
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Abstract

Community college advisors perform a crucial job in the student success mission. This study examined the competencies that community college advisors need to be successful in their jobs. The survey of community college advisors included a possible 942 respondents; 371 participated for a response rate of 39%. Respondents rated the 48 job competencies for their priority and frequency of use.

Using an expert panel, survey research, and exploratory factor analysis as the method of analysis, this study establishes a job competency model that community college advisors and leaders can utilize in recruitment and selection, job performance and evaluation, and professional development. The community college advisor competency model is a three-factor solution that summarizes and groups competencies into interpretable clusters. The competencies clusters for priority and frequency are:

1. student centered;
2. advisor centered;
3. institution centered.

These distinct categories of competencies, when applied to complete advising duties, are likely to lead to achieving crucial outcomes, such as successful student completions.

The three-factor solutions for priority and frequency were compared with the three competencies clusters as suggested by Boyatzis (2011)—cognitive intelligence, emotional intelligence, social intelligence. Each competency was found to require a blend of emotional, social, and cognitive intelligences. However, the student, advisor, and institution centered factors can be compared to social, emotional, and cognitive intelligences, respectively.

In addition to a job competency model, this research offers highest rated priority and frequency of use competencies to consider in recruitment and selection and professional development. A job competency matrix is also provided for analyzing and improving advising practices in community colleges. All findings of this research are aimed at enhancing recruitment and professional development for the community college advisor.

Acknowledgements/Dedication

It takes an enormous amount of grit to complete a dissertation, but it also requires a dedicated support system. I wish to thank the people who supported me through the dissertation process. Completion of this work is extremely meaningful to me.

My husband, Terry Keller, provided me with support in achieving many goals. Terry has cheered me on when I required encouragement, provided care for our children and taken on many responsibilities so I could complete this work. My husband and I adopted Joseph and Emma Rae my first semester in the Higher Education program. Emma Rae and Joseph have supported their mom in so many ways. They make me want to achieve all of my goals and demonstrate persistence and the value of education. My children and husband make me want to be a better person. They also let me work when they would really like some of my time. I also want to thank my sisters who have encouraged me and influenced me in a variety of ways. They believe in me, and that means the world to me. I must also thank my mom for instilling a tremendous work ethic in me. I could not have done this without those lessons. Also, thank you to my friends who have been supportive and understanding when I declined invitations for BBQ's, birthday parties, movies, and more. I love my family and friends, and I appreciate them from much.

I recall the first time I mentioned the possibility that I could write a dissertation or earn a Ph.D. I was meeting with Dr. McAllister, one of my mentors in the Lee Business School at University of Nevada, Las Vegas (UNLV). I will always be grateful for Dr. McAllister's and all of my professors' encouragements during my educational experiences. There are too many to mention, but many influenced me in profound ways throughout my higher education experience.

Many thanks to all of my professors throughout the years who led me to this point of dissertation completion.

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I am especially thankful for the guidance and mentorship received from Dr. Mario Martinez. Dr. Martinez was my dissertation chair and advisor, an excellent teacher and professional. I met Dr. Martinez when he was delivering an informational session on the Higher Education program at my place of work. My peers and colleagues suggested that he was a very rigorous professor, which I equated as someone that would challenge me and push me to learn. He lived up to that and more. Without Dr. Martinez's support, teaching, editing, and patience, I would not have completed this very important goal. He provided honest feedback that made me a better individual, writer, researcher, and professional. Dr. Martinez has given me a great deal of time and support, and I thank him for his efforts on my behalf.

Finally, I wish to dedicate my work to my family. I love you. Thank you for your loving support. I promise my allegiance in helping each of you pursue your goals. Please persist. Please dedicate yourselves and win.

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CHAPTER 1

Introduction

Community college advisors work in a variety of student and academic programs within institutions, but they primarily work in an advising center where they are expected to understand the community college mission and objectives, introduce students to the institution, and help them transition into college and progress to degree completion (Otto, Rosenthal, & Kindle, 2013; Romano, 2013). Historically the community college mission has been access for all who desire higher education. This open access mission influenced open enrollment policies despite college and life unpreparedness. Community college graduation rates have traditionally been low (Applegate, 2012; Kotamraju & Blackman, 2011). Students enter the community college with intention to earn some type of credential but often life and academic challenges get in the way of completion (Tinto, 1987; Sanford-Harris, 1993). The deep-rooted open access philosophy in community colleges attracts students that seem impossible to retain to graduation, presenting the community college advisor with exceptionally challenging work (Creamer, 1980; Creamer, 1990; King, 1993; Habley, 1993; Fike & Fike, 2008; Cohen & Brawer, 2008; Levin, Cox, Cerven, & Haberier, 2010; Smith et al., 2013).

In some cases, it is enough for advisors to provide strictly prescriptive advising. A prescriptive advisor assumes once advice is given the student will follow through or do what was prescribed (Crookston, 1994). This is often enough for a more academically prepared student who is more likely to attend a university. As admission standards lessen, students are allowed to enroll despite academic unpreparedness. Community colleges have no admissions standards

making it the norm rather than the exception for its students to need much more than just educational advice (King, 1993; Creamer, 2000).

Advising at the community college is more developmental as it is concerned “with facilitating the student’s rational processes, environmental and interpersonal interactions, behavioral awareness and problem-solving, decision-making and evaluation skills” (Crookston, 1994, p. 5). Community college advisors help their students overcome significant obstacles to build academic and life plans, not just educational plans (Crookston, 1994).

Community college advisors are expected to provide a service that is thought of as a critical linchpin for student success (Oriano, 2013; Grites, 2013). This requires specific competencies and meaningful knowledge, skills and abilities necessary for successfully helping students achieve their goals. Knowledge and skills can be acquired through education and experience, and abilities are thought of as more innate (Ricciardi, 2005; Anitha, 2011; Renzulli, 2011). Some examples of advisor competencies are a clear understanding of student challenges, helping students with the refinement of study habits and skills, the knowledge of and ability to apply various advising theories, the ability to connect with and engage students, and knowledge of how and when to refer students to other resources (Levin et al., 2010; Bailey & Alfonso, 2005; Bailey, Calcagno, Jenkins, Leinbach, & Kienzl, 2005; Grites, 2013). Without a clear set of competencies for a specific position, hiring announcements and job descriptions and successful hires may be inconsistent (Woolf & Martinez, 2013). It is extremely important to hire with established competencies in mind, given an increasing demand for college completions and an association between advising and increased levels of student success (Levin et al., 2010; Pascarella & Terenzini, 2005; Bailey & Alfonso, 2005; Bailey et al., 2005; Council for

Advancement of Standards (CAS), 2005; Kiker, 2008; Applegate, 2012). Researchers have determined that advising is a crucial job in the student success mission, but research has not identified the most effective competencies required for the community college advisor (Bailey & Alfonso, 2005; O'Banion, 2013).

Background of Study

Numerous scholars attempt to link quality advisement to retention and student success (Astin, 1975; Beal & Noel, 1980; Pascarella & Terenzini, 1991; Tinto, 1987; Kuh, 1997; Cuseo, 2008; Swecker, Fifolt, & Searby, 2013). Cuseo (2008) discusses academic advising as being a significant influence on student retention through its positive association with variables that are strongly correlated with student persistence, namely: (1) student satisfaction with the college experience, (2) effective educational and career planning and decision making, (3) student utilization of campus support services, and (4) student mentoring. Students who report high satisfaction with their academic advisement are more likely to be engaged on campus, and high levels of student engagement have been found to be empirically associated with higher rates of student retention (Pascarella & Terenzini, 1991; Tinto, 1987; Astin, 1975). Conversely, Beal and Noel (1980) identified inadequate academic advising as the greatest impediment to student retention. A “caring attitude of faculty and staff” was found to be a strong predictor of persistence (Beal & Noel, 1980). Tinto (1987) indicated that effective retention programs understand academic advising as an essential aspect of institutional efforts to retain and educate students. Furthermore, Swecker, Fifolt and Searby (2013) found first generation students’ retention rate increased by 13% with each advising session. Kuh (1997) writes, “It is hard to

imagine any academic support function that is more important to student success and institutional productivity than advising” (p. 11).

There is also a collection of theories across the disciplines used to explain advising and meant to improve practices (Chickering, 1969; Fielstein & Lammers, 1992; Perry, 1970; Crookston, 1994; Super, 1976, 1980, 1983; Kramer, 1982; Nussbaum, 1988; Spicuzza, 1992; Chickering and Reisser, 1993; Ender & Wilkie, 2000; Seligman & Csikszentmihalyi, 2000; Creamer, 2000; Bloom & Martin, 2002; Miller & Woycheck, 2003; Clifton & Anderson, 2004; Schreiner & Anderson, 2005; Kuhtmann, 2005; Jackson, 2005; Melander, 2005; Hemwall & Trachte, 2005; Demetriou, 2005; CAS, 2005; Rawlins & Rawlins, 2005; McClellan, 2007; Bloom, Hutson, & Ye, 2008; Hagen & Jordan, 2008; Barbuto, Story, Fritz, and Schinstock, 2011; Paul, Smith & Dochney, 2012; Grites, 2013; Mansson and Myers, 2013). Chickering (1969) explains that the most helpful actions an advisor can take is try to understand a student’s college experience, to clarify the problem and the ideas or feelings that surround it, and to do this in a manner that exhibits a high degree of respect for the advisee. Theoretical applications primarily explain how an advisor should advise or how to improve advising. Creamer (2000) contends that conceptual ideas are advanced as advising theories, but no advising theory exists. While there are no established advising theories, knowledge of theories relevant to academic advising is useful because they are capable of reducing a “complicated interpersonal situation to an understandable method” (Creamer, 2000, p. 20).

No theoretical applications are applied to the advisor only; although most do imply that an advisor must be able to perform in a way that will produce motivation, admiration, respect, trust, and success from the student. As an example, Ender and Wilkie (2000) describe the

frequently cited developmental advising where the advisor should advise and educate the whole student and provide purposeful, interpersonal, and goal oriented advising.

There is often an implicit understanding in the advising literature that advisors would possess certain competencies in order to successfully fulfill the role of a community college advisor (Winston, Ender, & Miller, 1982; Winston, Ender, Miller & Grites, 1984; Fielstein & Lammers, 1992; Grites, 2013). Some scholars speak directly to elements of competency (Kramer, 1982; Jackson, 2005). Kramer (1982) speaks to mindset. He indicates that attribution theory should be applied in the development of advisor training to uncover attributions for students' academic behaviors. He adds that knowing one's attributions leads to increased ability to understand and predict other's behaviors and reactions (Kramer, 1982). Jackson (2005) selects three areas of philosophy that are potentially beneficial for any advisor: logic, ethics, and epistemology. He discusses that an advisor must be able to analyze argument and reason, appreciate and understand ethical issues, and understand the nature of knowledge (Jackson, 2005). Miller and Woycheck (2003) argue that advisors should understand student traits and differences. Advisors can use their student knowledge to develop intervention strategies and environments conducive to academic success (Miller & Woycheck, 2003). Paul, Smith & Dochney (2012) capture successful advising as "listening, empathy, healing, awareness, persuasion, foresight, conceptualization, stewardship, commitment to the growth of people, and building community" (p. 54). In Appendix C, a table lists the various theories applied to advising with an in-depth version of functions and competencies pulled from the literature.

Careful review of the literature allows the reader to interpret many of the required competencies suggested in the theoretical applications. None, however, speak directly to a set of knowledge, skills or abilities (competencies) an advisor must have to fulfill proposed functions.

Statement of Problem

Community colleges must effectively and successfully eliminate policies impeding completion and improve student support programs in order to meet recent goals to increase course completions and graduation rates (Applegate, 2012; Kotamraju & Blackman, 2011). One focus is and should be on ensuring quality advisement which has been linked to positive results in cultivating student achievement for the community college student (Beal & Noel, 1980, O'Banion, 2013). The advising literature does not include studies examining, from a competency standpoint, what effective advising means. Examination of community college advisor competencies helps us understand required competencies for quality advisement.

Recently, educators, policy-makers, business communities, accreditation agencies, and governing boards are examining community college performance and demanding improved outcomes (Bailey & Alfonso, 2005). The demand for performance was accelerated by the American Graduation Initiative (AGI) introduced by President Obama in the summer of 2009. The goal of AGI is to increase the quantity of post-secondary certificates and degrees awarded in the United States. AGI is significant for community colleges, changing the way business is done. The AGI goal means increasing graduation levels from a current 1.5 million per year to approximately 1.75 million per year by 2020; fifty percent of all anticipated additional degrees will have to come from community colleges (Kotamraju & Blackman, 2011).

The long-established access mission has been quite successful; however, the actual number of community college students not completing one semester of college is disturbing. One report indicated that 50% of the students earning community college credits do not complete their programs or remain continuously enrolled for 9 months (Levin et al., 2010). Substantial improvements to community college outcomes is necessary and requires examination of programs and practices on community college campuses, such as ensuring proper placement of and professional development for advisors.

Simply put, advisors play an important role in advancing college completion goals (CAS, 2005; Applegate, 2012). They work every day with students and know what is working and not working for them in postsecondary institutions (Habley, 1993; Applegate, 2012). Community college advisors help students address academic and life challenges, which influences whether students actually reach their goals.

Purpose of the Study

The purpose of this study was to explore whether a set of competencies describes effective community college advising and practices, and whether these competencies create a competency model. The research was focused was on the 2-year college setting. Utilizing a e and survey research, I defined a set of competencies for community college advisors and identified how they related to Boyatzis' (2011) cognitive intelligence, emotional intelligence, and social intelligence. The set of competencies define the essential knowledge, skills and abilities that are critical to the successful career of a community college advisor. This study was completed to fill a gap in advising literature and contribute to student success.

Research Questions

The research questions for this study represent an exploration of competencies for community college advisors:

- 1. For the identified list of competencies, how do community college advisors rate the priority of each competency?*
- 2. For the identified list of competencies, how frequently do community college advisors use each competency in their work?*
- 3. Do the competencies community college advisors evaluate as priorities and frequently used group into distinct categories that suggests a competency model for the advising profession?*
- 4. How do competencies evaluated by community college advisors compare with the three competencies clusters as suggested by Boyatzis (2011)—cognitive intelligence, emotional intelligence, social intelligence?*

Theoretical Framework

According to Boyatzis (2011), a person who is effective at work demonstrates competencies that constitute emotional, social and cognitive intelligences at appropriate times and ways and in sufficient frequency to be effective in the situation. Cognitive, emotional and social intelligence are competencies that are often blended and aimed at understanding the competencies of people who are outstanding at their jobs (Salovey and Mayer, 1997; Goleman, 1998, 2006; Sternberg & Grigorenko, 2000; Boyatzis, 2011). Boyatzis (2011) explains that outstanding employees in key jobs seem to exhibit three clusters of competencies that distinguish them from average performers.

Cognitive competencies involve systems thinking and pattern recognition. Systems thinking involves perceiving multiple causal relationships and understanding phenomena or events, and pattern recognition involves perceiving themes or patterns in seemingly random items, events, or phenomena (Boyatzis, Goleman, & Rhee, 2000). Emotional intelligence competencies include self-awareness and self-management competencies, including emotional self-awareness and emotional self-control. Social intelligence competencies include social awareness and relationship management competencies, such as understanding or caring for others or being open to individual differences (Boyatzis, 2011). In chapter 2, table 2.5 illustrates competencies extracted from the theories reviewed in the advising literature and how those competencies align with emotional, social and cognitive intelligence competencies. A duplicate is below.

Table 1.1 *Competencies Extracted from Theoretical Applications of Advising and Emotional, Social and Cognitive Intelligence Competencies (duplicate of table 2.6)*

Emotional Intelligence Competencies –tolerant of student ambiguity and uncertainty; self-aware; emotionally self-aware; able to control emotions; responsible; charismatic; positive outlook; honest; committed to advising; open to being evaluated; open to learning; able to model accurate healthy norms; knowledgeable of personal attributions; open to taking responsibility for student success; ethical; able to model successful behavior; strive to improve or meet standard of excellence

Social Intelligence Competencies - trustworthy; challenging; stimulating; able to establish interpersonal relationships; able to establish collaborative relationships; able to sustain an authority relationship; able to understand others; able to care for others; teaching skills; effective communication skills; open to individual differences; able to motivate others; able to inspire others; able to encourage others; effective listener; empathetic; believe in people’s strengths; leadership skills; able to teach others how to formulate goals; able to understand and predict others behaviors and reactions; able to mentor others; able to manage conflict

Cognitive Intelligence Competencies - able to engage in critical thinking; able to analyze argument and reason; in-depth knowledge of college resources; in-depth knowledge of community resources; understand the entire college experience; know degree plans; institutional knowledge; know pedagogy; know advising theories; know student learning theories; know student development theories; understand various perceptions and views used to make sense of the world; master study skills; know psychological and behavioral theories; know student success principles; able to model success student behaviors; able to identify people's strengths; know of how to formulate positive open-ended questions; know how to formulate goals; able to ascertain accurate and healthy norms; know decision making skills; understand moral issues; understand ethical issues; understand the nature of knowledge; understand student issues; know social theories; know social psychology theories; be able to negotiate realities

Emotional, social, and cognitive intelligence competencies offer a useful framework for describing human dispositions. They offer a theoretical structure for the organization of personality, linking it to a theory of action and job performance (Boyatzis, 2011). Statistical analysis may allow us to discover how desired competencies in various settings are associated with each other (Boyatzis, Goleman, & Rhee, 2000). These theories provided the initial starting point and framework for this study. Additional input to the study and survey development specifically included a panel of experts from the field, the literature review, and the researcher's own learning from professional experience.

Overview of Methodology

For this study, a list of competencies was developed using an expert panel. I initially derived a list of competencies from the advising literature and later added my input based on professional experience. Rather than send a questionnaire, panelists provided a list of required competencies for a community college advisor. All lists were compared for similarities and differences to create a final list of competencies for survey construction.

Panel selection was critical to the strength and validity of developed competency list. For this study, six panelists were selected based on their expertise in advising. They were supervisors or administrators leading advising teams and scholars participating in advising research.

Potential panelists were contacted via phone and asked for their willingness to participate in the study.

A survey was developed based on the final competency list and deployed via an online survey tool to community college advisors across the nation. Survey respondents rated competencies on two scales. The first scale was regarding the priority of the competency to job success in the community college advising field. The second scale was regarding how frequently community college advisors utilized specified competencies in carrying out their work. Exploratory factor analysis was the chosen statistical analysis. The goal of the analysis was to see if the competencies that community college advisors evaluate group into distinct categories to recommend a competency model for the advising profession.

Limitations

Survey respondents were not randomly selected; instead they voluntarily contributed to the study, thus 1) Statistical generalization and representativeness cannot be claimed whatever the return rate, and 2) The respondents, for all intents and purposes, represent a self-selected sample.

Significance of Study

Knowing the essential competencies for a successful community college advisor aids in the development of effective job descriptions and announcements, which should ultimately lead to better hiring decisions. Research based advisor competencies should also benefit professional development practices. Teaching advisors to adopt effective competencies for the community college environment means helping students reach their academic goals.

This study included an in-depth literature review related to advising theories and practices in higher education institutions and its importance to the student success mission. Community college leaders across the nation are focusing efforts toward reorganizing advising centers as well as redefining practices important to student success. Many theories exist that aim to explain how to best advise students. This research identifies what competencies are necessary for applying the most applicable theories to advising community college students. The results of this study may influence the practices and hiring of advisors, as well as give managers potentially useful information about those competencies that must be grown and developed for effective advising to occur.

Definition of Terms

- **Ability:** an intuitive or learned level of task commitment and/or level of creativity (Renzulli, 2011).
- **Behavior:** an act directed to the attainment of a goal or purpose (Rosenblueth, Wiener, & Bigelow, 1943).
- **Cognitive Intelligence:** systems thinking and pattern recognition—reading, writing and calculating (Boyatzis, 2011).
- **Cognitive Intelligence Competency:** to think or analyze information and situations that leads to or causes effective performance (McClelland, 1973, Boyatzis, 2009, 2011).
- **Community College Advisor:** provides students with accurate information that enables them to make informed decisions that shape their behaviors; connects with students, introduces them to the institution and helps them transition into college and progress to

degree completion (Crookston, 1994; O'Banion, 1972; Otto, Rosenthal, & Kindle, 2013; Romano, 2013).

- **Competency:** knowledge, skills, and abilities which may be intuitive or developed through formal education and training or informal work experience; behaviors applied to complete a task that are linked to a critical outcome; performed at an ideal rate leads to the achievement of critical outcomes and differentiates superior performers from average performers (Ricciardi, 2005; Anitha, 2011).
- **Emotional Intelligence Competency:** to recognize, understand, and use emotional information about oneself that leads to or causes effective performance (McClelland, 1973, Boyatzis, 2009, 2011).
- **Knowledge:** the capacity to exercise judgment; a flux mix of framed experiences, values, contextual information and skilled insight which provides a framework for evaluating and incorporating new experiences and information; originates and is applied in the minds of knowers; often becomes embedded in organizations, not only in documents but also in organizational procedures and norms (Tsoukas & Vladimirov, 2001).
- **Skill:** an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills)
- **Social Intelligence:** social awareness and relationship management, such as empathy and teamwork (Boyatzis, 2011).

- **Social Intelligence Competency:** to recognize, understand and use emotional information about others that leads to or causes effective performance (McClelland, 1973, Boyatzis, 2009, 2011).

Summary

Community college advisors play an important role in helping students achieve their academic goals and helping community colleges meet AGI completion goals. Without a established competency model for community college advisors, the field is underdeveloped and questions persist about what competencies are needed for community college advisors to be effective in their job duties. This study was designed to establish competencies for the community college advisor and assist in the creation of work performance standards, training programs, and advising practices to further develop and enhance the important and frequently used competencies that community college advisors must use to successfully do their jobs. A more effective community college advisor increases the likelihood that students will be better served, which in turn leads to more college graduates.

CHAPTER 2

Introduction

This chapter provides a survey of literature on advising. The first sections of the literature review include the following topics: community college advisor responsibilities, advising theories, advising and the institution, management and organization of effective advising systems, institutional advising models, and community college advising programs and best practices. The last sections cover competencies and competency modeling, emotional and social intelligence competencies, and advisor competencies. The review provides a necessary context for this study.

Community College Advisor Responsibilities

Habley (1993) suggested that academic advising was the most significant mechanism available on community college campuses for aiding students in formulating sound education and career plans based on their values, interests, and abilities. This remains true in community colleges across the nation. Some researchers view advising as the hub of student services providing linkages to other college resources (King, 1993; Habley, 1993). Furthermore, advising should guarantee some sort of student interaction with a caring college representative (King, 1993). Engaging in this important process increases a student's chance for academic success, satisfaction, and persistence. Advising services are essential to the successful transition of students into the community college environment. Additionally, advisors help students integrate with academic and social systems, which is integral to academic success (Creamer, 1980; Tinto, 1987; King, 1993; Habley, 1993). In sum, the community college advisor provides support,

encouragement and assistance for students while they are pursuing educational goals (Creamer, 1990; King, 1993; Tinto, 1987).

King (1993) promotes strong developmental academic advising programs and speaks of themes of attrition and how the advisor might play a role in each. The themes are academic boredom, uncertainty, transition and adjusting goals, expectations, academic unpreparedness, incompatibility with the institution, and relevance of studies. Academic boredom is a signal that the student does not find what he is learning relevant and does not feel challenged. Uncertainty about major and goals and academic unpreparedness are reasons many students give for dropping out of college, and it is unfortunately “more the norm than the exception” (King, 1993, p. 26). Advisors may help students directly with challenges or refer them to other college resources (Creamer, 1980; King, 1993).

Creamer (1980) discusses the importance of ethical recruitment and ensuring student compatibility with the institution. Students may inquire or even enroll even though their goals or starting points are not compatible with the institution. Perhaps the college does not offer the program to address the student’s career goals. Advisors play a role by sharing correct information about the institution. Along with addressing compatibility with the institution, advisors make college relevant for students. They provide rationale for the courses students must take and “make a connection between studies and real lives and careers” (King, 1993, p. 27).

High quality educational advisement leads to increased student success (Creamer, 1980; O’Banion, 2013). Educational advising programs are expected to help students confront their academic and personal problems. More than that, community college advisors should assist

students to achieve full integration into campus life (Creamer, 1980; Tinto, 1987). They should be accessible to students and provide accurate and consistent information concerning their progress. The community college advisor should inform continuously, explain all necessary procedures and advise developmentally (Creamer, 1980).

Although most community college faculty and administrators concede that academic advising is a critical service to students, conversion of that belief into concrete action and systematic program planning appears to be far from the norm (Habley, 1993). The community college advisor has not received adequate attention in terms of what it takes to fulfill such a challenging role. Moreover, the access mission in community colleges is diminishing and being replaced by the completion agenda – academic success (Kotamraju & Blackman, 2011; O'Banion, 2013). A well-conceived advising function will play an important role in ensuring students achieve academic success (O'Banion, 2013).

Advising Theories

Academic advising theories are drawn primarily from humanities and education but theories from disciplines such as business are also applicable to advising (National Academic Advising Association [NACADA], 2008). Hagen and Jordan (2008) use meta-theoretical terms to make sense of the collection of theories that explain academic advising. They define analogic theories as "...basically metaphorical, seeing one thing (advising, the tenor of the metaphor). This means borrowing theory and ideas from other fields and applying them to advising" (Hagen & Jordan, 2008, p. 19). Integral to achieving the teaching and learning goals of higher education, advising is examined from perspectives such as business and leadership, educational psychology,

positive psychology, and philosophy. Scholars from varying fields are likely called to advise their students in some capacity and find it beneficial to explore how to:

...help students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community.... [To engage] students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. (NACADA, 2008)

In their work entitled *Theoretical Foundations of Academic Advising*, Hagen and Jordan (2008) suggest that “academic advising cannot be performed [adequately] or studied without theory” (p. 19). The following review of literature discusses theoretical applications used to explain advising and meant to improve advising practices.

Developmental Advising

Developmental advising is a widely adopted standard for academic advising process and has been since 1984. To advise developmentally is to provide purposeful, interpersonal, and goal oriented advising – to advise and educate the whole student (Ender & Wilkie, 2000). Fielstein and Lammers (1992) add that developmental advisors should help students improve study skills, plan courses of study, improve interpersonal skills, understand their own values, and explore career options. Developmental advising remains one of the most fundamental and comprehensive approaches to academic advising in all institutional contexts, but it is particularly important in the community college environment (Grites, 2013).

Grites (2013) delivers a historical analysis of developmental academic advising over four decades in *Developmental Academic Advising: A 40 Year Context*. The following discussion includes Grites' (2013) reflections intertwined with some of the most significant literature on developmental advising.

Winston, Ender, and Miller (1982) offer a comprehensive operational definition of advising – "... it is a systematic process based on a close student-advisor relationship intended to aid students in achieving educational and personal goals through the utilization of the full range of institutional and community resources" (p. 8). Refined by Winston et al. (1984), "developmental academic advising is defined as a systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources" (p. 19). Advisors who engage in developmental advising stimulate and support students in their pursuit for an improved life. The authors offer the following definition:

Developmental advising relationships focus on identifying and accomplishing life goals, acquiring skills and attitudes that promote intellectual and personal growth, and sharing concerns for each other and for the academic community.

Developmental academic advising reflects the institution's mission of total student development and is most likely to be realized when the academic affairs and student affairs divisions collaborate in its implementation. (Winston, et al., 1984, pp. 18–19).

This definition reflects three prominent developmental theories by Chickering (1969), Perry (1970), and Super (1976, 1980, 1983) that correspond to the personal, educational, and career

goals of students, respectively (Grites, 2013). For Chickering (1969), the most helpful actions an advisor can take is to go beyond the technical and informational aspects of advising and try to understand a student's college experience, "to clarify what is being experienced, to illuminate more fully the problem and the ideas or feelings that surround it—and to do this in a manner that exhibits a high degree of respect for the advisee" (Grites, 2013, p. 15).

The two most cited authors in the literature on developmental advising are Crookston and O'Banion who provide two frameworks that "anchored the concept of developmental academic advising" (Grites, 2013, p. 5). Crookston (1972, 1994) is most noted for coining the terms and describing the difference between prescriptive and developmental advising. Prescriptive advising is described as authoritarian. Crookston uses the analogy of a doctor patient relationship to clarify prescriptive advising. The doctor prescribes and patient follows, thus sustaining an authority relationship. According to Crookston (1994), a prescriptive advisor assumes his task is complete once advice is given; the student must follow through with the advice, or "do what is prescribed" (p. 6). Some students prefer prescriptive advising. Appleby (2008) states "...students who stress cultures stress hierarchical patterns of interaction and deference to authority prefer its more directive style....students have the right to expect their advisors to provide them precise information" (p. 85).

Table 2.1 is a replicate of Crookston's (1994) insights and provides comparisons of prescriptive and developmental advising. Here, Crookston infers some of the perceptions and attitudes of prescriptive versus developmental advisors.

Table 2.1 *Contrasting Dimensions of Prescriptive and Developmental Approaches to Advising*

<i>In terms of</i>	<i>Prescriptive</i>	<i>Developmental</i>
Abilities	Focus on limitations	Focus on potentialities
Motivation	Students are lazy, need prodding	Students are active, striving
Rewards	Grades, credit, income	Achievement, mastery, acceptance, status, recognition, fulfillment
Maturity	Immature, irresponsible, must be closely supervised and carefully checked	Growing, mature, responsible, capable of self-direction
Initiative	Advisor takes initiative on fulfilling requirements, rest is up to students	Either or both may take initiative
Control	By advisor	Negotiated
Responsibility	By advisor to advise, by student to act	Negotiated
Learning output	Primarily in students	Shared
Evaluation	By advisor to student	Collaborative
Relationship	Based on status, strategies, games, low trust	Based on nature of task, competencies, situation, high trust

Crookston (1972, 1994) states, “Developmental counseling or advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavior awareness, and problem-solving, decision-making and evaluation skills.” Crookston (1972, 1994) draws from two basic assumptions of student development theory. Higher education should be regarded as an opportunity for a developing person to achieve a satisfying life and the perspective of work and professional education should be included as part of a life plan instead of the norm of preparing one's self for a profession and then building one's life around it (Crookston, 1972. 1994).

O'Banion first introduced his academic advising model in 1972 and later published the same article in 2009. O'Banion (2013) proposes the same model calling it an academic advising model for the 21st century. The community college advisor should deliver continuous advising – advising begins before entry and at various stages throughout the college process. “For O'Banion counseling is the heart of advising, and counselors are the people best suited to do it” (Lowenstein, 2005, p. 72). O'Banion adds that any well-conceived academic advising program

will include five steps: (1) exploration of life goals, (2) exploration of vocational goals, (3) program choice, (4) course choice, and (5) scheduling courses. All five steps are necessary and important. Exploration of life and vocational goals guarantees students are in the right program and pursuing what they want to do with their life. The advisor must understand vocational fields, interpret tests, grasp the changing nature of work in society, and accept all fields of work as worthy and dignified. He must be educated and skilled in student characteristics and development, the decision-making process, psychology and sociology, and counseling techniques. The advisor must also have an appreciation of individual differences, a belief in worth and dignity of all men, and a belief that all have potential. For course choice and scheduling, those who have attended college and worked with course choice and scheduling find the procedure easy but not so for the entering community college student (O'Banion, 2013).

Creamer (1980) adds to the literature on developmental advising suggesting actions for the advisor and institution to take to ensure student success: ensure that advisement is given endorsement from the institution's highest officials; offer regular training programs for faculty, counselors, or advisors who conduct program advising; promote frequent and meaningful faculty student interaction; promote achievement, particularly grades; help to clarify student values; promote involvement with others in a variety of activities; and devise systematic methods for maintaining the advising relationship. Frost (1991) adds, “developmental advising is a process; it is concerned with human growth across various learning dimensions; it is goal related; it requires the establishment of a caring interaction; it is a collaborative effort; and it uses all the resources of the academic community” (pp. 17–18).

Creamer and Creamer (1994) offer a conceptual framework for developmental advisors:

1. Set career and life goals,
2. Build self-insight and esteem,
3. Broaden interests,
4. Establish meaningful interpersonal relationships,
5. Clarify personal values and styles of life, and
6. Enhance critical thinking and reasoning.

Creamer (2000) reviewed and reemphasized the notion that the fundamental foundations of academic advising were rooted in student and career development theories. He elaborated on a variety of aspects involved in the advising process and described the theoretical approaches that supported them, including those related to psychosocial and cognitive development, decision making, and minority career development. He concluded that “no theories of academic advising are currently available” (Creamer, 2000, p. 31), and he challenged academic advising practitioners and researchers to build these theories to connect the conceptual and practical ideas that Frost and O’Banion offered. While there are no established theories, knowledge of theories relevant to academic advising is useful to advisors because they can reduce a complicated interpersonal situation to an understandable number of steps or a method (Creamer, 2000).

Developmental advising is desirable but unrealized across institutions. In order to truly fulfill the developmental advising objectives and assist students as they move through stages of development there must be advisors throughout the institution, teaching faculty included (Fielstein & Lammers, 1992).

Grites (2013) summarizes:

1. Developmental academic advising is not a theory.
2. Developmental academic advising is holistic.
3. Developmental academic advising is based on student growth (success).
4. Developmental academic advising is a shared activity.

Developmental advising may be constructed with developmental theories and perspectives, but it is an advising tool or method, a strategy. The process includes education and development of the whole student and acknowledges that educational, personal, and career aspects cannot be treated as independent; each impacts the others. They are mutually dependent. Developmental advisors take students from point of entry, through each stage, and facilitate the growth of the student. Whether the student is underprepared or prepared, undecided or decided, first-generation or non-first-generation, the developmental advisor uses the student's background and attributes to assist him moving through the stages of development. Both students and advisors contribute to the developmental advising process. Students must be honest and forthcoming. Advisors must be tolerant yet challenging and stimulating. The student and advisor must be trustworthy (Grites, 2013).

As suggested earlier, theorists of student development are cited throughout developmental advising literature. Most prominent are psychosocial-identity formation, which looks at stages in people's lives and issues faced in these stages. For example, Chickering and Reisser (1993) developed vectors, or stages: developing confidence, managing emotions, moving through autonomy to independence, developing mature interpersonal relationships, establishing identity, developing purpose, developing integrity. Student development theories, like

Chickering's and Reisser's are demonstrated in developmental advising literature, thus the name and objective.

Miller and Woycheck (2003) examined John Holland's theory in developmental advising. Kent State advisors utilize Holland's self-directed search (SDS). SDS measures activities, competencies, and occupational interests as they relate to Holland's six personality types. Holland's six personality types are included in many inventories and career assessment tools to enable individuals to categorize their interests and personal characteristics in terms of combinations of six types: realistic (R), investigative (I), artistic (A), social (S), enterprising (E), or conventional (C). Miller and Woycheck (2003) measured the utility of SDS, developed a profile of Kent State students and discerned if differentiation impacts major declaration and graduation. Their findings were in support of Holland's theory in developmental advising, "Developmental advising, which increases self-awareness, values clarification, and recognition of competencies and skills, can mediate the effects of behaviors that put students at risk for poor academic performance" (Miller & Woycheck, 2003, p. 42). They state, "Increasing self-awareness, developing competencies, and clarifying values are keys to retaining and graduating undifferentiated, undecided students. By understanding student traits and levels of differentiation, advisors can develop intervention strategies and environments conducive to academic success" (Miller & Woycheck, 2003, p. 1).

Advising as Teaching and Learning

Scholars have also used teaching and learning as a way to describe advising (Appleby, 2008; Hemwall & Trachte, 2005; Melander, 2005). Appleby (2008) suggests that "Advisors can learn about their advisees strengths, weaknesses, and academic and career goals, as well as

personal information (family obligations, work schedule, etc.)” and use that knowledge to better help students (p. 89). Advisors can learn from students what is really working in classrooms and guide them to classes where successful learning occurs. They can expose their students to intentional learning experiences that will ultimately lead them to complete their educational objectives (Appleby, 2008; Melander, 2005).

Melander (2005) proposes that a number of theories and models of advising are based on different assumptions or propositions about educating a person but none fully elaborate on a curriculum for advisors. He offers concepts to support learner-centered advising aimed at transforming the student into a more self-regulated learner and person in general:

Learner-centered advising is intended to increase students’ capacities to manage their own learning processes and goals; engage larger goals for their learning; set expectations for their own accomplishments; acquire through guidance greater capacity for self-reflection and the construction of meaning; develop personal learning portfolios to document their achievements; and work with advisors and faculty members to design educational experiences that integrate learning activities. (Melander, 2005, p. 88)

Hemwall and Trachte (2005) offer the following principles for advising as learning. First, “advising should facilitate student learning about the mission of the college” – help students learn the values and purpose of the institution (Hemwall & Trachte, 2005, p.14). Second, academic advising should facilitate student learning of both higher and lower order thinking skills. “...interactions between advisors and advisees offer the opportunity for students to learn higher-order thinking skills that involve making decisions in situations of uncertainty and

ambiguity” (Hemwall & Trachte, 2005, p. 3). Third, academic advising should facilitate student learning about how to achieve goals rooted in the institution’s mission statement and related documents. The fourth principle is academic advisors should view students as continuously constructing their understanding of the institutional mission and also concepts like becoming responsible citizens, liberally educated persons, and critical thinkers. The fifth principle offered by Hemwall and Trachte (2005) is academic advising should include knowledge about how the individual student learns. Sixth, academic advising should consider how society and environment affects the learner’s understanding of the meaning of education. Context can be interpreted as peer interactions, extracurricular activities, family influences, the media, and even the broader institutional messages can affect how the advisee understands information. Academic advisors must recognize that the possibilities for learning are influenced by the advisees’ preexisting concepts and background knowledge. They “...must be concerned with what goes on in the student’s head” (Hemwall & Trachte, 2005, p. 6). They must “...understand the student’s current concepts for making sense of the world and appreciate that the student views her or his own understandings as viable” (Hemwall & Trachte, 2005, p. 6). They should offer other views and examples to help the student question views and decide what is actually viable. The eighth principle is academic advising must be a dialogue in which the learner has the opportunity to express, justify, and discuss individual goals and ideas – instead of telling and showing the student, structure a way to actively engage the student in learning and doing. Ninth, academic advising must be a dialogue in which the academic advisor guides the learner. The advisor must also be engaged. Hemwall and Trachte (2005) offer Vygotsky’s concept of zone of proximal development as a further clarification to the advisor’s role. Vygotsky’s zone of proximal

development “suggests that the advisor as a more advanced learner can guide the student toward the problem solutions or textual understandings that are beyond what the student can accomplish independently” (Wink & Putney, 2002, pp. 85–86). Finally, the tenth principle is academic advising should guide students to ensure that they recognize and benefit from inconsistencies, disturbances, errors, and contradictions. There is certain disequilibrium in learning, a dance between the contradictions of present understandings and what is being learned (Hemwall & Trachte, 2005).

Melander (2005) and Hemwall and Trachte (2005) recommend advising as teaching and learning as a much needed over-arching advising theory. They offer concepts and principles to be used when creating an advisor curriculum and designing and managing advising systems, but do not provide research to support these theories or an example of an advisor curriculum.

The following paragraphs demonstrate how scholars attempt to explain advising by borrowing from various disciplines, some of which are business, positive psychology, sociology, social psychology, interpersonal communication and philosophy.

Transformational Leadership Advising

Barbuto et al. (2011) give reasons for applying leadership to advising. Transformational leadership research has demonstrated consistent, positive relationships between its use and most positive interpersonal and organizational outcomes, including extra effort, satisfaction, and perceived effectiveness (Barbuto et al., 2005). Transformational leadership involves individualized consideration, intellectual stimulation, inspirational motivation and idealized influence. Individualized consideration implies the leader is considerate of followers. Intellectual stimulation involves encouraging independent thought. Inspirational motivation is exciting

followers about the future. And, idealized influence is the leader acting as role model. Followers of transformational leaders feel trust, admiration, respect, and loyalty towards the leader. They are motivated to perform at higher levels. They are more satisfied with the organization they work for and perceive it as highly effective. It is expected that these same behaviors will enhance advising effectiveness (Barbuto et al., 2005).

Barbuto et al. (2005) base their premises on the lack of adoption of developmental advising. They offer the following reasons for the failure of developmental advising:

1. Advisee load is too large.
2. Training is minimal.
3. Students have different individual expectations about the advising experience.
4. Faculty incentives are lacking.
5. Key administrators and campus leaders lack commitment to advising.
6. The number of part-time faculty has increased.
7. There are increased expectations for faculty outside of the classroom.

Their study bridges the educational and leadership field by linking advising and transformational leadership. Barbuto et al. (2005) indicate that advisors who use transformational leadership are likely to bring about increased positive student outcomes. In their study, they developed and tested a framework for transformational advising. Data were collected from a group of 37 advisors' students. Each advisor was asked to distribute the link to the online student survey to the entire advisee roster. Advisors were asked not to select or deselect advisees for participation to avoid potential response bias. The student population used for this sample consisted of 1,117 students from a land grant institution in the Midwest. Responses were

received from 40% of the students (N = 407) who were solicited by their advisors to anonymously complete the online questionnaire. Results indicated that transformational advisors express a dedication to students and garner respect—and perhaps admiration—from advisees. This seems to bode well for fostering a productive and engaging advisor–advisee relationship (Barbuto et al., 2005). Servant leadership is also used to explain advising.

Paul, Smith, and Dochney (2012) begin their conversation regarding the relationship between academic advising and servant leadership with, “Advisors serve in many, often overlooked, roles... their leadership in terms of student growth and development is often overlooked” (p. 53). They investigated the theory that McClellan (2007) espoused between academic advising and servant leadership. Their hypotheses were supported. Measures of servant leadership and developmental advising are correlated, and wisdom is the best predictor of developmental advising behaviors (Paul, Smith, & Dochney, 2012). They use Greenleaf’s 2003 view of servant leadership, which includes two key aspects: The servant leader must desire to serve others first and only after first serving will the individual feel moved to lead. An advisor displaying qualities of servant leadership sees those who are served grow, benefit, and succeed. Servant leadership qualities include “listening, empathy, healing, awareness, persuasion, foresight, conceptualization, stewardship, commitment to the growth of people, and building community” (Paul, Smith & Dochney, 2012, p. 54). Paul, Smith and Dochney (2012) used Winston and Sandor’s (1984) Academic Advising Inventory and Barbuto and Wheeler’s (2006) Servant Leadership Questionnaire to complete their study. Their sample consisted of 223 undergraduates in a mid-sized university in the southeastern United States. Implications for practice include enhancing advisor training and development.

Paul, Smith, & Dochney (2012) “used the seat analysis tool (SAT) offered through the Office of Strategic Research and Analysis at the studied institution to target classes that contained similar demographic characteristics” (p. 57). The SAT revealed 20 different classes across campus totaling about 1,000 students. Professors were contacted about their students’ participation in the study. Five of the professors contacted agreed to offer their students extra credit. Students who did not participate in advising were excluded from the study and offered an alternative extra credit assignment. They handed out 256 surveys to the five participating classes. Of the 235 surveys returned, 223 were used because 12 were incorrectly completed. The “return rate (92%) is likely due to extra credit opportunities offered by each professor for completion of the survey” (Paul, Smith, & Dochney, 2012, p. 58). Paul, Smith, & Dochney (2012) offer limitations to their study. They conducted their research at a single university in the southeastern United States and employed a purposive sampling technique. They recommend that other researchers conduct multiple replications of their study in different geographical locations to strengthen the generalizability of the results. Participants received extra credit for their participation in the study. The students’ motivation to gain extra credit and lack of interest in the study may have affected their responses. They also explained how to complete the surveys to each student, but they were not present to answer questions when the participants completed the surveys. Paul, Smith, & Dochney (2012) delivered the surveys the first week of class and picked them up the second week. They suggest administering the surveys during class time so participants can ask questions and receive feedback. Also, the SLQ measurement is typically used in the organizational setting. They could not “find a servant leadership instrument geared

strictly toward college students' perceptions of their advisor's servant leadership behaviors" (Paul, Smith, & Dochney, 2012, p. 60).

Strengths Based Advising

Seligman and Csikszentmihalyi (2000) – leaders of the positive psychology movement – wrote about raising children but apply the theory to college students. Rather than focus on what is wrong with the individual, “disease frameworks,” (p. 22), Seligman and Csikszentmihalyi focus on identifying and nurturing students' strongest qualities. From this concept, and others, comes strengths based advising.

Clifton and Anderson (2004) explain strengths based advising as counter to many advisors' focus on insufficiencies, particularly with underprepared and at-risk students. Schreiner and Anderson (2005) introduce strengths based advising as a new lens for higher education that enables advisors to see diverse groups of students fulfill their potential and achieve excellence (p. 20). Strengths based advising is based on research from social work, positive psychology, and the business world. Strengths-based advising “enables advisors to identify and build on the inherent talents students bring with them into the college and university setting, teaching students to develop and apply their strengths to new and challenging learning tasks” (Schreiner & Anderson, p. 20). Advisors practicing strengths based advising focus on students' natural talents and build the confidence and motivation necessary for persistence and success in college. Schreiner and Anderson (2005) contend that strengths-based advising represents a much-needed paradigm shift within higher education. This theory involves an emphasis on virtues and optimal human functioning and has connections to the psychological concepts of self-efficacy, self-regulation, and self-esteem (Schreiner & Anderson, 2005).

Appreciative Inquiry Advising

Similar to strengths based advising, Bloom and Martin (2002) introduce Appreciative Inquiry (AI) and its four phases in the context of what academic advisors can learn from the theory. Five specific ways are suggested for improving academic advising based on AI principles: believe in the goodness of each student (Disarm); utilize positive, open-ended questions (Discover); help students create a vision of their future (Dream); help them to construct goals (Design); and support them through their journey (Deliver). A sixth phase termed as Don't Settle is added to the Appreciative Advising Model and all are presented in a wheel: Disarm, Discover, Dream, Design, Deliver, and Don't Settle ("What is Appreciative Advising," n.d.). Appreciative Advising is aimed at helping students reach their fullest potential. Bloom, Hutson, and Ye (2008) present a systematic, proactive, positive approach arguing that Appreciative advising creates a safe environment where students can dream and decide what steps are necessary to achieve their life goals.

Alternative Views of Advising

As stated before, scholars offer alternative views for engaging in advising. This section presents a few of these views: customer service, social norms theory, attribution theory, philosophy, and friendship.

Spicuzza's (1992) suggests a customer service approach to advising is more than anticipating a student's needs; it is displaying an exceptional attitude, showing administrative commitment to advising, providing training and resources for advisors, recognizing those who excel in their advising work, ensuring quality evaluation practices. As Spicuzza states, "Treat them right. They'll be back, and they'll tell others" (p. 49). "With a customer service approach to

advising, everyone benefits—the university, the program, the faculty, and the students” (Spicuzza, 1992, p. 56).

Demetriou (2005) starts a conversation about potential applications of social norms theory to academic advising. Social norms theory is a model for understanding student behavior based on the premise that behavior is influenced by perceptions of the actions of social group members. It was first introduced as a tool to reduce problem behavior in 1986. Perkins and Berkowitz suggested that by presenting accurate and healthy norms, people could change the unhealthy behaviors of others (Demetriou, 2005). A crucial objective of the academic advisor is to provide students with accurate information that enables students to make informed decisions that shape their behaviors (Crookston, 1994; O’Banion, 1972). Demetriou (2005) states, “While documented social norms interventions have changed attitudes and behaviors of varying kinds, significant research into its impact on students’ academic behaviors and attitudes has not been completed” (p. 49). Demetriou (2005) examines social norms to provide advisors with insight into student behavior as well as tools to communicate information that might affect behavior.

Kramer (1982) suggests that by exploring advisors’ attributions about themselves and students we could influence and possibly improve advising. Kramer (1982) states, “Advisor attributions are important variables; first, because of their relationship to subsequent advisor behavior and second, because they help in planning advisor-training interventions” (p. 1). Kramer (1982) reasons that if advisors attribute unsuccessful advising sessions to advisee or other non-advisor characteristics that it would be highly improbable that advisors would be responsive to advisor training to improve advisors and advising. He states, “...if I am not the

major causal factor that determines advising outcomes or consequences how can attempts to improve me influence or change those outcomes?” (Kramer, 1982, p. 1).

Attribution theory explains how people construct causal explanations – how people answer questions beginning with "why?" (Kramer, 1982). Kramer (1982) argues that attribution theory should be applied in the development of advisor training to uncover attributions (causal explanations) for students' academic behaviors, as an example. Knowing one's attributions leads to increased ability to understand and predict other's behaviors and reactions (Kramer, 1982).

A seven-item survey was mailed to undergraduate faculty advisors in the College of Agriculture and Life Sciences in one university setting. The open-ended questions solicited advisor observations about their experience as academic advisors. Of the 240 faculty advisors that received the survey, 82 returned usable surveys.

Kramer (1982) “read and categorized these responses and summarized them” (p. 3). Kramer summarized, “...thirty-eight advisors considered both advisee and advisor jointly responsible, thirty-eight other advisors considered the student responsible for successful advising, three advisors claimed general academic conditions were the predominant reason, and three advisors claimed sole responsibility for session successes” (p. 3). Kramer (1982) uncovered an advisor readiness to accept responsibility for good session outcomes but discard any responsibility for negative outcomes. Rather than explain negative outcomes by looking inward, advisors explain it with student immaturity or unpreparedness. Kramer (1982) offers limitations to the study.

The “preliminary investigation of advisor attributions is subject to influence from demand characteristics of the experimental situation” (Kramer, 1982, p. 6). Kramer explains that

in various experiments, Orne demonstrated that subjects behave as they believe they were expected to behave. “When advisers are asked for their attributions, whether by survey or in a workshop setting, their responses are likely to be influenced by their expectations of the request” (Kramer, 1982, p. 6). In addition to demand characteristics, “other data have indicated that open-ended response measures of causal attributions produce poorer interest validity and reliability than structured response measures” (Kramer, 1982, p. 7). Kramer (1982) suggests replicating the study in a workshop setting where “advisor attributions may undergo some transformation when the demand characteristic originates in a workshop setting rather than from a survey” (p. 7). He adds that a “brief, open-ended survey of advisor attributions may still deserve a place in advisor training programs as preliminary data for advisor-training workshops or as needs-assessment information” (Kramer, 1982, p. 7).

Jackson (2005) contends that philosophers should embrace the field of academic advising, both as a practice and as a potential research area. He states, “Any advisor would benefit from the study of philosophy” (p. 30). Jackson (2005) selects three areas that are fairly common for philosophers and are potentially beneficial for any advisor who seeks to improve his or her practice of advising: logic or critical thinking, ethics, and epistemology. The ability to analyze argument and reason is crucial for an effective advisor. For example, an advisor must be able to help a student see when his or her reasoning for a specific major or course of action is faulty. An examination of moral theories and ethical issues “...can be advantageous when advisors deal with the frequent conflicts faced by students trying to balance complex factors weighting their decisions” (Jackson, 2005, p. 31). It is also beneficial to understand societal issues that impact students’ lives. Epistemology is the study of the nature of knowledge. Many

students arrive to college with strong beliefs, and these beliefs are contested in classes. Students are pushed to question everything – advisors who are trained in ethics can help students through a necessary self-reflective process essential in their achievements of personal and educational goals and spiritual development as put forth by the CAS (2005) standards. Jackson (2005) writes:

...a good advisor asks students to think seriously about the topics they want to study, about the kinds of careers they might want to pursue, how they have made their decisions in the past, their goals both inside and outside the college, and whether they are following their own course in life or doing what they think others want them to do. In short, a good advisor does the same as a good philosophy teacher does: seriously challenge students to reflect upon their lives.

p.33

Jackson ends with comments regarding further development of academic advising theories and states, "...the issue of professionalization will loom even larger than it does today" (2005, p. 35). Construction of theories about the nature of advising will further the exploration of excellent advising and the identification of skills most effective in practicing excellent advising. Questions regarding most suitable backgrounds and training for advisors and discussions about the refinement of such trainings are both expected and necessary.

Kuhtmann (2005) presents an in-depth discussion of Nussbaum's 1988 work titled *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*, describing several advising programs "that have a Socratic bent and employ methods that help students to take control of their lives through reasoning" (p. 37). The Socratic Method reveals a process of logical argumentation wherein a line of questioning is followed by reason to the truth

(Kuhtmann, 2005). Applied to advising, an advisor would ask a student questions allowing the student to reach his or her conclusion. Kuhtmann (2005) questions Nussbaum's 1988 findings, reasoning through the material results in agreeing with the use of the Socratic Method in advising while understanding that it might not be applicable in all situations. Nussbaum (1988) finds that use of the Socratic Method is best suited for those who are more well-prepared students. Kuhtmann (2005) contends that part of Nussbaum's theory must be abandoned as "the undemocratic consequences associated with excluding all other students from the conversation mean that they may forego opportunities to develop critical-thinking skills" (p. 46). A quasi-Socratic method is suggested by Kuhtmann (2005), a "beneficial dialectic" where "...benefits of the Socratic method are recognized but also its limitations and means of dealing with them to benefit the advising relationship are acknowledged" (p. 46). Under the quasi-Socratic model, advisors must consider individual contexts related to each student, like gender and level of student development (Kuhtmann, 2005).

Rawlins and Rawlins (2005) present a theory applying friendship to academic advising and suggest ways of the using friendship as an instrument in advising. They advance their ideas for engaging in academic advising with no empirical study or evidence to support or advance their ideas. Rawlins and Rawlins (2005) begin with interconnections between civic friendship and personal friendship in the context of academic advising. A dialectical framework is revealed "describing six tensions that potentially emerge in the advising relationship viewed as a friendship" (Rawlins & Rawlins, 2005, p. 10). Rawlins and Rawlins (2005) argue that advisors and advisees must negotiate the tensions and benefits that potentially arise from practicing the academic advising relationship as friendship.

Mansson and Myers (2013) examine the extent to which relational uncertainty corresponds to the advisor-advisee relationship. They recruited participants using both convenience and volunteer sampling techniques using campus mail at a local university and e-mail announcement messages sent to Communication Research and Theory Network subscribers. Three hundred and seventy-eight doctoral students completed the Academic Mentoring Behaviors Scale, the Mentoring and Communication Support Scale, and the Relational Uncertainty Scale. Results of a series of Pearson correlational analyses indicate that advisees' reports of received mentoring from their advisors are negatively related to their advisor-advisee relational uncertainty. Findings emphasize the importance of advisors providing mentoring support to their advisees. Mansson and Myers (2013) offer limitations to their study. They "examined only the advisees' perspectives, and students may not recognize all the mentoring behaviors that their advisors undertake on their behalf" (p. 58). Future researchers may want to examine the advisor-advisee relationship from both perspectives and "pair the data to examine the relationship between advisors' self-reported communicative behaviors and their advisees' perceptions of the relationship and vice versa" (Mansson & Myers, 2013, p. 58).

Summary of Advising Theories

Advising theories borrow from various disciplines and are applied to advising practices and the improvement of advising. Student development theory is the most frequently cited advising theory or tool, but as we progress we see theoretical applications from business, psychology, sociology and philosophy. A table in Appendix C displays a list of advisor functions and implicit or explicit competencies extracted from the literature on theoretical applications of advising.

It becomes apparent through the literature that advising is a helping profession; an advisor must develop strong interpersonal relationships with students, build trust and admiration, be able to teach and induce learning, among several other competencies listed above. The competencies above come out of the literature, whether implicitly or explicitly. As we move into an age of a completion agenda and an increased emphasis of effective advising, it is particularly important to examine the field of advising for a set of competencies necessary for an effective advisor. One way to view this aspect is through the lens of emotional intelligence, which is revealed in the theoretical framework section.

Advising and the Institution

Kuhn (2008) and Frost (2000) identify a period of time, 1636-1870, called higher education before academic advising. During this time all students took identical courses, and no electives were offered (Frost, 2000). The introduction of electives in 1870 created a need for advisors (Kuhn, 2008). The idealistic view was for advisors to listen to difficulties, to act as representatives, and to see that every part of the student's studies received proper attention. In reality, advising consisted of brief impersonal interviews. This reality continued as a common practice from 1920 to 1940, and advising and advising processes remained unexamined activities with little institutional focus of resources or improvement (Kuhn, 2008; Frost, 2000).

Trombley and Holmes (1981) noted that most institutions do not publicly commit to advising and predicted that institutions will eventually realize that a strong academic advising system is one of their best investments. Persuasive evidence exists that academic advising, student retention, and institutional stability are strongly linked (Astin, 1975; Beal & Noel, 1980; Pascarella & Terenzini, 1980, 1991; Trombley & Holmes, 1981; Kapraun & Coldren, 1982;

Tinto, 1987, 1998, 2012; Bedford & Durkee, 1989; Steel, Kennedy, & Gordon, 1993; Hunter & White, 2004; Lynch, 2004; Baher, 2008; Harding, 2008; Kuh, 2008; O'Banion, 2013; Swecker, Fiftolt, & Searby, 2013; Oriano, 2013). Institutional leadership must commit to academic advising and develop programs that fit the unique setting of the individual college or university setting (Trombley & Holmes, 1981; King, 2008, O'Banion, 2013; Melander, 2005). Institutional commitment to advising must also be demonstrated in terms of human, fiscal, and physical resources (Trombley & Holmes, 1981; King, 2008). O'Banion (2013) strongly supports an institution-wide team approach, suggesting the function is too important in the student success mission to assign to only one group.

Management and Organization of Effective Advising Systems

The organization of academic advising services should be structured purposefully and managed effectively (Melander, 2005; King, 2008). King (2008) suggests six factors to consider when deciding how to organize advising services. One is institutional structure and mission (Melander, 2005; King, 2008; Campbell, 2008), including control of institution, level of educational offerings, nature of program offerings, and selectivity (King, 2008; Melander, 2005). Second is student population, which is of utmost importance. Institutions should anticipate student characteristics, such as preparedness, decided vs. undecided majors, diversity, first generation status, and commuter vs. non-commuter students, when organizing an advising program. The more risk factors present, the more important a highly structured system for advising (King, 2008). Third, if institutional leaders desire that faculty takes a role in advising, their interest and willingness to serve as advisors is essential for a successful implementation (King, 2008). Fourth, programs and policies are also critical to effective advising. The more

transactions the advisors are involved in, the more complexities involved. Budget is a fifth factor to consider in developing and managing advising systems (King, 2008; O'Brien & Archer, 2013). For example, requiring advising as part of a full time teaching load is less expensive than hiring full time advisors. Utilizing peer and paraprofessional advisors is also less expensive (King, 2008). Finally, ensuring proper allocation of space and all necessary resources are vital and necessary components for effective advising programs (King, 2008).

King (2008) offers additional key components for an effective advising program. An effective advising program will have an articulated vision and ideal coordination. Advising leaders and personnel must set goals and objectives and above all promote student learning and development, which requires a strong advisor development component (informational, conceptual, and relational). Informational content is what the advisor needs to know about the college, including the resources available to enable the student to make appropriate educational and career decisions. Informational content includes but is not limited to institutional mission, policies and procedure, degree programs and requirements, college resources, and characteristics and needs of the student population. Conceptual content refers to what an advisor must understand about the advising process, including the definition of academic advising, advisor and student rights and responsibilities, advising models, relationships of advising to other services, and the relationship of advising to the institutional mission (King, 2008). It is important for advisors to initiate collaborative interactions with other offices. An effective advising office is not a closed system (King, 2008; O'Banion, 2013). Relational skills for advisors refer to behaviors of the advisor in relating to the student. The content includes such topics as interviewing skills, listening skills, nonverbal communication and referral skills (King, 1993;

King, 2008). In the process of guiding a student through the education system, there are opportunities to enhance the student's development in various life skills. The advisor needs to learn how to guide students in goal setting, decision making, and values clarification and advocate and adhere to ethical behavior in all dealings (King, 2008; O'Banion, 2013).

When deciding on the structure of advising delivery it is important to research models that work best for similar institutional environments (King, 2008). It is beneficial to examine institutions with successful programs to learn best practices. Ask the following questions: What critical factors drive their success? What metrics do they use? Are standards clearly defined? Who sets them? What should they be? Do they match the campus culture? Investigate how existing and natural connections should be managed (King, 2008). King (2008) suggests other questions when seeking to structure or further improve academic advising. These questions are aimed at knowing how prepared students are for learning and what support and services they may require:

1. How should student readiness needs be addressed within the institutional environment?
2. At what points are students vulnerable to failure?
3. How should student services support student development, growth, retention, and achievement?
4. Is the department student centered or department centered?
5. Are students engaging in the support services they need?
6. Are students making progress?

Melander (2005) offers additional insight on an effective advising system. The advising process must be offered in a functionally responsible system of assigned responsibilities. It must be intentional and reflect the institution's educational mission and goals. The advising system should present learning opportunities. More specifically, it must give students access to specific areas of knowledge and skills, so that while navigating their educational environment they can become lifelong learners and educational planners. There should be learning opportunities organized in an advising curriculum and centered on student development principles and theories (Melander, 2005; Campbell, 2008). It is essential for an advising system to be based on advising policies, pedagogies, processes, and practices that are founded on researched and validated principles of management, teaching, and learning (Melander, 2005).

Institutional advising models. While there is widespread agreement concerning the importance and relevance of advising for the efficiency of the institution and the student, there is much debate regarding the practice of advising and who should perform the activity (O'Banion, 1972, 2009, 2013; Trombley & Holmes, 1981). Advising is offered by advisors in an advising office or academic department but may also occur in the admissions office, disability resources, intercollegiate athletics, multicultural student centers, honors programs, career centers. Normally, professional staff members work in these areas and focus primarily on student success and student development. Faculty advisors take on advising roles focusing on academic major and career opportunities and mentoring students within the academic discipline (Self, 2008).

Habley (1983, 2004) examined institutions using a variety of advising organizational model described in the table below.

Table 2.2 *Higher Education Advising Models*

Faculty-Only Model	No Advising office. All students are assigned to instructional faculty.
Supplementary Model	Advising office provides general academic information and referrals. Students are assigned to instructional faculty and all advising transactions must be approved by faculty advisor.
Split Model	Undecided and/or underprepared students are advised in the advising office. All others are assigned to academic units or faculty advisors.
Dual Model	Each student has two advisors – faculty advisor advises on all matters related to major and advisor from advising office advises on general requirements, policies and procedures.
Total Intake Model	Advisors in advising office advise students until specific requirements are met. Students are assigned to an academic unit or faculty advisor once the requirements are met.
Satellite Model	Each school, college, or division within the institution has its own approach to advising.
Self-Contained Model	Advising is done from one central unit from student enrollment to departure.

The three most common advising structures are the self-contained, split, and faculty-only models. The split model is the most prevalent (Self, 2008; King, 2008). Scholars have recorded a noticeable decline from using the faculty-only model, but it is still common in some private institutions as well as two- and four-year colleges (Habley, 2004; Self 2008; King, 2008). The one most unique advising model to community colleges is the self-contained model, which grew out of the guidance concept used in high schools (Habley, 2004). Although the self-contained model is prevalent in community colleges, institutions are actively engaging in massive restructuring of advising systems that are founded on research and data driven strategies (O'Banion, 2013; Oriano, 2013).

Oriano (2013) offers suggestions for designing advising systems that work for community colleges. The first step is to understand community college students. In addition to understanding student characteristics, colleges must examine institutional culture specifically for “ingrained beliefs about students” (Oriano, 2013, p. 19). It is imperative for advisors to examine these beliefs as they may impact how they work with students (Oriano, 2013; Kramer, 1982). A

second important step in creating innovative advising programs is to understand student experiences from the student perspective (Oriano, 2013). Empirical studies conducted by organizations serve as tools for institutions “...to perform external benchmarking with peer colleges and internal benchmarking among different student subgroups” (Oriano, 2013, p. 19). Community college leaders are quickly realizing advising is second only to instruction in community colleges (O’Banion, 2013). Understanding the needs and experiences of its students is how the institution can improve practices (Oriano, 2013; O’Brien & Archer, 2013).

While there is not widespread agreement regarding an academic advising model, there is agreement among practitioners regarding the steps O’Banion (1972,2009,2013) proposes—exploration of life and vocational goals, program choice, course choice and scheduling—as the “hallmarks of a well-designed academic advising system” for community colleges (Oriano, 2013, p. 22).

Community College Advising Programs

Levin et al. (2010) studied findings that revealed four common characteristics of successful programs to improve the achievement of underrepresented groups prevalent in community colleges:

1. Cohesion—the ability of program personnel to operate as a unit in which behaviors and actions interconnect or are rationally consistent;
2. Cooperation—the degree to which program personnel work together toward common goals and form good working relationships with each other and with students;

3. Connection—the ability of program personnel to sustain interdependent relationships with internal and external entities, such as other departments within the college and industry representatives; and
4. Consistency—the presence of a distinctive and stable pattern of program behaviors that promote program goals.

Applegate (2012) adds that effective advising practices are dependent on technology, the characteristics of the advisors, and adopting best practices. Regarding technology, Applegate (2012) believes utilization of the latest technology can expand the capacity to reach more students, improve the quality of advising, better adapt to individual student needs, and reduce costs. In addition, institutions should create an advising corps that is representative of the students who need advising. It is important to use the National Academic Advising Association (NACADA) and other platforms to share and learn what works best for adult learners, veterans, transfer students, low-income students, first-generation students, and students of color. Applegate (2012) also suggests leading courageous conversations about the results of academic programs, focusing on what the data say and insisting on a student-centered, data-based approach to all decisions.

O'Banion (2013) served as editor for *Academic Advising: The Key to Student Success*, a compilation of works demonstrating the importance of the above suggestions (Levin et al., 2010; Applegate, 2012) in developing and managing effective advising programs in community colleges. The articles in the text focus on the growing emphasis on community college completion and the role of advising in the agenda (O'Banion, 2013; Oriano, 2013).

Best practices in action. Several community colleges exemplify successful advising strategies and its impact on community college completion. Romano (2013) introduces Valencia College's learning-centered student advising system as a LifeMap. LifeMap is a unified developmental advising system that "promotes student social and academic integration, education and career planning, and acquisition of study and life skills" (p. 35). Valencia College began its developmental advising initiative through the exploration of Frost's (1991) *Academic Advising for Student Success: A System of Shared Responsibility*. Frost (1991) stressed the importance of thinking of advising as teaching, implementing a system-wide advising approach and improving faculty understanding of students' goals. The teams responsible for reorganizing the advising program at Valencia followed Frost's (1991) advice and also drew from other higher education professional's research, knowledge and experience (Romano, 2013). LifeMap goals and success indicators are described in stages:

Stage 1: College Transition – Usually begins in middle school and high school, students learn about college choice and requirements.

Stage 2: Introduction to College – Occurs during their first 15 college credits, students are required to follow a study plan, use college resources, identify life goals and career paths, engage with faculty, staff and peers on campus, and decide and record graduation date.

Stage 3: Progression to Degree – Occurs during their completion of 16-44 credits, students revise their educational plans as needed, determine further career options, develop financial literacy, complete all general education requirements, reflect on

knowledge attained, determine completion and career goals, explore internship opportunities, and maintain social connections on campus.

Stage 4: Graduation Transition – After completing 44 credits, students confirm graduation date, create a portfolio demonstrating academic achievements, engage in further education and career planning, gather recommendations from faculty and staff while preparing resumes and college applications.

Stage 5: Lifelong Learning – Students are encouraged to engage in lifelong learning after transitioning into the workforce and to apply setting goals, evaluating options, identifying and meeting educational needs, and building and maintaining professional networks.

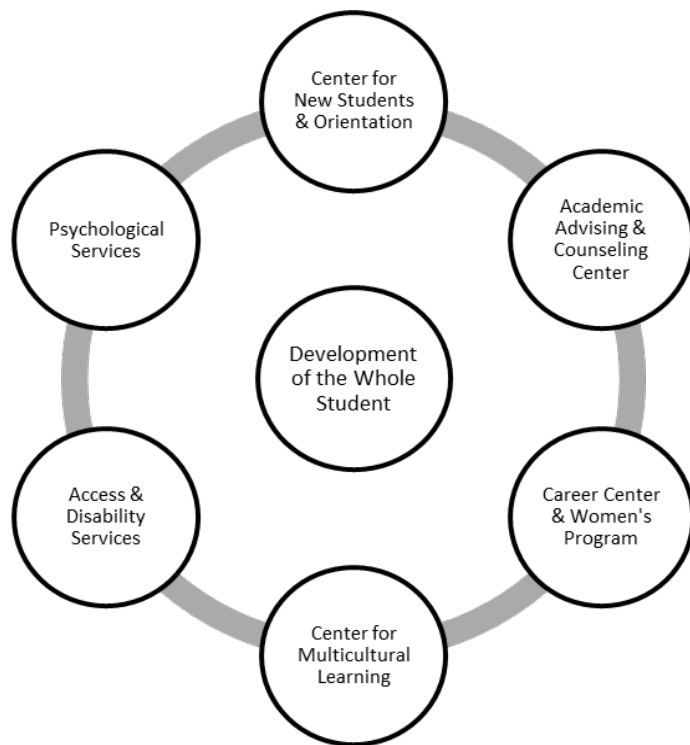
The LifeMap model is fully integrated into Valencia College through programs and services, marketing, data and research driven strategies, professional development, technology and funding. Faculty and staff advisors are a major component to the LifeMap system—all must demonstrate competency in understanding LifeMap and student development principles (Ramono, 2013). Valencia and others have developed a comprehensive and collaborative advising effort.

West Kentucky Community and Technical College (WKCTC) developed the master advising center (Smith et al., 2013). WKCTC made a commitment to transform its advising system from a program that primarily assisted students in course scheduling to a model that actively supports teaching and learning (Smith et al., 2013).

WKCTC underwent a reorganization of its advising services using the advice of a higher education consultant and relevant research and data. Leadership demonstrated commitment to the advising center through initiatives such as moving all student services to one building, aligning efforts with institutional mission and goals, and reorganization of advising and its reporting structure. Advising at WKCTC takes place from intake to degree completion (Smith et al., 2013). It is a college wide initiative designed to fully support student learning and completion. Resources are allocated to ensure adequate student support services, targeted outreach efforts and increased enrollment and student success. Professional development for faculty and staff is a priority at WKCTC, as well as faculty involvement in advising. Educational pathways are developed and revised frequently to ensure accuracy. Faculty and staff also work to develop and maintain partnerships with colleagues at other colleges and universities (Smith et al., 2013).

William Rainey Harper College (Harper College) developed a new college wide advising system "...built on the premise that academic advising infused with counseling provides the most effective structure to support the whole student" (Otto, Rosenthal, & Kindle, 2013, p. 80). Harper College's advising center is staffed with 17 full time advisors and 18 part time master's level professional counselors. Advisors and Counselors are placed in a variety of student services as shown in Figure 2.1.

Figure 2.1 *Structure of Harper College Academic Advising Model*



This organizational structure was developed to ensure proper educational planning, proactive interventions, special programs for addressing student needs, personal growth courses, and ongoing career and personal counseling. Personal growth courses are for credit courses (e.g., First Year Experience, Career Development, Humanistic Psychology, Exploring Diversity, and Topics in Psychology) aimed at developing the whole student (Otto et al., 2013).

Harper College engages in advising throughout the student life cycle as described in the table below.

Table 2.3 *Advising Throughout the Student Life Cycle*

On-boarding (for new degree seeking students)	Orientation Basic skills assessment At-risk determination Summer bridge Tailored first semester schedule
0-15 credit hours	First Year Experience 101 course Early alert Individualized success plans
16-30 credit hours	Career development course Degree audits Educational plan to goal completion
31-45 credit hours	Mandatory advising for probation students Transfer advising and college fair
46-60 credit hours	Graduation checks Job fair and resume Required course for suspension students
Degree completion Alumni	Career and transfer graduate surveys Job search assistance Career change support

Harper College developed a comprehensive advising program with policies and practices to support student success and goal completion. Technology is also a vital component in Harper's advising program as it is in most if not all of today's successful community college advising systems. In addition to technology, leaders emphasize the importance of partnering with transfer institutions, faculty and staff professional development, program evaluation, research and data driven practices, and continuous improvement (Otto et al., 2013).

Summary of Advising at Community Colleges

Community college leaders are focused on longstanding institutional procedures that impact intake processes. Often, they are finding those longstanding processes have hindered student success (Oriano, 2013). Through data driven research practices, institutions are realizing

more effective community college advising practices (O'Banion, 2013; Oriano, 2013; Romano, 2013; Smith et al., 2013; Otto, Rosenthal, & Kindle; Coughlin, Hayes, & Payne, 2013; O'Brien & Archer, 2013). Community colleges across the nation are developing advising models that best fit their institutions and that require systematic review and evaluation (O'Brien & Archer, 2013). Students are active partners in their educational planning. Training is integral and ongoing, and technology is an essential component. The programs demonstrate clear missions and engage in strong collaborations with Academic Affairs. Leaders are providing clearly articulated procedures and comprehensive training plans for faculty and advisors (O'Brien & Archer, 2013; Otto et al., 2013; Oriano, 2013; Romano, 2013). Still there is little discussion on required competencies (knowledge, skills and abilities) for the effective community college advisor.

Competency Introduction

This section is a review of the literature on the subject of competencies. Competencies are first defined as written in the competency literature. Following is a discussion of the literature on competency modeling, including its origins and history and methods employed in competency modeling. The competency section ends with a discussion regarding literature on advisor competencies and ultimately its significance to the community college advisor.

Competency Defined

Competencies were used as a way to measure occupational success as early as 1950 (Nybo, 2004). They can be described as “something an individual must demonstrate to be effective in a job, role, function, task, or duty,” and they are thought of as a method for creating job awareness and clarity about what it takes to be successful in an organization or in a particular position (Brown, 2006, p. 20). Several definitions are offered in the competency literature.

Nybo (2004) defines competencies as consisting of knowledge, skills and other behavioral dispositions necessary to reach expected standards of job performance, which are developed through formal education and training or informal work experience. Ricciardi (2005) defines competencies as distinct sets of behaviors applied to complete a task that is directly linked to a critical outcome. Reliable completion of tasks performed at an ideal rate leads to the achievement of critical outcomes (Ricciardi, 2005). Anitha (2011) defines competencies as a “combination of several factors like motives, traits, self-concepts, attitudes or values, skills and abilities. All of these competencies can differentiate superior performers from average performers” (p. 784).

Traditionally, competencies are based on functional role analysis and described as either job outcomes or knowledge, skills and attitudes required for performance and assessed by a standards, usually a behavioral benchmark (Markus, Cooper-Thomas, & Allpress, 2005). Three main approaches are used to describe competencies in the literature: educational, behavioral and business. Descriptions of educational and behavioral competencies are presented as part of this literature review. A detailed account of a behavioral approach, emotional and social intelligence, is offered to include a more in-depth view of how competencies are defined.

Educational Competency Approach

The modern competency movement originated from the educational discipline (Markus et al., 2005). This approach involves skills development, achievement of standards, and credentialism. Educational competencies can be defined as “an action, behavior or outcome to be demonstrated, or a minimum standard with different levels of mastery” that can be developed through education (Markus et al., 2005, p. 117). Warn and Tranter (2001) define educational

competencies to include oral communication, teamwork, interpersonal skills, self-management, problem solving, critical reflective thinking and leadership. Others competencies include collecting and analyzing information, planning and organizing activities, using numerical ideas and techniques, and using technology. Competence may also include the capacity to transfer knowledge and skill to new tasks and situations (Warn & Tranter, 2001). Educational experience is essential in developing competencies and in preparation for employment. It should enable individuals to use knowledge and skills effectively to achieve particular goals (Karmel, 1985; Warn & Tranter, 2001). Education pertaining to personal development, social interactions and ethical values is undervalued (Karmel, 2005).

Behavioral Competency Approach

McClelland (1973) introduced the concept of behavioral competencies when he asked why intelligence or aptitude tests should have so much power. McClelland (1973) criticized intelligence tests stating they were clearly discriminatory and suggested testing for competency as an alternative. Competency is defined as motives and personality traits, a better means of predicting occupational success than traditional psychometrics such as IQ and aptitude tests (McClelland, 1973; Marckus et al., 2005). McClelland (1973) advised to make careful behavioral analysis of outcomes and find ways of sampling the adaptive behavior in advance – behavioral analysis. He also advised to not rely solely on supervisors’ judgments; instead of job analysis, engage in analysis of what people think involves better performance (McClelland, 1973). McClelland states, “It may be desirable to assess competencies that are more generally useful in clusters of life outcomes, including not only occupational outcomes but social ones as well, such

as leadership, interpersonal skills, etc.” (p. 9). Some competencies may be cognitive ones (reading, writing, and calculating), and others involve personality or behavior: communication skills, patience, goal setting, ego development, and moral development (McClelland, 1973).

McClelland’s (1973) work was extremely influential, especially the idea that factors or inputs associated with individual occupational success could be identified and then taught to others (Markus et al., 2005). Subsequently, McClelland and Boyatzis (1980) developed a methodology for identifying competencies based on the ranges of skilled behaviors or recognized star performers in organizations. They defined competencies as “a generic body of knowledge, motives, traits, self-images and social roles and skills that are causally related to superior or effective performance in the job” (McClelland & Boyatzis, 1980, p. 369).

Emotional, social, cognitive intelligence competencies. Salovey and Mayer (1997) first used the expression emotional intelligence and described it using four domains: perceiving, using, understanding and managing emotions. Other scholars have used labels such as practical intelligence or successful intelligence (Sternberg & Grigorenko, 2000). These concepts are often blended with competencies described by other psychologists as cognitive abilities. The concepts are anchored around the consequence of the person’s behavior, particularly success or effectiveness (Sternberg & Grigorenko, 2000, Boyatzis, 2011).

This approach is aimed at understanding the talent of people who are effective in their work. Currently, emotional and social intelligence competencies account for a significant and relevant amount of the variance in predicting and understanding performance (Boyatzis, 2008).

A competency is defined as a “learned capability” in the emotional and social intelligence literature (Goleman, 1998, p. 24). “It is a set of related but different sets of behavior organized around an underlying construct called the ‘intent’” (Boyatzis, 2011, p. 91).

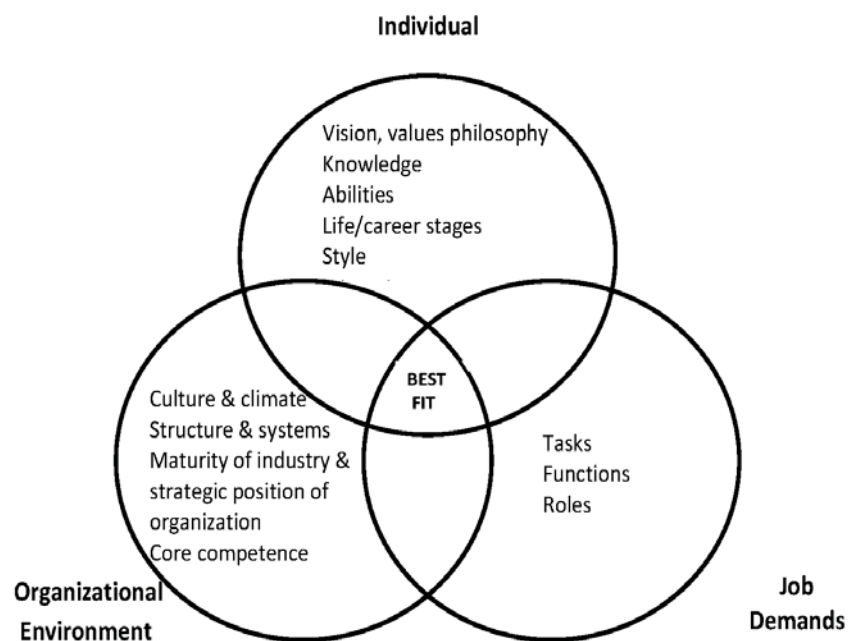
The behaviors are alternate manifestations of the intent, as appropriate in various situations or times. For example, a person can demonstrate these behaviors for multiple reasons or to various intended ends. A person can ask questions and listen to someone to ingratiate him or herself or to appear interested, thereby gaining standing in the other person’s view. Or a person can ask questions and listen to someone because he or she is interested in understanding this other person, his or her priorities, or thoughts in a situation (gaining influence or demonstrating empathy). (Boyatzis, 2011)

Boyatzis (2011) explains that emotional and social intelligence competencies require both gaining influence and demonstration of empathy (i.e., a set of alternate behaviors should vary according to the situation) and intent. This calls for measurement methods that allow for “assessment of both the presence of the behavior and inference of the intent” (Boyatzis, 2011, p. 91). Since competencies are identified and articulated in terms of actions and intent, they are a behavioral approach to understanding a person’s talent. A theory of maximum performance is the basis for the concept of competency (Boyatzis, 2011).

Maximum performance is alleged to occur when a person’s talents are consistent with the needs of the job demands and the organizational environment (Boyatzis, 1982). The person’s talents are described by his values, vision, personal philosophy, knowledge, life and career experiences and stages, interests and style. Job demands can be described by the job

responsibilities and functions needed for successful performance. Characteristics of the organizational environment that have an influence on the demonstration of competencies and/or the design of the jobs and roles include: culture and climate, structure and systems, maturity of the industry and strategic positioning within it, and aspects of the economic, political, social, environmental, climate of the organization (Boyatzis, 2011). Boyatzis' (1982, 2008) theory of action and job performance is outlined in his best fit model depicted in figure 2.2.

Figure 2.2 *Theory of Action and Job Performance: Best Fit (Boyatzis, 1982, 2008)*



Boyatzis (2011) contends that outstanding employees in key jobs appear to require three clusters of competencies that distinguish outstanding performance from average performers. According to Boyatzis (2011) the three competencies clusters are:

1. Cognitive competencies – systems thinking and pattern recognition

2. Emotional intelligence competencies – self-awareness and self-management
3. Social intelligence competencies – social awareness and relationship management, such as empathy and teamwork

Emotional Intelligence, Social Intelligence, and Cognitive Intelligence (i.e., EI, SI, and CI) are phrases used to focus attention on the underlying emotional and social components of human talent (Boyatzis, 2006, 2011). Emotional, social, and cognitive intelligence competencies offer more than a convenient framework for describing human dispositions. They offer a theoretical structure for the organization of personality, linking it to a theory of action and job performance (Boyatzis, 2011).

Goleman (1998) defined an emotional competence as a learned ability based on emotional intelligence, which results in outstanding performance at work. In other words, if a competency is an underlying individual characteristic that leads to or causes effective job performance (Boyatzis, 1982), then building on McClelland's (1973) earlier argument about the limits of traditional views of intelligence: (a) emotional intelligence competency is to recognize, understand, and use emotional information about oneself that leads to or causes effective performance; (b) social intelligence competency is to recognize, understand and use emotional information about others that leads to or causes effective performance; and (c) cognitive intelligence competency is to think or analyze information and situations that leads to or causes effective performance (Boyatzis, 2009, 2011). The scales and clusters of emotional and social intelligence competencies are described in table below.

Table 2.4 *The Scales & Clusters of Emotional, Social and Cognitive Intelligence Competencies (Boyatzis, 2011)*

Emotional Intelligence Competencies:

Self-Awareness cluster concerns knowing one's internal states, preferences, resources, and intuitions. The Self-Awareness cluster contains one competency:

Emotional Self-Awareness: Recognizing one's emotions and their effects

Self-Management cluster refers to managing ones' internal states, impulses, and resources. The Self-Management cluster contains four competencies:

Emotional Self-Control: Keeping disruptive emotions and impulses in check

Adaptability: Flexibility in handling change

Achievement Orientation: Striving to improve or meeting a standard of excellence

Positive Outlook: Seeing the positive aspects of things and the future

Social Intelligence Competencies:

Social Awareness cluster refers to how people handle relationships and awareness of others' feelings, needs, and concerns. The Social Awareness cluster contains two competencies:

Empathy: Sensing others' feelings and perspectives, and taking an active interest in their concerns

Organizational Awareness: Reading a group's emotional currents and power relationships

Relationship Management cluster concerns the skill or adeptness at inducing desirable responses in others. The cluster contains five competencies:

Coach and Mentor: Sensing others' development needs and bolstering their abilities

Inspirational Leadership: Inspiring and guiding individuals and groups

Influence: Wielding effective tactics for persuasion

Conflict Management: Negotiating and resolving disagreements

Teamwork: Working with others toward shared goals. Creating group synergy in pursuing collective goals

Cognitive Intelligence Competencies:

Systems Thinking: perceiving multiple causal relationships in understanding phenomena or events

Pattern Recognition: perceiving themes or patterns in seemingly random items, events, or phenomena

Appendix C shows a list of theories applied to advising and implicit or explicit competencies pulled from the literature. The following table, created as part of this study, includes the extracted competencies and how they fit within the three competency clusters introduced by Boyatzis (2011).

Table 2.5 Competencies Extracted from Theoretical Applications of Advising and Emotional, Social and Cognitive Intelligence Competencies

Emotional Intelligence Competencies – Advisor should be tolerant; Advisor should be self-aware; Advisor should be emotionally self-aware; advisor should be able to control emotions; Advisor should be responsible; Advisor should be charismatic; Advisor should have positive outlook; Advisor should be honest; Advisor should be committed to advising; Advisor should be open to being evaluated; Advisor should be open to learning; Advisor should be able to model accurate healthy norms; Advisor should be knowledgeable of personal attributions; Advisor should be open to taking responsibility for student success; Advisor should be ethical; Advisor should be able to model successful behavior; Advisor should strive to improve or meet standard of excellence

Social Intelligence Competencies - Advisor should be trustworthy; Advisor should be challenging; Advisor should be stimulating; Advisor should be able to establish interpersonal relationships; Advisor should be able to establish collaborative relationships; Advisor should be able to sustain an authority relationship; Advisor should be able to understand others; Advisor should be able to care for others; Advisor should possess teaching skills; Advisor should have effective communication skills; Advisor should be open to individual differences; Advisor should be able to motivate others; Advisor should be able to inspire others; Advisor should be able to encourage others; Advisor should be an effective listener; Advisor should be empathetic; Advisors should believe in people's strengths; Advisors should possess leadership skills; Advisor should be able to teach others how to formulate goals; Advisor should be able to understand and predict others behaviors and reactions; Advisor should be able to mentor others; Advisor should be able to manage conflict

Cognitive Intelligence Competencies - Advisor should be able to engage in critical thinking; Advisor should be able to analyze argument and reason; Advisor should have in-depth knowledge of college resources; Advisor should have in-depth knowledge of community resources; Advisor should understand the entire college experience; Advisor should know degree plans; Advisor should have institutional knowledge; Advisor should know pedagogy; Advisor should know advising theories; Advisor should know student learning theories; Advisor should know student development theories; Advisor should understand various perceptions and views used to make sense of the world; Advisor should master study skills; Advisor should know psychological and behavioral theories; Advisor should know student success principles; Advisor should be able to model success student behaviors; Advisor should be able to identify people's strengths; Advisor should know how to formulate positive open-ended questions; Advisor should know how to formulate goals; Advisor should be able to ascertain accurate and healthy norms; Advisor should know decision making skills; Advisor should understand moral issues; Advisor should understand ethical issues; Advisor should understand the nature of knowledge; Advisor should understand student issues; Advisor should know social theories; Advisor should know social psychology theories; Advisor should be able to negotiate realities

Based on the advising literature and Boytzis' contention that outstanding employees in key jobs seem to have emotional, social and cognitive intelligence competencies, the competencies provided above should enable advisors to manage themselves intelligently and work with others to be effective at work (Boytzis, Goleman, & Rhee, 2000). Some benefits of discovering

a set of competencies for community college advisors would include improved recruitment and selection practices, improved individual, organizational and career development programs, improved performance management processes, and improved communication on strategic and human resource issues through common language (Sparrow, 1995; Nybo, 2004; Brown, 2006; Anitha, 2011).

Competency Modeling

A competency model suggests which competencies are predictive of successful performance and who is likely to be successful in a particular position or role. It is an integrated set of behaviors essential for excellent work performance (Lucia & Lepsinger, 1999; Boyatzis, 2011). Organizational leaders and human resource professionals employ these models for hiring, promotion, development and assessment in an effort to ensure certain behavioral and organizational outcomes (Dalton, 1997; Markus et al., 2005). Establishing competency models requires time and expense, making it important that a competency model pass the litmus test (Dalton, 1997).

Dalton (1997) maintains that most activity going on under the banner of competency modeling is really only list making. A competency model must be more than a wish list of desired behaviors or lists of positive attributes that may or may not have anything to do with effectiveness. People mistakenly compile lists of attributes based on senior managers' beliefs that often reflect a half-day of off-site meetings with senior managers. The list is made with the underlying implication that if a leader says it is a competency, it is a competency (Dalton, 1997). "Building a so-called competency model based solely on beliefs and opinions of a group of people, albeit powerful people, makes it a useless exercise" (Dalton, 1997, p. 48). Building a

competency model must involve a methodology that demonstrates the validity of the model's standards. An unvalidated competency model will only capture the status quo (Dalton, 1997).

The Origins and History of Competency Modeling

Precise and specific methodology to build competency models is associated with McClelland's work (Mansfield, 2005; Spencer & Spencer, 1993). McClelland responded to the U.S. State Department's concern regarding the selection process of Foreign Service information officers. Previous selection methods using academic aptitude and knowledge testing were producing poor results. They failed to predict candidate effectiveness and eliminated too many minority applicants (Spencer & Spencer, 1993). McClelland's model was formed utilizing what is now referred to as the Behavioral Event Interview, a semi-structured interview in which the respondent is asked to recall recent events in which he or she felt effective (Spencer & Spencer, 1993; Boyatzis, 2011). McClelland interviewed outstanding performers to identify what behaviors were exhibited during specific events and formulated the data into a small set of competencies that could be described in behaviorally specific terms. As a result of this study, McClelland's methodology dominated the practice of competency modeling for many years and is still influential today (Spencer & Spencer, 1993).

Since McClelland's work, competency models have been developed in response to organizational changes and in response to individual needs (Mansfield, 1996). Dalton (1997) describes the following steps to competency modeling:

1. Specify the job or position being analyzed.
2. Identify expected business challenges.

3. Conduct critical incident interviews for anecdotal evidence on effective and ineffective performers.
4. Conduct a content analysis of the critical incidents to identify the underlying competencies.
5. Validate the model to ensure that it captures the characteristics of effective employees compared with ineffective ones in a given situation.

A competency model must identify and validate the existence of underlying motives, traits, and attitudes for a particular position. It is critical that a competency model be based on which people are effective and how they got that way. It will point to how people can acquire the necessary traits, values, skills, or perspectives. The implicit development strategy will be apparent (Dalton, 1997). Mansfield (2005) adds to Dalton's work by identifying three widely used sources of data compilation: convene resource panels or focus groups of subject matter experts, hold critical event interviews with superior performers, and utilize generic competency dictionaries.

Riccardi (2005) mentions a variety of persons who could potentially engage in the competency modeling process but goes on to state that it is unclear which strategy is best under a range of circumstances. He suggests far fewer choices for methods for competency modeling: 1) systematic observation, 2) consensual validation, 3) standards of practice as presented in the representative literature, and 4) organizational policy (Riccardi, 2005). Systematic observation of successful performers is considered most empirically valid but also most costly (Riccardi, 2005). Riccardi (2005) states, "This approach is clearly the most empirically valid. However, a major obstacle is the time, energy, and expertise required to develop such a model. Presumably, this is why most practitioners have turned to the alternative strategies listed below" (p. 493).

Consensual validation is identifying and defining competencies through a series of meetings with experts in the chosen field. This approach is valued because of its speed and acceptability. Its weakness is others may overvalue committee members' observations (Riccardi, 2005). Riccardi (2005) suggests combining systematic observation with consensual validation as a way to minimize weaknesses. Relying on standards of practice is to identify best practice in the relevant literature. Reliance on literature to develop competency models truly brings research to practice (Riccardi, 2005). Organizational policy involves local regulations or behaviors that organizations have deemed critical and so also speak to competencies. These items may not support empirical validity but are nonetheless important conventions in the field (Riccardi, 2005). In reality, Riccardi (2005) suggests all four methods will likely be used in competency modeling – a combined approach. Others researchers have operationalized a combined approach (Warn & Tranter, 2001; Mansfield, 1996; Nybo, 2007; Markus et al., 2005; Boyatzis, 2011; Martinez, 2008; Woolf & Martinez, 2013). Whichever approach is used, a competency model should provide an operational definition for each competency, together with measureable or observable performance indicators or standards evaluating individuals against (Mansfield, 1996; Riccardi, 2005; Markus et al., 2005; Boyatzis, 2011).

Methods Employed in Competency Modeling

Barber and Tietje (2004) defined competencies for a group of managers in manufacturing and material processing. They used a Delphi research method to identify and initially categorize a list of competencies by working with three stakeholder groups familiar with the industry. The Delphi method originated in a series of studies that the RAND Corporation conducted in the 1950s. The objective of the Delphi method is to develop a technique to obtain the most reliable

consensus of a group of experts. Delphi may be characterized as a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem (Okoli & Pawlowski, 2004). The Delphi approach is mentioned by Gayeski, Golden, Andrade, and Mason (2007) as a method faster and more comprehensive than the traditional interview and observation protocols, especially when used with internet tools such as web-based surveys and email.

Martinez (2008) found that many researchers also follow the approach taken by Hemphill (1960), who created a taxonomy for management competencies. Hemphill gathered data from ninety-three managers to rate over five-hundred competencies on a Likert scale. Using exploratory factor analysis, he identified nine distinct competency areas. Martinez (2008) adds, “Most, but not all, researchers use a combination of literature and practitioners in the development of their instrumentation, though the degree of formality varies” (p. 626).

Martinez (2008) reviewed relevant literature, utilized the Delphi approach, and used exploratory factor analysis to develop a competency model for higher education policy analysts. With support from the Ford Foundation, Martinez initiated a study to explore competencies that higher education policy analysts considered crucial to their work. The purpose of this research was to define a meaningful list of competencies for higher education policy analysts and then empirically test whether those competencies meaningfully categorized into discrete groupings. Martinez (2008) factor analyzed a list of 25 core competencies that resulted in four distinct groupings of competencies. Martinez (2008) asked the following research questions to eventually propose taxonomy included: Are there certain competencies that, when taken together, can be usefully classified? Are certain competencies more technical in nature, or do

they rely more on how the policy analyst interpersonally relates to others? Do certain competencies require the policy analysts to work primarily with resources within their immediate organizational environment (internal), or must they draw on resources outside the immediate organization (external)?

Woolf and Martinez (2013) reviewed relevant literature in areas including competency modeling and higher education and also utilized the Delphi method to explore competencies that financial aid officers require to be successful in their jobs. A survey was distributed to 508 financial aid officers in the Western United States. Respondents rated 30 job competencies for their relative priority and frequency of use. Using exploratory factor analysis, the emergent competency model was a four factor solution that groups competencies that are 1) External to Organization, 2) Interpersonal in Nature, 3) Related to Data Analysis, and 4) Related to Project Management. The four factor solution showed some overlap with Martinez's (2008) competency model for higher education analysts but also differences, suggesting that one general model is not entirely applicable across different professions. "Through the application of this competency model, financial aid officers may target specific competency areas for professional training and growth" (Woolf & Martinez, 2013, p. 86). The combined approach utilized by Woolf and Martinez (2013) seems feasible for the current study as a comprehensive literature review was completed reviewing a variety of methods for competency modeling and relevant literature in higher education. It was also conducted within the realm of higher education.

Tentative Advisor Competencies & Related Resources

Earlier mentioned articles recommend responsibilities, theories and practices for advisors in higher education institutions. O'Banion (1994) comments, "To better understand the nature of

the process of academic advising it will be helpful to consider the skills, knowledge, and attitudes required by the personnel who would assist students in each of the steps” (p. 11).

O’Banion (1994) offers a tentative listing of such requirements below.

Exploration of Life Goals

- Knowledge of student characteristics and development
- Understanding of decision making process
- Knowledge of psychology and sociology
- Skills in counseling techniques
- Appreciation of individual differences
- Belief in worth and dignity in all men
- Belief that all have potential

Exploration of Vocational Goals

- Knowledge of vocational fields
- Skill in interpretation of tests
- Understanding of changing nature of work in society
- Acceptance of all fields of work as worthy and dignified

Program Choice

- Knowledge of program choice available in the college
- Knowledge of requirements of programs (special entrance requirements, fees, time commitments)
- Knowledge of university requirements for transfer programs
- Knowledge of how others have performed in the program
- Knowledge of follow-up success of those who have completed the program

Course Choice

- Knowledge of courses available
- Knowledge of any special information regarding courses (prerequisites, offered only in certain times, transferability; Does the course meet graduation

requirements? (What is the appropriate sequence for the university?)

- Rules and regulations the college regarding probation and suspension, limit on course load (academic and work limitations)
- Knowledge of honors courses or remedial courses
- Knowledge of instructors and their teaching styles
- Knowledge of student's ability through test scores, high school record
- Knowledge of course content.

Scheduling Courses

- Knowledge of schedule
- Knowledge of the systems of scheduling and changing the schedule
- Knowledge of work and commuting requirements

O'Banion offers an exhaustive list of suggested competencies; however, it is tentative and research on advisor competencies is still needed.

Organizations, such as NACADA, make materials available related to advising standards, core values, and competencies. The Council for Advancement of Standards in Higher Education (CAS) (2005) produces *Standards and Guidelines for Academic Advising*. NACADA offers supportive materials for the good of advisors and institutions: *The Statement of Core Values of Academic Advising* (2005) and *The Concept of Academic Advising* (2008). NACADA (2013) provides *Academic Advisor Competencies* produced by the Academic & Career Advising Task Force at the University of Wisconsin System (UW).

CAS Standards for Academic Advising

CAS (2005) speaks to the role of academic advising programs focusing on standards for organization, leadership and advising practices. Ethical standards statements are provided for programs and advisors, and the following standards are offered:

- Academic advisors should have an understanding of student development, student learning, career development, and other relevant theories in education, social sciences, and humanities.
- Academic advisors should have a comprehensive knowledge of the institution's programs, academic requirements, policies and procedures, majors, minors, and support services.
- Academic advisors should demonstrate an interest and effectiveness in working with and assisting students and a willingness to participate in professional activities.

CAS (2005) suggests continual professional development in the above standards and also offers means for evaluation and assessment.

Core Values and Concept of Academic Advising

The *Statement of Core Values* and the *Concept of Academic Advising* are considered the “pillars of academic advising” (NACADA, 2008). NACADA's (2005) *Core Values* are depicted in the following illustration.

Figure 2.3 *Core Values of Academic Advising (NACADA, 2005)*



The core values are presented via an introduction, declaration, and exposition. The exposition describes the six core values:

Core Value 1: Advisors are responsible to the individuals they advise.

Core Value 2: Advisors are responsible for involving others, when appropriate, in the advising process.

Core Value 3: Advisors are responsible to their institutions.

Core Value 4: Advisors are responsible to higher education in general.

Core Value 5: Advisors are responsible to their educational community.

Core Value 6: Advisors are responsible for their professional practices and for themselves personally.

NACADA (2005) submits the core values as guidance academic advisors seek from NACADA.

The statement is reviewed periodically to ensure its alignment with current professional practices and philosophies (NACADA, 2005).

The Concept of Academic Advising consist of three parts: curriculum, pedagogy, and learning outcomes. The following is an illustration provided by NACADA (2008).

Figure 2.4 *Concept of Academic Advising (NACADA, 2008)*



In 2005, NACADA President Jo Anne Huber charged a Task Force chaired by past NACADA Presidents Ruth Darling and Eric White to develop on the concept of academic advising on behalf of the association. The work of the Task Force was presented at all NACADA Region Conferences in spring 2006 and the comments, recommendations, and input from all members were incorporated into the *Concept of Academic Advising*. The concept, as illustrated in figure 2.4, is a result of extensive grassroots member input and involvement. It is the intention of the association to provide the *Statement of Core Values* and the *Concept of Academic Advising* to its constituents, reflecting as many of the current views and philosophies of its members as possible (NACADA, 2014).

The curriculum of academic advising draws primarily from theories in the social sciences, humanities, and education. It includes, but is not limited to, the institution's mission, culture and expectations; the meaning, value, and interrelationship of the institution's curriculum and co-curriculum; modes of thinking, learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge. The pedagogy of academic advising incorporates the preparation, facilitation, documentation, and assessment of advising interactions. Although the methods, strategies, and techniques may vary, the relationship between advisors and students is expressed as fundamental and characterized by mutual respect, trust, and ethical behavior. The student learning outcomes of academic advising are guided by an institution's mission, goals, curriculum and co-curriculum. These outcomes, defined in an advising curriculum, articulate what students will demonstrate, know, value, and do as a result of participating in academic advising (NACADA, 2014).

Advisor Competencies Example

NACADA (2013) provides an example of advisor competencies via UW (2013). UW created an academic advising task force to create a list of competencies divided into three parts: conceptual, informational, and relational. The UW (2013) advisor competencies are listed below:

1. Foundations Knowledge (conceptual)
 - Advising Philosophy
 - Theoretical Frameworks
 - NACADA Core Values
 - Knowledge of higher education issues including legal and ethical issue
2. Knowledge of college student characteristics (informational)
 - General knowledge of college students
 - Specific knowledge of population(s) advised
3. Career advising knowledge and skills (informational)
 - Knowledge of academic major
 - Knowledge of occupational, workplace relationships
4. Communication and interpersonal skills (relational)
 - Demonstrate the ability to relate to individuals and groups of designated students through the use of basic communication, helping and problem-solving skills
5. Knowledge of application of advising at local institution (informational)
 - Institutional information
 - Referral Resources

- Graduation requirements
- Technology use

UW notices academic advising an integral function within the higher education system. Training and development functions are also provided.

Summary

In reviewing the literature, much exists related to advising theory and practices in higher education institutions, mainly 4-year institutions. There were not any significant findings of specific research into the specific competencies required or recommended for community college advisors. As such, a gap exists in the higher education and academic advising professional literature. This research fills the gap and adds depth to the literature and to the academic advising profession. Furthermore, the methodology outlined below follows the patterns of competency identification and competency model development as explained in the literature and bases itself specifically on the theoretical framework established Martinez (2008) and Woolf and Martinez (2013).

CHAPTER 3

Introduction

There is a substantial amount of literature on how advising works or should work and studies that actually attempt to link specific theories to best practices (Creamer & Creamer, 1994; Frost, 2001; Bloom & Martin, 2002; Demetriou, 2005; Hemwall & Trachte, 2005; Barbuto & Wheeler, 2006; Crookston, 1994; Barbuto et al., 2011). No academic studies directly link specific competencies to the effective community college advisor. This is a significant gap in the literature in that the advisor is an important piece of the advising system, a well-documented support system for student success on community college campuses (Goldrick-Rab, 2010; O'Banion, 2013; Oriano, 2013; Romano, 2013; Smith et al., 2013; Otto, Rosenthal, & Kindle; Coughlin, Hayes, & Payne, 2013; O'Brien & Archer, 2013). The purpose of this study was to explore whether a set of competencies describes effective community college advising and practices, and whether these competencies create a competency model. This research defines a competency model for community college advisors and also suggests useful categories that relate to cognitive, emotional and social intelligence competencies.

Once the community college competencies were identified, the next step was to determine whether the competencies evaluated as important and frequently used group into distinct categories to recommend a competency model for the advising profession. Do the identified competencies group in such a way to create useful categories? How do competencies for community college advisors compare with the three competencies clusters as suggested by Boyatzis (2011)—cognitive intelligence, emotional intelligence, social intelligence?

Methodological Approach

Defining a competency list for subsequent distribution to community college advisors was the initial step for this study. A modified Delphi method was used for developing the list of community college advisor competencies. I developed an original list from the literature review on advising theories to compare with panelist responses, and added additional input based on own professional experience as well as expert input from panel. Rather than send a questionnaire, panelists were asked to provide a list of required competencies for a community college advisor.

The Delphi method is a systematic process in which experts reach agreement (Martinez, 2008; Fletcher-Johnston, Marshall, & Straatman, 2011; Woolf & Martinez, 2013; Wester & Borders, 2014). This method is typically used when there is a scarcity of research in a particular area, such as the lack of research on advisor competencies (Wester & Borders, 2014). The Delphi method involves selecting a panel of experts, who remain anonymous to one another, to provide their opinions and ratings through four steps (Fletcher-Johnston et al., 2011; Wester & Borders, 2014). The steps for this study are presented below:

- Step 1: Choose panelists and ask them to contribute to a list of community college advisor competencies. Compare similarities and differences of all lists to develop a list of competencies (Martinez, 2008).
- Step 2: Send list of competencies to panelists to determine panelist agreement and disagreement on competency items derived in step one. Revise and send list of competencies to panelists.

Step 3: Receive feedback from panelists and determine panelist agreement or disagreement.

Step 4: Revise list and give one more opportunity for panelist feedback. Make any revisions based on feedback for final list.

Panel selection was critical to the strength and validity of the competency list (Wester & Borders, 2014). For this study, six panelists were selected based on their expertise in advising. Five panelists are well-established advising leaders in our nation's community colleges and one panelist is a well-known scholar in the advising field. Panelists were asked what knowledge, skills and abilities are required by those who do academic advising at a community college.

An initial list of competencies was drawn from advising literature and was compared to the lists provided by panelists. Each theory was carefully analyzed pulling out expected functions and competencies. Some competencies were explicitly stated where others were not; however, if an author suggests that an advisor should build strong interpersonal relationships, it is safe to assume the advisor should possess effective interpersonal communication skills.

A synthesis of all three inputs (framework, researcher, and expert panel) produced a final survey. The final survey including the introduction and demographic questions is in Appendix B. The competency portion of the survey with scales used for the survey instrument is provided below in table 3.1. For each specific competency, advisors rated both the priority of the competency and how frequently it would be used in performing appropriate job duties.

Table 3.1 *Community College Advisor Competency List and Scales*

Priority	Frequency
1-Low priority	1-Never
2-Somewhat priority	2-Rarely
3-Moderate priority	3-Often
4-High priority	4-Always

Community College Advisor Competency Items
1. Demonstrate a student centered attitude
2. Control one's emotions when in difficult situations
3. Demonstrate a positive outlook at work
4. Display ethical traits (i.e., honest, trustworthy, etc.) when dealing with students
5. Engage in ongoing professional development
6. Demonstrate active listening during advising sessions
7. Build rapport with students
8. Respect individual differences in students
9. Understand characteristics of student population
10. Understand societal issues that impact students' lives
11. Capacity to recognize emotions that are being experienced by others
12. Help students improve their interpersonal skills
13. Demonstrate ability to predict student behaviors
14. Help students learn to become members of their higher education community
15. Demonstrate effective conflict management skills when dealing with students
16. Teach students how to conduct personal assessments to understand their own values
17. Teach students how to formulate goals
18. Work effectively on a team
19. Motivate students to complete their educational goals
20. Help students make connections between personal characteristics and major/career
21. Use counseling techniques during advising sessions
22. Formulate positive open ended questions during advising sessions
23. Possess in depth knowledge of college resources
24. Possess in depth knowledge of community resources
25. Demonstrate ability to explain transfer information
26. Explain college degree plans
27. Create educational plans
28. Explain college policies, procedures, and transactions to students
29. Apply a variety of advising theories at work
30. Apply a variety of student learning theories at work
31. Help students improve study skills
32. Help students explore career options
33. Develop intervention strategies conducive to academic success
34. Help students to think critically about their roles and responsibilities as students
35. Help students improve their critical thinking and reasoning skills
36. Demonstrate effective decision making skills
37. Demonstrate effective problem solving skills
38. Use relevant data to inform the advising process
39. Stay relevant on current trends/issues that impact academic advising

40. Differentiate between college advising and psychological counseling
 41. Adhere to practices such as FERPA, risk management strategies, etc.
 42. Demonstrate skills in using advising tools and technology
 43. Keep accurate record of student visits
 44. Demonstrate effective public speaking skills
 45. Demonstrate effective writing skills for a specific audience
 46. Knowledge of higher education issues
 47. Participates in college committee work
 48. Manage multiple priorities at work
-

The following sections outline the research procedures for this study.

Data Collection

As a research technique in the social sciences and professional disciplines, survey research has gained a considerable amount of credibility and acceptance as a method conducted with scientific rigor (Rea & Parker, 2005; Babbie, 2004). The goal of using survey research for this study was to generalize about a large population by studying a portion of that population (Rea & Parker, 2005).

Six advising experts were contacted via telephone and asked to provide a list of competencies via email or meeting. I developed a list of competencies, driven by the literature on advising theories and my professional experience. The list was compared to panelists' lists, looking for similarities and differences. The researcher sent a revised list to panelists until there was an agreed upon final list. After several exchanges with panelists, I mapped out a final list of competencies and used the final list for survey construction. Actual community college advisors were not involved at this point.

For the sample, the population of interest is community college advisors. The University of Texas at Austin provides a list of community colleges by state. I sent email messages to advising leaders at each listed community college to solicit participation in the study. Advising

leaders were asked to provide the number of advisors at their respective institutions and to send the online survey link to each advisor with encouragement to complete the survey. As stated earlier, community college advisors who are non-management are of primary interest as respondents; however, supervisors could respond. Survey Monkey, an online survey tool, was used for deployment. Survey respondents rated competencies along two scales. The first scale related to how important the competency is to job success in the community college advising field. The second scale related to how frequently community college advisors utilize given competencies in carrying out their work.

Data Analysis

For data analysis on competency studies, exploratory factor analysis was the analytical method of choice (Martinez, 2008). Exploratory factor analysis has the advantage of grouping competencies together. If groupings emerge, researchers may propose how they might be classified. If groupings do not emerge or there are items that don't seem to belong, then it may be possible that other factors should be considered. For example, competencies may be viewed across a continuum rather than categorized neatly (Martinez, 2008).

In studies where different respondent groups provided input into the study (e.g. Barber & Tietje, 2004; Cheng, Dainty, and Moore, 2005), the data are factor analyzed by group, and group responses are then compared via ANOVA or t-tests (Woolf & Martinez, 2013). Most peer-reviewed research on competencies uses exploratory factor analysis (Costello & Osborne, 2005, Woolf & Martinez, 2013).

For the current study, survey results were first analyzed using standard descriptive statistics. Means, standard deviations, and correlations were run for and across all survey items.

The descriptive analysis was followed by the standard exploratory factor analysis procedures. Various rotation methods were analyzed to determine the best factor solution. The exploratory analysis revealed patterned groupings. In addition, a Cronbach's alpha was calculated for reliability purposes to ascertain if any grouping yielded a statistically reliable category and suggested a contribution to a competency model. All emergent categories were interpreted relative to the research literature.

Data Storage

Data received from survey participants was stored and treated according to Institutional Review Board (IRB) standards and those set forth by UNLV's Office for the Protection of Research Subjects. All data is confidential and secure.

Ethics Precautions

My research was approved by the UNLV Institutional Review Board (IRB) before the research project began. Additionally, I completed training on human subjects research provided through the Collaborative Institutional Training Initiative (CITI).

Summary

An expert panel and survey research was utilized for this study. A panel of experts provided feedback to create a final list of competencies. The final list of community college advisor competencies was used to construct a survey, which was deployed via an online survey tool to community college advisors plus supervisors. Exploratory factor analysis was used to for data analysis.

CHAPTER 4

Introduction

This chapter contains the results of the data analysis and a discussion of the analysis procedures used to obtain the results. Specifically, the chapter reviews data preparation, descriptive analysis, and exploratory factor analysis (EFA) findings for the survey. The survey had two separate lines of inquiry pertaining to community college advisor competencies: 1) What is the level of priority for the list of 48 competencies? And, 2) how frequently do respondents use the 48 competencies in the performance of their jobs?

Demographic Profile of Respondents

The survey of community college advisors included a possible 942 respondents; 371 participated for a response rate of 39%. Advising leaders from 71 community colleges, representing 31 states, agreed to participate in the study (Appendix D). Survey respondents included 39.4% supervisors and 60.6% non-management staff. All respondents answered survey items relative to the advisor function. The majority of respondents have a Master's degree (.6% Associate's, 19.8 Bachelor's, 69.8% Master's, 9.2% Doctorate, and .6% Professional Degree) and advising experience varies from one to more than five years (19% 1-3 years, 15.2% 3-5 years, and 65.2% had more than 5 years of experience). Most respondents did not have a Master's degree in Counseling (31.3% yes and 68.7% did not have a Master's in Counseling). The majority of participants reported earning an educational type of counseling degree, but other counseling degrees included occupational, career, marriage & family, and mental health.

Data Preparation

Prior to analysis, I screened all data using procedures suggested by Tabachnick and Fidell (2007). Tabachnick and Fidell's screening procedures include checking data accuracy, dealing with missing data, detecting univariate and multivariate outliers, and testing for normality.

Data accuracy. Tabachnick and Fidell (2007) emphasize the importance of ensuring correct data entry. I therefore first proofread the data against the original data (on the questionnaires, etc.) to ensure each item was entered correctly.

Missing values. Following Tabachnick and Fidell (2007) suggested processes, twenty-three participants were entirely removed (case-wise deletion) from the dataset. These cases included only responses to the demographic questions and some a few responses directly after the demographic questions. If substantial missing values seem confined to a small, random subsample of the whole sample, those cases may be deleted as a good alternative (Tabachnick & Fidell, 2007). If missing data appears scattered throughout the remaining cases, such cases should not be deleted immediately. Deleting cases with missing values that are randomly distributed through the data can mean substantial loss and distortion of the data (Tabachnick & Fidell, 2007).

After deletion of the 23 cases, the remaining sample included 348 cases ($N=348$), with missing data scattered throughout the data. It is essential to check the 348 cases to know if data is missing randomly or if there is some pattern (reason) as to why the data points are missing (Kachigan, 1991; Tabachnick & Fidell, 2007). Missing value analysis addresses concerns caused by incomplete data. If cases with missing values are systematically different from cases without missing values, the results can be misleading. Also, missing data may reduce the precision of

calculated statistics because there is less information than originally planned (Graham, 2009; Little & Rubin, 2002). If only a few data points are missing in a random pattern from a large data set, the problems are less serious and almost any procedure for handling missing values will yield similar results (Tabachnick & Fidell, 2007).

Little's missing completely at random test. Little's test is useful for testing the assumption of missing completely at random (MCAR). If cases with missing data are thought of as a random sample of all the cases, then the "missingness" is MCAR. MCAR suggests that everything one might want to know about the data set as a whole can be estimated from any of the missing data patterns, including the pattern in which data exist for all variables; that is, for complete cases (Graham, 2009). In Little's MCAR analysis, a significant chi-square (i.e., $p < .05$) suggests that the pattern of missing data is not MCAR (i.e., missing not at random [MNAR]). I used SPSS missing values analysis for Little's MCAR test, which tests each case in the dataset. The result of the test for all cases was not significant: Little's MCAR test: Chi-Square = 5962.300, DF = 6094, Sig. = .884. A non-significant result for all cases in the dataset indicates the missing pattern in the data as MCAR, thereby allowing analysis and interpretation to continue without further steps for dealing with missing data (Tabachnick & Fidell, 2007; Graham, 2009).

Detecting outliers. In addition to checking for data accuracy and missing values, I used Mahalanobis Distance in SPSS to identify 32 outliers. I omitted the 32 cases identified as outliers and redid the analysis (Venables & Ripley, 2002; Tabachnick and Fidell, 2007; Filzmoser & Varmuza, 2013). Because communalities and factor solutions remained the same, I restored the full data set before any further calculations.

Normality testing. Exploratory Factor Analysis can produce misleading results when assumptions of multivariate normality are severely violated. Therefore, Fabrigar, Wegener, MacCallum and Strahan (1999) recommend data testing for multivariate normality (skewness and kurtosis) before proceeding with factor analysis.

Compared to assumptions of normality, the data revealed some negative skewness and slight kurtosis. Four of the variables demonstrated negative skewness $> |3|$ and six variables contained kurtosis values $> |3|$. With large samples (200-300), the significance level of skewness is not as important as the actual sample size and visual appearance of distribution (Fabrigar et al., 1999; Tabachnick & Fidell, 2007). The impact of a departure from kurtosis also diminishes with a large sample ($N=348$) (Tabachnick & Fidell, 2007). Overall, assumptions of multivariate normality were not severely violated, given the size of the sample relative to the slight skewness and kurtosis of four and six of the variables, respectively.

Results: Research Questions 1 and 2

Research question 1 asks, for the identified list of competencies, how do community college advisors rate the priority of each competency? Research question 2 asks, for the identified list of competencies, how frequently do community college advisors use each competency in their work? Rating scales for priority and frequency are below:

Priority	Frequency
1 Low Priority	1 Never
2 Somewhat Priority	2 Rarely
3 Moderate Priority	3 Often
4 High Priority	4 Always

Mean ratings amongst the responses for each of the competencies are displayed in Appendix D. Competencies are listed in the order that they appear in the survey. The higher the mean rating for priority, the higher the priority of the competency, according to respondents. For frequency, the higher the mean rating the higher the frequency or the more frequently the competency is employed in the workday of a community college advisor. For the priority and frequency ratings, each of the competencies are at or above 3.0, excluding six competencies for each. Table 4.1 shows comparisons between the 10 highest priority and frequency mean ratings. Nine of the 10 highest mean ratings for priority and frequency are the same, though the order of the survey items is different. The two bolded items in the table are those not appearing on both columns.

Table 4.1 *Comparison of 10 Highest Mean Ratings of Competency Items for Priority and Frequency of Use (N=348)*

Competency Item	Mean Rating for Priority	Competency Item	Mean Rating for Frequency
Display ethical traits dealing with students	3.97	Display ethical traits dealing with students	3.92
Demonstrate active listening during advising sessions	3.93	Adhere to practices such as FERPA, risk management strategies, etc.	3.86
Respect individual differences in students	3.88	Demonstrate active listening during advising sessions	3.83
Explain college degree plans	3.88	Respect individual differences in students	3.83
Demonstrate a student centered attitude	3.87	Demonstrate a student centered attitude	3.80
Adhere to practices such as FERPA, risk management strategies, etc.	3.87	Explain college degree plans	3.80
Build rapport with students	3.86	Build rapport with students	3.76
Possess in depth knowledge of college resources	3.81	Manage multiple priorities at work	3.71
Motivate students to complete their educational goals	3.80	Possess in depth knowledge of college resources	3.65
Control emotions in difficult situations	3.76	Motivate students to complete their educational goals	3.63

Table 4.2 shows comparisons of the 10 lowest mean ratings for priority and frequency. The lower the mean rating for priority means the lower the priority of the competency, according to

respondents. For the priority ratings, none of the competencies were lower than a 2.80 mean rating. For frequency, the lower the mean rating the less frequently the competency is employed in the workday of a community college advisor. For the frequency ratings, none of the competencies were below a 2.86 mean rating. In the 10 lowest rated means, all are the same for the priority and frequency ratings, though the order of the survey items is different.

Table 4.2 *Comparison of 10 Lowest Mean Ratings of Competency Items for Priority and Frequency of Use (N=348)*

Competency Item	Mean Rating for Priority	Competency Item	Mean Rating for Frequency
Participate in college committee work	2.86	Teach students how to conduct personal assessments to understand their own values	2.80
Apply a variety of student learning theories at work	2.88	Help students improve study skills	2.88
Help students improve their interpersonal skills	2.96	Help students improve their interpersonal skills	2.88
Teach students how to conduct personal assessments to understand their own values	2.97	Apply a variety of student learning theories at work	2.92
Help students improve their critical thinking and reasoning skills	2.98	Apply a variety of advising theories at work	2.95
Help students improve study skills	2.98	Help students improve their critical thinking and reasoning skills	2.98
Demonstrate ability to predict student behaviors	3.00	Demonstrate ability to predict student behaviors	3.00
Possess in depth knowledge of community resources	3.06	Use counseling techniques during advising sessions	3.04
Apply a variety of advising theories at work	3.07	Participate in college committee work	3.06
Use counseling techniques during advising sessions	3.11	Possess in depth knowledge of community resources	3.07

Results: Research Questions 3 and 4

Research question 3 asks, do the competencies community college advisors evaluate as priorities and frequently used, group into distinct categories that suggests a competency model for the advising profession? Research question 4 asks, how do competencies evaluated by community college advisors compare with the three competencies clusters as suggested by

Boyatzis (2011)—cognitive intelligence, emotional intelligence, social intelligence? According to the literature, exploratory factor analysis (EFA) is a favorable method for research questions addressing competencies and competency modeling (Jobson & Schneek, 1982; Kachigan, 1991; Martinez, 2008; Martinez & Woolf, 2013). EFA is a tool for reducing the number of variables or examining patterns of correlations among variables (Rummel, 1968; Tabachnick & Fidell, 2007).

Exploratory factor analysis. For this study, I performed several EFA's and examined which combination of extraction and rotation methods yielded the most reliable results and best answered the research questions. I compared a variety of factor solutions against the study framework, the three competencies clusters as suggested by Boyatzis (2011)—cognitive intelligence, emotional intelligence, social intelligence (research question 4).

Extraction methods. There are six factor extraction methods (unweighted least squares, generalized least squares, maximum likelihood, principal axis factoring, alpha factoring, and image factoring). In general, maximum likelihood (ML) or principal axis factoring (PAF) produces the best results (Costello & Osborne, 2005). Tabachnick and Fidell (2007) claim that the results of extraction tend to be similar with a large number of variables, and further differences often disappear after rotation.

Rotation methods. Different rotations potentially simplify the data structure and therefore potentially produce optimal solutions (Kachigan, 1991; Costello & Osborne, 2005). Orthogonal (varimax, quartimax, and equamax) and oblique (direct oblimin, quartimin, and promax) rotations are the common methods. Tabachnick and Fidell (2007) state, "Perhaps the best way to decide between orthogonal and oblique is to request rotations with the desired number of factors and look at the correlations among the factors" (p. 651). I used ML and PAF with a variety of

rotation methods to explore the data and ultimately find the most effective extraction and rotation method for this study.

Factor retention. The default in most statistical software packages is to retain all factors with eigenvalues greater than 1.0 (Kaiser Criterion). There is broad consensus in the literature though that using eigenvalues is among the least accurate method for selecting the number of factors to retain. Costello and Osborne (2005) used Monte Carlo analyses to test this assertion, and 36% of their samples retained too many factors using eigenvalues as the chosen criterion. Alternative tests for factor analysis (FA) include the scree test, Velicer's Minimum Average Partial (MAP) criteria, and parallel analysis. Unfortunately, the latter two methods, although accurate, are not available in the most statistical software and must be calculated by hand. Because of this, the best choice is the scree test (Kachigan, 1991; Costello & Osborne, 2007). The scree test is also more reliable with a larger sample size (Tabachnick & Fidell, 2007). In this study, the scree test and comprehensibility are the main criteria for choosing the number of factors to extract while exploring various methods of extraction and rotation for the factor analysis.

Scree plot criteria. The point on the scree plot where there is a natural bend in the data, or where the curve flattens, determines the number of factors that the researcher might examine for interpretation (Osborne & Costello, 2005; Tabachnick & Fidell, 2007). The factors along the tail of the curve represent mostly error variance. It is common to select the factor solution just prior to the levelling of the curve, as the aim is to account for as much variance as possible but with as few factors as possible (Kachigan, 1991; Tabachnick & Fidell, 2007). The decision rests largely on the use of the analysis.

Comprehensibility criteria. Comprehensibility involves inspecting a number of different solutions with respect to the meanings of the variables loading on the respective factors and deciding which solution best groups competencies related to each other (Kachigan, 1991). Comprehensibility involves judgement by the researcher, and requires no quantitative measures. It requires the researcher to know factor analysis procedures and observe and compare different solutions to the field of study, theoretical framework, and findings in the literature.

Interpreting factors. Related to interpretation of factors, important dimensions consist of items with greater loadings. As a rule of thumb in most studies, only variables above .30 are interpreted (Costello & Osborne, 2005; Tabachnick & Fidell, 2007). Comrey and Lee (1992) suggest loadings above .71 (50% overlapping variance) as excellent, .63 (40% overlapping variance) very good, .55 (30% overlapping variance) good, .45 (20% overlapping variance) fair, and .32 (10% overlapping variance) poor. Following Martinez (2008), factors were interpreted using factor loadings of .50 or greater.

I completed multiple variations of ML and PAF with rotation methods and examined factors using the scree test and comprehensibility. Ultimately, PAF and promax with Kaiser Normalization provided the best factor solutions, meaning competencies grouped into distinct categories with items that seemed more related in each category or group.

Priority results. This section focuses on the factor solutions related to priority ratings of community college advisor competencies. Factor solutions were extracted using principal axis factoring (PAF) and promax rotation (oblique rotation). The two-factor and three-factor solutions are displayed to demonstrate the decision process about the best factor solution for the priority scale of community college advisor competencies.

Two tests indicate the suitability of all survey data for structure detection and are reviewed as part of each factor analysis procedure. The Kaiser-Meyer-Olkin (KMO) (1970, 1974) and Bartlett's test of sphericity. The KMO test measures sampling adequacy. The sampling size must be large enough to produce a reliable result. The value of KMO should be > 0.5 if the sample is adequate; 0.6 is a suggested minimum (Kaiser, 1974; Tabachnick & Fidell, 2007). Bartlett's (1954) test of sphericity tests the hypothesis that the correlation matrix is an identity matrix (1s on the diagonal, 0s off-diagonals), which would indicate that variables are unrelated and therefore unsuitable for structure detection. For variables recommended as suitable for structure detection, the Bartlett's test of sphericity must be < 0.05 (Tabachnick & Fidell, 2007). The KMO measure of sampling adequacy and Bartlett's test of sphericity for all survey study data is displayed below.

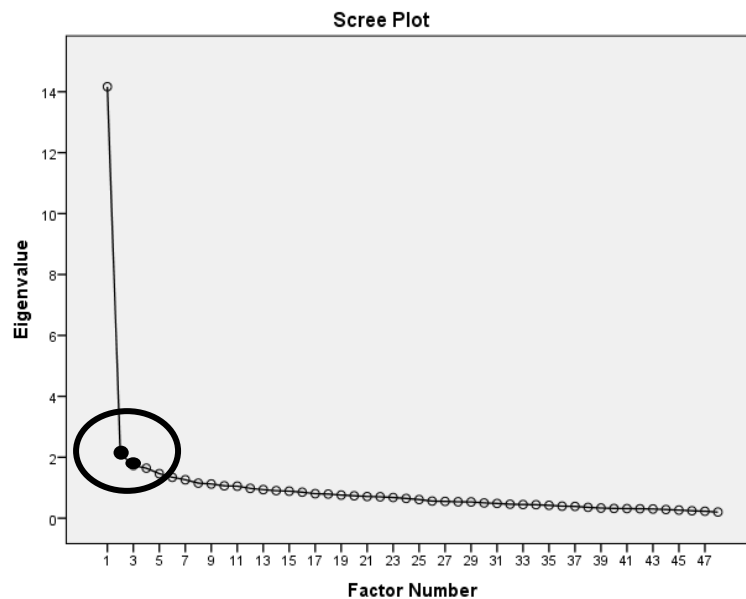
Table 4.3 *KMO Measure of Sampling Adequacy & Bartlett's Test of Sphericity for Priority Scale of Community College Advisor Competencies PAF & Promax (N=348)*

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.929
Bartlett's Test of Sphericity	Approx. Chi-Square	6808
	df	1128
	Sig.	.000

For the KMO's measure of sampling adequacy, measurements at or above .90 are excellent. The value of the KMO measure of sampling adequacy for the priority set of variables is .929. Bartlett's test of sphericity is significant, so the null hypothesis is rejected, meaning that the correlations in the data set are suitable for reduction in factor analysis. Both the KMO and Bartlett's test results indicate the legitimacy of proceeding with a factor analysis.

The initial extraction with no forced solution reveals 11 potential factors with eigenvalues greater than or equal to 1. The 11 factor solution explains 46% of the variance, but no sensible interpretation exists using an 11 factor solution. If the researcher is interested in using only demonstrably reliable factors, the fewest possible factors should be retained (Tabachnick & Fidell, 2007). Examination of the scree plot (Figure 4.1) below demonstrates a definite line break at factor 2 and another break at factor 3, which supports exploration of 2 and 3 factor forced FA solutions.

Figure 4.1 *Scree Plot Emphasizing Break at Two-factor and Three-factor Solutions for Priority Scale of Community College Advisor Competencies using PAF & Promax Rotation (N=348)*



Two-factor solution. The factor correlation matrix for a two-factor solution (Table 4.4) shows correlations that meet the criteria of greater than or equal to $|\cdot 3|$. Correlations should be greater than .3 in absolute value. A correlation greater than $|\cdot 3|$ is generally described as strong in factor analysis, whereas a correlation less than $|\cdot 3|$ is generally described as weak. If correlations

are less than $|\lambda|$, factor analysis is not an appropriate method (Rummel, 1968). Table 4.4 shows the correlation between the two factors meet the greater than or equal to $|\lambda|$ requirement for FA.

Table 4.4 *Two-factor Solution: Factor Correlation Matrix for Priority Scale of Community College Advisor Competencies using PAF & Promax Rotation (N=348)*

Factor Correlation Matrix		
Factor	1	2
1	1	.744
2	.744	1

The two-factor solution explained 34% of the variance as demonstrated in table 4.5. A solution with as few factors as possible that accounts for as much variance as possible is desirable (Kachigan, 1991; Tabachnick & Fidell, 2007). A solution that groups into categories with related items that are relevant to the subject matter is also essential (comprehensibility).

Table 4.5 *Two-Factor Solution: Total Variance Explained for Priority Scale of Community College Advisor Competencies PAF & Promax (N=348)*

Total Variance Explained		
Factor	% of Variance	Cumulative %
1	29.5	29.5
2	4.4	33.9

The two-factor solution demonstrates an underlying structure that could be interpreted as advisor priority for helping students and demonstrating relevant advising skills. Table 4.6 is a pattern matrix for the two-factor solution and displays only items that loaded at .50 or greater.

Table 4.6 *Pattern Matrix for Two-factor Solution: Items Used for Interpretation of Factors ($\geq .50$) for Priority Scale of Community College Advisor Competencies PAF & Promax (N=348)*

Pattern Matrix ^a		
	Factor	
	1	2
Help students improve study skills	.857	
Help students improve their critical thinking and reasoning skills	.854	

Teach students how to conduct personal assessments to understand their own values	.789	
Help students explore career options	.757	
Help students make connections between personal characteristics and major/career	.750	
Help students improve their interpersonal skills	.680	
Apply a variety of student learning theories at work	.669	
Teach students how to formulate goals	.586	
Use counseling techniques during advising sessions	.578	
Help students to think critically about their roles and responsibilities as students	.548	
Demonstrate effective decision making skills		.641
Demonstrate effective problem solving skills		.615
Manage multiple priorities at work		.592
Differentiate between college advising and psychological counseling		.553
Use relevant data to inform the advising process		.539
Demonstrate effective writing skills for a specific audience		.518
Knowledge of higher education issues		.507

The highest loading items in factor 1 are related to the following elements of community college advising: help students improve study skills, help students improve critical thinking and reasoning skills, teach students how to evaluate themselves and understand their values, help students explore career options and help students make connections between their skills and potential careers. These items loaded in excess of .70 which is considered important (Kaiser, 1974) and highly reliable for assigning meaning to the factor (Tabachnick & Fidell, 2007). The highest loading items in factor 2 are demonstrating effective decision and problem solving skills, managing multiple priorities while at work, and differentiating between college advising and psychological counseling. These items loaded at between .55 and .64, which is considered reliable to very reliable making it reasonable to suggest a two-factor solution.

Cronbach's alpha is a reliability test of the original ratings for all the competencies that loaded on an individual factor. It is a final ex post test. Alpha coefficients range in value from 0 to 1 and may be used to describe the reliability of factors extracted from questionnaires. The

higher the score, the more reliable. Nunnally (1978) suggests .70 as an acceptable reliability coefficient, but lower thresholds are sometimes used in the literature (Martinez, 2008).

Cronbach's alpha for Factor 1 of the two-factor solution is .895, and .751 for factor 2.

Three-factor solution. The idea of the scree test is that the factors along the tail of the curve represent mostly error variance and therefore the factor just before the tail of the curve should be selected as the best solution (Kachigan, 1991). However, just as the Kaiser criterion (using eigenvalues for choosing factors) sometimes retains too many factors, the scree test can sometimes retain too few. In practice, an additional important aspect is examining a number of solutions and choosing the solution that creates distinct categories that are closely related and relatable to the field of study (StatSoft, 2013). Even though one does not normally include the point at which the break occurs, it can be unclear if there are data points clustered together near the bend (Costello & Osborne, 2005). This is the case in the scree plot for the priority scale of community college advisor competencies as shown in figure 4.1. While a two-factor solution could be interpreted as an acceptable underlying structure for the priority scale, a three-factor solution was forced for examination.

Correlations for a forced three-factor solution were $> .3$. Results show correlations $> .6$ demonstrating strong correlations among factors for the three-factor solution (Table 4.7).

Table 4.7 *Three-factor Solution: Factor Correlation Matrix for Priority Scale of Community College Advisor Competencies using PFA & Promax Rotation (N=348)*

Factor Correlation Matrix			
Factor	1	2	3
1	1	.704	.686
2	.704	1	.696
3	.686	.696	1

Table 4.8 shows the total variance explained for the priority scale three-factor solution. Total variance for the three-factor solution is 37.5%, great than the near 34% explained variance for the two-factor solution.

Table 4.8 Three-factor Solution: Total Variance Explained for Priority Scale of Community College Advisor Competencies PFA & Promax (N=348)

Total Variance Explained		
	% of Variance	Cumulative %
1	29.5	29.5
2	4.4	33.9
3	3.6	37.5

Table 4.9 displays the pattern matrix for a forced three-factor solution. The table displays only the items that loaded at $>.50$. The three-factor solution seems to demonstrate a potentially more appealing solution for the priority scale, using comprehensibility criteria. The underlying structure shows a potential student factor, advisor factor, and higher education factor. These factors are, at first glance, possibly aligned with Boyatzis' (2011) competencies clusters—emotional (advisor focus), social (helping students), and cognitive intelligences (higher education), which is discussed in more detail in chapter 5.

Table 4.9 Pattern Matrix for Three-factor Solution: Items Used for Interpretation of Factors ($>.50$) for Priority Scale of Community College Advisor Competencies PFA & Promax (N=348)

Pattern Matrix ^a			
	Factor		
	1	2	3
Help students improve study skills	.840		
Help students improve their critical thinking and reasoning skills	.828		
Teach students how to conduct personal assessments to understand their own values	.764		
Help students explore career options	.763		
Help students make connections between personal characteristics and major/career	.734		
Apply a variety of student learning theories at work	.647		
Help students improve their interpersonal skills	.641		
Use counseling techniques during advising sessions	.549		

Teach students how to formulate goals	.542		
Help students to think critically about their roles and responsibilities as students	.511		
Demonstrate active listening during advising sessions		.569	
Demonstrate a student centered attitude		.568	
Demonstrate effective problem solving skills		.542	
Control emotions in difficult situations		.508	
Demonstrate effective decision making skills		.504	
Knowledge of higher education issues			.762
Participate in college committee work			.652
Demonstrate effective public speaking skills			.554
Explain college policies, procedures, and transactions to students			.548
Stay relevant on current trends/issues that impact academic advising			.538

Cronbach's alphas for the three-factor solution were .895 for factor 1, .70 for factor 2, and .732 for factor 3. These results indicate reliability or internal consistency among the items in each factor. The higher Cronbach's alpha, the more closely related the items measured.

Frequency results. This section focuses on factor solutions related to frequency of community college advisor competencies. Factor solutions were extracted using principal axis factoring (PAF) and promax rotation (oblique rotation). The KMO measure of sampling adequacy and Bartlett's test of sphericity is displayed along with explanations of variance for each solution. Scree plots and pattern matrices (excluding items that did not load $>.50$) are displayed. Each scree plot highlights the break in the curve for each demonstrated factor solution. First, KMO and Bartlett's test of sphericity is displayed.

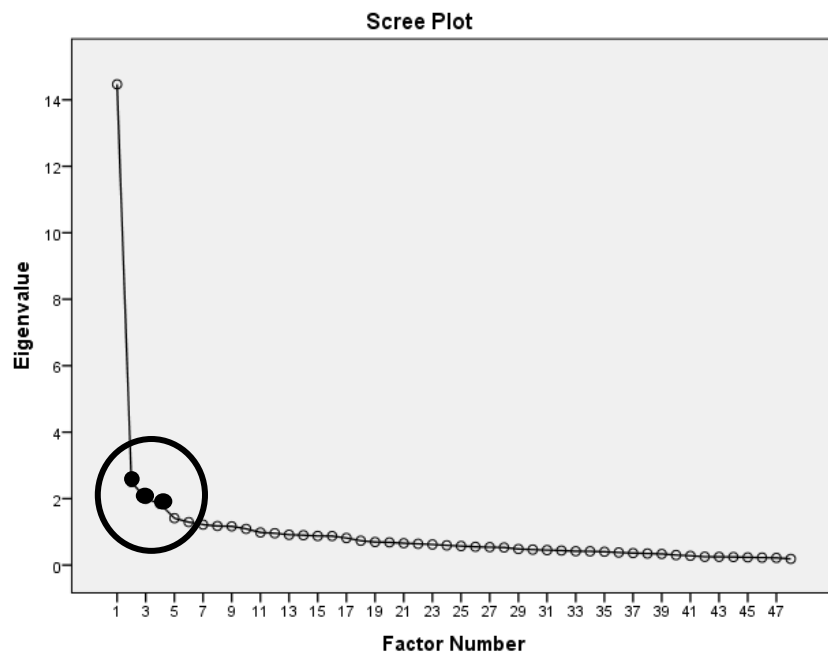
Table 4.10 *KMO Measure of Sampling Adequacy & Bartlett's Test of Sphericity for Frequency Scale of Community College Advisor Competencies PFA & Promax (N=348)*

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.927
Bartlett's Test of Sphericity	Approx. Chi-Square	7479
	df	1128
	Sig.	.000

The value of the KMO measure of sampling adequacy for the priority set of variables is .927, which is considered as excellent. Bartlett's test of sphericity (reduce decimal as in previous suggestion for similar table) is significant, which rejects the null hypothesis and concludes that there are correlations in the data set that are suitable for data reduction. The KMO and Bartlett's test results meets the requirement for proceeding with FA.

The scree plot shows a cluster of points at the bend (figure 4.2). I chose to follow the literature and examine two, three, and four-factor solutions to potentially locate a best solution for the community college advising field (Osborne & Costello, 2005; Tabachnick & Fidell, 2007).

Figure 4.2 *Scree Plot Showing Break at Two-factor, Three-factor, and Four-factor Solution for Frequency Scale of Community College Advisor Competencies using PFA & Promax Rotation (N=348)*



The two-factor solution, which is not displayed, had acceptable correlations for factor analysis, but the factors did not provide a good explanation of the underlying structure of the

frequency measure or scale. Three and four-factor solutions were extracted as the cluster of points at the bend include factor 3 and 4.

Three-factor solution. Correlations for the three-factor solution (Table 4.11) all are $> .3$.

Table 4.11 *Three-factor Solution: Factor Correlation Matrix for Frequency Scale of Community College Advisor Competencies using PFA & Promax Rotation (N=348)*

Factor Correlation Matrix			
Factor	1	2	3
1	1	.699	.5
2	.699	1	.566
3	.5	.566	1

Table 4.12 shows the total variance explained for the frequency scale three-factor solution. Total variance for the three-factor solution is 39.5%.

Table 4.12 *Three-factor Solution: Total Variance Explained for Frequency Scale of Community College Advisor Competencies PFA & Promax (N=348)*

Total Variance Explained		
Factor	% of Variance	Cumulative %
1	30	30
2	5.3	35.3
3	4.2	39.5

The extracted three-factor solution for the frequency scale of community college advisor competencies shows 3 distinct categories that potentially compare to Boyatzis (2011) competency clusters: cognitive intelligence (factor 3), emotional intelligence (factor 2), and social intelligence (factor 1), using the comprehensibility criteria. The highest loadings on factor 1 involve helping students to improve study skills, interpersonal skills, and critical thinking and reasoning skills, plus teaching students how to engage in self-evaluation (personal assessment). Higher loadings on factor 2 involve what the individual demonstrates, such as a student centered

attitude, ethical traits, respect for individual differences, control of one's emotions, active listening skills, and effective problem solving skills; all require emotional intelligence. Table 4.13 displays items loading $\geq .5$.

Table 4.13 *Pattern Matrix for Three-factor Solution: Items Used for Interpretation of Factors ($>.50$) for Frequency Scale of Community College Advisor Competencies PFA & Promax ($N=348$)*

Pattern Matrix ^a			
	Factor		
	1	2	3
Help students improve study skills	.977		
Teach students how to conduct personal assessments to understand their own values	.914		
Help students improve their critical thinking and reasoning skills	.846		
Help students improve their interpersonal skills	.803		
Teach students how to formulate goals	.708		
Apply a variety of student learning theories at work	.645		
Develop intervention strategies conducive to academic success	.626		
Help students explore career options	.617		
Help students make connections between personal characteristics and major/career	.609		
Use counseling techniques during advising sessions	.594		
Possess in depth knowledge of community resources	.585		
Help students learn to become members of their higher education community	.560		
Help students to think critically about their roles and responsibilities as students	.557		
Demonstrate a student centered attitude		.666	
Display ethical traits dealing with students		.647	
Respect individual differences in students		.594	
Control emotions in difficult situations		.552	
Demonstrate active listening during advising sessions		.551	
Demonstrate effective problem solving skills		.531	
Explain college degree plans			.775
Explain college policies, procedures, and transactions to students			.624
Create educational plans			.585
Demonstrate ability to explain transfer information			.546
Possess in depth knowledge of college resources			.524

Cronbach's alphas for the three-factor solution were .914 for factor 1, .709 for factor 2, and .732 for factor three. The items in each factor are considered reliable at $\geq .70$.

Four-factor solution. The scree plot displayed in figure 4.2 demonstrates a second bend. Often, according to guidelines in literature, the third point in the scree plot is chosen for inclusion in analysis; however, it is best to examine the four-factor solution to see which groupings relate best to the advising field (comprehensibility) (Osborne & Costello, 2005; Tabachnick & Fidell, 2007).

Correlations for the four-factor solution are $>.3$, which are acceptable for factor analysis (table 4.14). Correlations were higher for the three-factor solution at $>.5$, which indicates a stronger correlation among the factors in the three-factor solution for frequency ratings.

Table 4.14 *Four-factor Solution: Factor Correlation Matrix for Frequency Scale of Community College Advisor Competencies using PFA & Promax Rotation (N=348)*

Factor Correlation Matrix				
Factor	1	2	3	4
1	1	.65	.6	.37
2	.65	1	.6	.4
3	.62	.6	1	.35
4	.37	.4	.35	1

Table 4.15 shows the variance accounted for is 43.3%. The four-factor solution for the frequency scale of community college advisor competencies accounts for more variance than the three-factor solution.

Table 4.15 *Four-factor Solution: Total Variance Explained for Frequency Scale of Community College Advisor Competencies PFA & Promax (N=348)*

Total Variance Explained			
Factor	Total	% of Variance	Cumulative %
1	14.5	30	30
2	2.5	5.2	35.3
3	2	4.2	39.5
4	1.8	3.8	43.4

The extracted four-factors are displayed in Table 4.16, showing only items loading $>.50$. Three of the four factors had only three factors each that loaded at $>.50$. The 4 distinct categories potentially compare to Boyatzis (2011) competency clusters: cognitive intelligence (factor 3 and 4), emotional intelligence (factor 2), and social intelligence (factor 1), using the comprehensibility criteria. The highest loadings on factor 1 involve helping students improve and succeed in college (social intelligence). Higher loadings on factor 2 contain what the individual demonstrates, such as active listening, a student centered attitude, and ethical traits (emotional intelligence). Factors 3 and 4 seem to split cognitive competencies. Loadings on factor three include effective decision and problem making skills and manage multiple priorities at work. Factor 4 includes explain degree plans and transfer information and create educational plans.

Table 4.16 *Pattern Matrix for Three-factor Solution: Items Used for Interpretation of Factors ($>.50$) for Priority Scale of Community College Advisor Competencies PFA & Promax (N=348)*

Pattern Matrix ^a				
	Factor			
	1	2	3	4
Help students improve study skills	.940			
Teach students how to conduct personal assessments to understand their own values	.915			
Help students improve their critical thinking and reasoning skills	.792			
Help students improve their interpersonal skills	.775			
Teach students how to formulate goals	.683			
Help students explore career options	.641			
Help students make connections between personal characteristics and major/career	.629			
Apply a variety of student learning theories at work	.612			
Use counseling techniques during advising sessions	.601			
Possess in depth knowledge of community resources	.587			
Develop intervention strategies conducive to academic success	.583			
Help students learn to become members of their higher education community	.556			
Demonstrate active listening during advising sessions		.660		
Demonstrate a student centered attitude		.640		
Display ethical traits dealing with students		.583		

Demonstrate effective decision making skills			.706	
Demonstrate effective problem solving skills			.615	
Manage multiple priorities at work			.599	
Explain college degree plans				.721
Create educational plans				.576
Demonstrate ability to explain transfer information				.546

Cronbach's alphas for the four-factor solution were .913 for factor 1, .542 for factor 2, .682 for factor 3, and .665 for factor 4. Three of the four factors loaded at $< .70$. This indicates less reliability for factor 2, 3, and 4. The results indicate the items in those factors are not as closely related as factors measured at $> .70$.

Summary

In summary, findings reveal a set of competencies rated as high priority and frequently used in daily work by community college advisors and supervisors across the nations. Factor solutions were extracted using principal axis factor and promax rotation with Kaiser Normalization (oblique rotation) for both priority and frequency ratings as assessed by community college advisors and supervisors. A variety of factor solutions were run to examine various potential solutions. A discussion of findings and conclusions for research questions 1-4 follows in chapter 5.

CHAPTER 5

Introduction

This chapter begins with an overview of the study and a brief description of the research questions. Following the summary of the study, the chapter provides a discussion of findings and interpretations, implications for practice, recommendations for research, and concluding remarks.

Summary of Study

Community college advisors play a crucial role in fulfilling the student success mission (Creamer, 1980; Habley, 1993; King, 1993; Oriano, 2013; Grites, 2013; O'Banion, 2013). This makes it particularly important to examine advisors and advising practices to improve student success at community colleges. A number of studies in the advising literature examines theories relevant to academic advising and offer competencies, implicit or explicit, which are useful to advisors. No studies offer an evidence-based set of competencies for the community college advisor. Therefore, the purpose of this study was to explore whether a set of competencies describes effective community college advising and practices, and whether these competencies suggest a competency model. The following research questions guided the study:

1. For the identified list of competencies, how do community college advisors rate the priority of each competency?
2. For the identified list of competencies, how frequently do community college advisors use each competency in their work?

3. Do the competencies community college advisors evaluate as priorities and frequently used group into distinct categories that suggests a competency model for the advising profession?
4. How do competencies evaluated by community college advisors compare with the three competencies clusters as suggested by Boyatzis (2011)—cognitive intelligence, emotional intelligence, social intelligence?

Findings and Interpretations

Research Questions 1 and 2

All competencies have relatively high mean ratings, which is an indication of an appropriate and valuable set of competencies for the community college advising profession (see Appendix E). The high ratings are not surprising, given the survey design process for the study. As part of the literature review, I examined numerous advising theories and advising models suggested as best practice. I used those observations to initially develop the set of competencies and sought advice of community college advising experts. The result is a comprehensive list of community college competencies that captures the essence of advising scholarship.

Research questions 1 and 2 examine how community college advisors rate the priority and frequency of use for each of the identified competencies. Table 5.1 identifies a set of key competencies for community college advising according to survey respondents.

*Table 5.1 Key Competencies for Today's Community College Advisor:
Competencies with Highest Priority and Frequency of Use Mean Ratings*

Competencies

- Display ethical traits dealing with students
 - Demonstrate active listening during advising sessions
 - Explain college degree plans
 - Respect individual differences in students
 - Adhere to practices such as FERPA, risk management strategies, etc.
 - Demonstrate a student centered attitude
 - Build rapport with students
 - Possess in depth knowledge of college resources
 - Motivate students to complete educational goals
 - Control emotions in difficult situations
 - Manage multiple priorities at work
-

The 11 key competencies include the items with the 10 highest mean ratings for priority and the items for the 10 highest mean ratings for frequency of use. There are two top 10 lists. Nine items are the same on each list. One competency is on the highest mean ratings for priority list that is not on frequency, and the same is for frequency. That makes a total of 11 key competencies chosen for this study.

Many of the top-rated competences align with the findings from leadership and educational literature, such as servant leadership, strengths-based advising, appreciative advising, and transformational advising, are closely related to the highest rated competencies (Spicuzza, 1992; Bloom & Martin, 2002; Schreiner & Anderson, 2005; Barbuto, 2005; Paul, Smith & Dochney, 2012). To demonstrate, the competency rated as most important and most frequently used is display ethical traits dealing with students. The transformational advisor acts as a role model and instills trust, admiration, respect and loyalty (Barbuto, 2005). Other top rated competencies include building rapport, demonstrating active listening, demonstrating a student centered attitude, controlling difficult emotions, and respecting individual differences. The

transformational advisor is charismatic, empathetic, and open to individual differences (Barbuto, 2005), again demonstrating alignment with the highly rated competencies. Additional competencies for the transformational advisor include providing intellectual stimulation, encouraging independent thought, inspiring and exciting students about the future, and motivating others to perform at higher levels (Barbuto, 2005).

Managing multiple priorities at work appeared only on the top ten list of the frequency survey. Perhaps a business approach is more of a focus in today's advising practices due to Barbuto's (2005) claim that advising loads are too large for advisors to engage in all aspects of developmental advising, especially those functions requiring more time and expertise. Developmental advising requires application of student learning and development theories, a close student-advisor relationship, and continuous interaction (Creamer, 1980; Winston, et al., 1984, Grites, 2013, O'Banion, 2013).

Some of the survey results contradict the literature, in that advisors assigned low ratings to certain competencies that the researchers identify as critical. According to community college advising scholars, developmental advising remains one of the most fundamental and comprehensive approaches to academic advising and is particularly important in the community college environment (O'Banion, 2013; Grites, 2013). For O'Banion (1972) and Crookston (1972), the two most cited scholars in developmental advising, counseling techniques and in depth knowledge and application of student learning and development theories are required for developmental advising. Survey respondents working in today's community colleges rated

utilization of counseling techniques and application of student learning and advising theories as some of the lowest rated priority and frequently used competencies. The developmental advisor also works to increase student self-awareness and self-esteem, clarifies student values and lifestyles, recognizes student competencies, and works to broaden their interests (Frost, 1991; Creamer & Creamer, 1994; Ender & Wilkie, 2000; Grites, 2013; O'Banion, 2013). Again, respondents rated helping students conduct personal assessments to understand their own values and demonstrating ability to predict student behaviors amongst the 10 lowest rated priority and frequency of use items. Furthermore, developmental advising requires helping students improve study skills, helping students improve problem solving, decision making and evaluation skills, and utilizing a full range of community resources (Winston, Ender, & Miller, 1982; Winston, et al., 1984; Frost, 1991; O'Banion, 2013; Grites, 2013). Six of the 10 lowest rated competency items, for priority and frequency of use, were helping students improve their critical thinking and reasoning skills, demonstrating ability to predict student behaviors, participating in college committee work, possessing in depth knowledge of community resources, helping students improve study skills, and helping students improve interpersonal skills.

As previously stated, all mean ratings for priority and frequency of use of competencies were relatively high; yet some of the most cited competencies for community college advising were amongst the lowest rated for priority and frequency of use. This finding may be of particular importance to advising practitioners as developmental advising practices are

considered integral to a community college student's success (Sanford-Harris, 1993; Levin et al., 2010; Crookston, 1994; Smith et al. 2013; Grites, 2013; O'Banion, 2013; Grites, 2013). It is possible that these developmental advising practices are now just assumed as part of the job, necessary competencies but not rated as high as others that may be considered more important or frequently used. Perhaps these functions are being fulfilled by academic faculty. Institutions may want to consider Barbuto's (2005) reasons for failure: advisee load is too large, training is minimal, students have different individual expectations about the advising experience, faculty incentives are lacking, key administrators and campus leaders lack commitment to advising, number of part-time faculty has increased, or increased expectations for faculty outside of the classroom.

Community college advisor job competency matrix. Table 5.2 summarizes the highest and lowest ratings and logically categorizes the most important and frequently used competencies in contrast to the lowest rated for the same categories. The matrix is similar to a competency instrument for financial aid officers developed by Woolf and Martinez (2013). By inserting the competency into the appropriate box (priority high; priority low; frequency high; frequency low) employers and employees have a snapshot of priority and frequency competencies that define success in the field and may also examine lower rated competencies for training purposes and evaluating business processes (Woolf & Martinez, 2013). Table 5.2 can aid advising leaders in identifying competencies to prioritize for hiring, training, and evaluation.

Table 5.2 *Community College Advisor Job Competency Matrix: 10 Highest and Lowest Priority and Frequency Mean Ratings*

	Highest Rated	Lowest Rated
Priority	<ul style="list-style-type: none"> • Display ethical traits dealing with students • Demonstrate active listening during advising sessions • Explain college degree plans • Respect individual differences in students • Adhere to practices such as FERPA, risk management strategies, etc. • Demonstrate a student centered attitude • Build rapport with students • Possess in depth knowledge of college resources • Motivate students to complete educational goals • Control emotions in difficult situations 	<ul style="list-style-type: none"> • Participate in college committee work • Apply a variety of student learning theories at work • Help students improve their interpersonal skills • Teach students how to conduct personal assessments to understand their own values • Help students improve their critical thinking and reasoning skills • Help students improve study skills • Demonstrate ability to predict student behaviors • Possess in depth knowledge of community resources • Apply a variety of advising theories at work • Use counseling techniques during advising sessions
Frequency	<ul style="list-style-type: none"> • Display ethical traits dealing with students • Adhere to practices such as FERPA, risk management strategies, etc. • Demonstrate active listening during advising sessions • Respect individual differences in students • Demonstrate a student centered attitude • Explain college degree plans • Build rapport with students • Manage multiple priorities at work • Possess in depth knowledge of college resources • Motivate students to complete their educational goals 	<ul style="list-style-type: none"> • Teach students how to conduct personal assessments to understand their own values • Help students improve study skills • Help students improve their interpersonal skills • Apply a variety of student learning theories at work • Apply a variety of advising theories at work • Help students improve their critical thinking and reasoning skills • Demonstrate ability to predict student behaviors • Use counseling techniques during advising sessions • Participate in college committee work • Possess in depth knowledge of community resources

Awareness of mean ratings of most important and utilized competencies and a tool such as the Community College Advisor Job Competency Matrix could potentially improve recruitment and hiring practices, professional development, and performance evaluation. It may also benefit institutional leaders and advising practitioners engaged in restructuring advising practices and support services to meet completion goals.

Advising leaders might consider some initial trainings on lower rated competencies. Professional trainings might focus on gaining knowledge of student learning and advising theories and developing methods for applying them during advising sessions. Advising teams could develop student assessment tools to uncover deficiencies and strengthen skills to further help students build interpersonal skills, study skills, and critical thinking and reasoning skills. Other trainings might include speakers from counseling and psychological services, various committees that create relevant policies and procedures, and community partners that may serve as valuable resources for students. It is also important to consider that just because advisors rate a competency high on either scale does not mean that they are good at practicing or implementing the given competency. It is likely students would benefit from advisors strengthening all competencies derived from this study.

Research Question 3

The third research question asks: Do the competencies community college advisors evaluate as priorities and frequently used group into distinct categories that suggests a competency model for the advising profession? I conducted exploratory factor analysis and through interpretation of various pattern matrices established three-factor solutions for priority and frequency competencies.

Both priority and frequently used competencies grouped into three convergent categories. The three distinct categories for community college advisor competencies are comparable to materials published by CAS (2005) and NACADA (2005). CAS (2005) *Standards for Academic Advising* offers standards in similar categories to my findings: academic advisors should have an

understanding of how to help students, should demonstrate interest and effectiveness in working with students, and have comprehensive knowledge of the institution. NACADA's (2005) *Core Values*, specifically three of the six, are also comparable to my findings: advisors are responsible to their advisees, to themselves, and to their institutions. Given that each of the three factors for priority and frequency grouped into like categories, they are presented at the same time and in numerical order. The three-factor solutions are compared for both scales, and all solutions are from one EFA approach.

Factor one. Factor 1 had 10 competency items load for priority, and 13 competency items loaded for frequency. All items for priority and frequency seemed to fit into corresponding categories (Table 5.3). The student centered category contains competencies related to helping and teaching students. Ten items are the same for each category. For frequency ratings, factor 1 includes three additional competencies: possess in depth knowledge of community resources, help students learn to become members of their higher education community, and develop intervention strategies conducive to academic success.

Table 5.3 Factor 1 for Priority & Frequency Competency Items: Student Centered

Priority Factor 1: Student Centered	Frequency Factor 1: Student Centered
<ul style="list-style-type: none"> • Help students improve study skills • Help students improve their critical thinking and reasoning skills • Teach students how to conduct personal assessments to understand their own values • Help students explore career options • Help students make connections between personal characteristics and major/career • Apply a variety of student learning theories at work • Help students improve their interpersonal skills • Use counseling techniques during advising sessions • Teach students how to formulate goals • Help students to think critically about their roles and responsibilities as students 	<ul style="list-style-type: none"> • Help students improve study skills • Teach students how to conduct personal assessments to understand their own values • Help students improve their critical thinking and reasoning skills • Help students improve their interpersonal skills • Teach students how to formulate goals • Apply a variety of student learning theories at work • Help students explore career options • Help students make connections between personal characteristics and major/career • Use counseling techniques during advising sessions • Help students to think critically about their roles and responsibilities as students

	<ul style="list-style-type: none"> • Possess in depth knowledge of community resources • Help students learn to become members of their higher education community • Develop intervention strategies conducive to academic success
--	---

The student centered competencies cluster is similar to competencies used in developmental advising and advising as teaching and learning, such as knowledge of student learning and development theories, ability to engage students in critical thinking and reasoning, and in-depth knowledge of institutional and community resources (Melander, 2005; Hemwall & Trachte, 2005; Campbell, 2008; Grites, 2013). Factor 1, then, confirms the importance of keeping students at the center (student centered competencies) of advising functionality, training, and professional development. It may be beneficial for leaders to seek professional development opportunities for advisors and ensure student centered competencies are being met, either by advisors or other college personnel. It is particularly important to ensure these functions are being fulfilled for students as they are cited in advising literature as extremely important to the community college student's success (Grites, 2013; O'Banion, 2013).

Factor two. The second factor is labeled as advisor centered. Factor 2 had five factors load in the priority factor and six in the frequency solution. Advisor centered, in this context, refers to the competencies advisors must possess to be successful in their jobs. Common loading factors for priority and frequency ratings were: demonstrate active listening during advising session, demonstrate a student centered attitude, demonstrate effective problem solving skills, and control emotions in difficult situations. These competencies are required for the community college advisor to provide necessary support, encouragement and assistance for students while

they are pursuing educational goals (Creamer, 1990; King, 1993; Tinto, 1987). Many community college students are at-risk students who bring a multitude of personal challenges to college (Tinto, 1987; Sanford-Harris, 1993). These challenges make it extremely important for community college advisors to demonstrate the set of competencies within the advisor centered cluster as this is challenging work (Creamer, 1980; Creamer, 1990; King, 1993; Habley, 1993; Fike & Fike, 2008; Cohen & Brawer, 2008; Levin, Cox, Cerven, & Haberier, 2010; Smith et al., 2013).

Table 5.4 *Factor 2 for Priority & Frequency Competency Items: Advisor Centered*

Priority Factor 2: Advisor Centered	Frequency Factor 2: Advisor Centered
<ul style="list-style-type: none"> • Demonstrate active listening during advising sessions • Demonstrate a student centered attitude • Demonstrate effective problem solving skills • Control emotions in difficult situations • Demonstrate effective decision making skills 	<ul style="list-style-type: none"> • Demonstrate a student centered attitude • Display ethical traits dealing with students • Respect individual differences in students • Control emotions in difficult situations • Demonstrate active listening during advising sessions • Demonstrate effective problem solving skills

Advisors must possess and develop listening skills and problem solving skills (King, 2008). In the process of guiding a student through the education process, the advisor needs to learn how to guide students in problem solving and decision making and adhere to ethical behavior in all dealings (King, 2008; O'Banion, 2013).

Factor three. Factor 3 had five competency items load for both priority and frequency ratings. Even though the lists under priority and frequency are different, they all speak to institution centered competencies. The categories had one common competency, explain college policies, procedures, and transactions to students. Community college advisors spend a large amount of time explaining college policies, procedures, transactions to students (Melander, 2005; Applegate, 2012; Kotamraju & Blackman, 2011).

Table 5.5 *Factor 3 for Priority & Frequency Competency Items: Institution Centered*

Priority Factor 3: Institution Centered	Frequency Factor 3: Institution Centered
<ul style="list-style-type: none"> • Knowledge of higher education issues • Participate in college committee work • Demonstrate effective public speaking skills • Explain college policies, procedures, and transactions to students • Stay relevant on current trends/issues that impact academic advising 	<ul style="list-style-type: none"> • Explain college degree plans • Explain college policies, procedures, and transactions to students • Create educational plans • Demonstrate ability to explain transfer information • Possess in depth knowledge of college resources

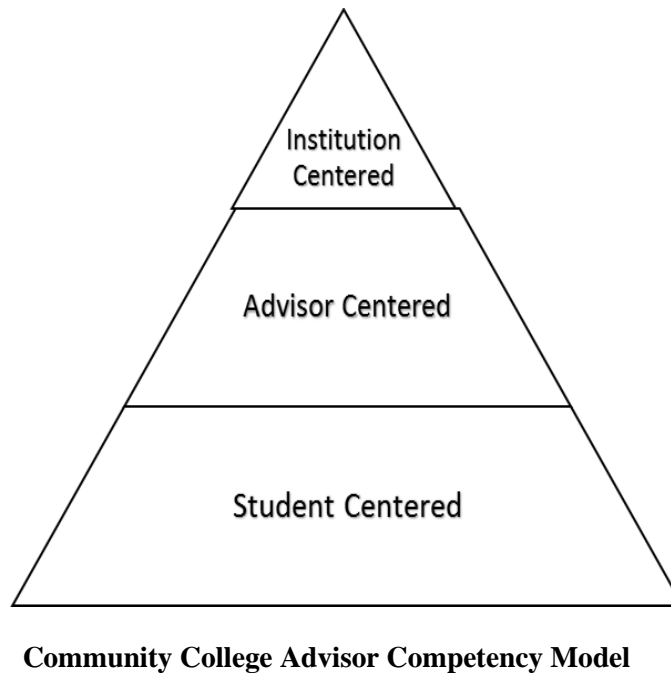
Four of the five competencies in the institution centered factors were different for each category, yet all appear to connect to knowledge, skills, or abilities that relate to the institution (or broader higher education issues which influence institutional life) and therefore help students understand the context in which they live. Priority factor 3 includes knowledge of higher education issues, participate in college committee work, demonstrate public speaking skills, and stay relevant on current trends/issues that impact advising.

Frequency factor 3 includes explain college degree plans, create educational plans, explain transfer information, and possess in depth knowledge of college resources. It seems that the competencies in priority factor 3 complement competencies in frequency factor 3. For community college advisors to be effective in their jobs, they must know higher education issues and advising issues to be effective in explaining degree programs and requirements, college resources, and transfer options for students (King, 2008; O'Banion, 2013). It may be useful for advising leaders to consider these competencies in professional development.

The competencies developed through this study define a set of knowledge, skills, and abilities which may be intuitive or developed through formal education and training and/or informal work experience. The factor solutions for priority and frequency yield the following

three competencies groupings as depicted in Figure 5.1 to create a job competency model for the community college advisor. The model suggests that the advisor's talents, job demands, and organizational awareness and adeptness influence job performance (Boyatzis, 1982, 2008).

Figure 5.1: Distinct Categories for Community College Advisor Job Competencies



Below is a list of student, advisor, and institution centered competencies for community college advisors. These distinct categories of competencies, when applied to complete advising duties, are likely to lead to achieving critical outcomes, such as successful student completions.

Table 5.6 Student, Advisor, & Institution Centered Competency Items

Student Centered Competencies

- Help students improve study skills
- Help students improve their critical thinking and reasoning skills
- Teach students how to conduct personal assessments to understand their own values
- Help students explore career options
- Help students make connections between personal characteristics and major/career choices
- Apply a variety of student learning theories at work
- Help students improve their interpersonal skills
- Use counseling techniques during advising sessions
- Teach students how to formulate goals
- Help students to think critically about their roles and responsibilities as students
- Possess in depth knowledge of community resources
- Help students learn to become members of their higher education community
- Develop intervention strategies conducive to academic success

Advisor Centered Competencies

- Demonstrate active listening during advising sessions
- Demonstrate a student centered attitude
- Demonstrate effective problem solving skills
- Control emotions in difficult situations
- Demonstrate effective decision making skills
- Display ethical traits dealing with students
- Respect individual differences in students

Institution Centered Competencies

- Knowledge of higher education issues
 - Participate in college committee work
 - Demonstrate effective public speaking skills
 - Explain college policies, procedures, and transactions to students
 - Stay relevant on current trends/issues that impact academic advising
 - Explain college degree plans
 - Create educational plans
 - Demonstrate ability to explain transfer information
 - Possess in depth knowledge of college resources
-

The data collected from respondents rating the priority and frequency of use of a developed set of competencies has been reduced to a set of explainable factors. The competencies included in each factor have common meaning and are summarized by factor names. The three factors, student centered, advisor centered, and institution centered, provide evidence based competencies for community college advisors and the field of advising. These

findings can be of great use in hiring, training, and performance evaluation of community college advisors.

Research Question 4

The final and fourth research question examines how competencies evaluated by community college advisors compare with Boyatzis' (2011) three competencies clusters:

1. Social intelligence competencies – social awareness and relationship management, such as empathy and teamwork
2. Emotional intelligence competencies – self-awareness and self-management
3. Cognitive competencies – systems thinking and pattern recognition

The competencies groupings can be interpreted and compared as follows:

1. social intelligence with student centered;
2. emotional intelligence with advisor centered;
3. cognitive intelligence with institution centered.

While this mapping appears reasonable, there also is a blend of social, emotional, and cognitive intelligences required to attain each competency, which aligns with theories of job performance (Salovey and Mayer, 1997; Goleman, 1998, 2006; Sternberg & Grigorenko, 2000; Boyatzis, 2011). Cognitive, emotional and social intelligence are competencies that are often combined in order to achieve necessary competencies (Salovey and Mayer, 1997; Goleman, 1998, 2006; Sternberg & Grigorenko, 2000; Boyatzis, 2011). A person who is effective at work will likely demonstrate a blend of emotional, social and cognitive intelligences at appropriate times and ways and in sufficient frequency to be effective in the situation (Boyatzis, 2011).

Social intelligence and student centered competencies. Table 5.7 shows social intelligence competency clusters (according to the literature) and student centered competencies groupings for priority and frequency ratings.

Table 5.7 Social Intelligence Competencies & Student Centered Competencies (Priority & Frequency)

Social Intelligence Competencies	Factor 1: Priority (Student Centered)	Factor 1: Frequency (Student Centered)
<p>Social Awareness cluster contains two competencies:</p> <ul style="list-style-type: none"> • Empathy: Sensing others' feelings and perspectives, and taking an active interest in their concerns • Organizational Awareness: Reading a group's emotional currents and power relationships <p>Relationship Management contains five competencies:</p> <ul style="list-style-type: none"> • Coach and Mentor: Sensing others' development needs and bolstering their abilities • Inspirational Leadership: Inspiring and guiding individuals and groups • Influence: Wielding effective tactics for persuasion • Conflict Management: Negotiating and resolving disagreements • Teamwork: Working with others toward shared goals. Creating group synergy in pursuing collective goals 	<ul style="list-style-type: none"> • Help students improve study skills • Help students improve their critical thinking and reasoning skills • Teach students how to conduct personal assessments to understand their own values • Help students explore career options • Help students make connections between personal characteristics and major/career • Apply a variety of student learning theories at work • Help students improve their interpersonal skills • Use counseling techniques during advising sessions • Teach students how to formulate goals • Help students to think critically about their roles and responsibilities as students 	<ul style="list-style-type: none"> • Help students improve study skills • Teach students how to conduct personal assessments to understand their own values • Help students improve their critical thinking and reasoning skills • Help students improve their interpersonal skills • Teach students how to formulate goals • Apply a variety of student learning theories at work • Develop intervention strategies conducive to academic success • Help students explore career options • Help students make connections between personal characteristics and major/career • Use counseling techniques during advising sessions • Possess in depth knowledge of community resources • Help students learn to become members of their higher education community • Help students to think critically about their roles and responsibilities as students

The social intelligence competency is to recognize, understand and use emotional information about others that leads to or causes effective performance (Boyatzis, 2011). Social intelligence clusters, from the literature, fall under the general categories of social awareness and relationship management.

Social awareness requires empathy and organizational awareness. Empathy is essential for student centered competencies. These competencies require sensing others' feelings and perspectives and taking an active interest in their concerns. Students also benefit from an advisor with organizational awareness (King, 1993; NACADA, 2005; CAS, 2005; Boyatzis, 2011; Grites, 2013; O'Banion, 2013). An advisor who reads the population's emotional currents and understands power relationships within the college community can perform at a high level in developing and implementing interventions for students (Goleman, & Rhee, 2000; Boyatzis, 2011).

The relationship management cluster of social intelligence concerns skill or adeptness at inducing desirable responses in others. It contains five competencies: coach and mentor, inspirational leadership, influencing others, conflict management, and teamwork. The student centered factor has several competencies aligned with coaching and mentoring that require inspirational leadership and influencing others. Helping and teaching students requires sensing others' developmental needs and bolstering their abilities, inspiring and guiding students, using effective persuasive tactics, negotiating and resolving disagreements, and working with others toward shared goals (Appleby, 2008; Hemwall & Trachte, 2005; Melander, 2005). A blend of emotional and cognitive competencies are included in the social intelligence construct and the

student centered results from the study. As an example, one must recognize causal relationships and manage one's emotions to be effective in conflict management, a social intelligence competency (Goleman, 1998; Jackson, 2005).

Emotional intelligence and advisor centered competencies. Table 5.8 displays emotional intelligence clusters from the literature, which align with the general categories of advisor centered competencies. Emotional intelligence competency means to recognize, understand, and use emotional information about oneself that leads to or causes effective performance (Boyatzis, 2011). Each competency in the priority and frequency columns requires a certain amount of emotional intelligence, or self-awareness and self-management.

Table 5.8 *Emotional Intelligence Competencies & Advisor Centered Competencies (Priority & Frequency)*

Emotional Intelligence Competencies	Factor 2: Priority (Advisor Centered)	Factor 2: Frequency (Advisor Centered)
<p>The Self-Awareness cluster contains one competency:</p> <ul style="list-style-type: none"> • Emotional Self-Awareness: Recognizing one's emotions and their effects <p>The Self-Management cluster contains four competencies:</p> <ul style="list-style-type: none"> • Emotional Self-Control: Keeping disruptive emotions and impulses in check • Adaptability: Flexibility in handling change • Achievement Orientation: Striving to improve or meeting a standard of excellence • Positive Outlook: Seeing the positive aspects of things and the future 	<ul style="list-style-type: none"> • Demonstrate active listening during advising sessions • Demonstrate a student centered attitude • Demonstrate effective problem solving skills • Control emotions in difficult situations • Demonstrate effective decision making skills 	<ul style="list-style-type: none"> • Demonstrate a student centered attitude • Display ethical traits dealing with students • Respect individual differences in students • Control emotions in difficult situations • Demonstrate active listening during advising sessions • Demonstrate effective problem solving skills

Recognizing one's emotions and their effects is a necessity for a range of advisor centered competencies for Priority and Frequency found in Table 5.8, including: controlling emotions, engaging in active listening, displaying ethical traits, and demonstrating a student centered attitude despite frequent dealings with unprepared students who often require an enormous amount of assistance (Salovey and Mayer, 1997; Goleman, & Rhee, 2000; Goleman, 1998, 2006; Boyatzis, 2011). Self-management is also comparable to advisor centered competencies. Emotional self-control is actually listed in the emotional intelligence competencies, and one requires emotional control and self-management to maintain ethical standards (Salovey and Mayer, 1997). An effective community college advisor keeps disruptive emotions and impulses in check when dealing with students (O'Banion, 1994). Additionally, competencies such as demonstrating effective problem solving and decision making skills requires emotional awareness, flexibility, and intention to meet standards of excellence (Boyatzis, 2011). Undoubtedly, a blend of cognitive and social competencies is also required to meet advisor centered competencies, but emotional intelligence seems to best fit the advisor centered category or competency grouping. All student centered competencies seem to require seeing the positive aspects of things and the future.

Cognitive intelligence and institution centered competencies. Table 5.9 displays cognitive intelligence competencies and institution centered competencies for priority and frequency ratings.

Table 5.9 *Cognitive Intelligence Competencies & Institution Centered Competencies (Priority & Frequency)*

Cognitive Intelligence Competencies	Factor 3: Priority (Institution Centered)	Factor 3: Frequency (Institution Centered)
<p>Systems Thinking</p> <ul style="list-style-type: none"> • Perceiving multiple causal relationships in understanding phenomena or events <p>Pattern Recognition</p> <ul style="list-style-type: none"> • Perceiving themes or patterns in seemingly random items, events, or phenomena 	<ul style="list-style-type: none"> • Knowledge of higher education issues • Participate in college committee work • Demonstrate effective public speaking skills • Explain college policies, procedures, and transactions to students • Stay relevant on current trends/issues that impact academic advising 	<ul style="list-style-type: none"> • Explain college degree plans • Explain college policies, procedures, and transactions to students • Create educational plans • Demonstrate ability to explain transfer information • Possess in depth knowledge of college resources

Cognitive intelligence competency means to think or analyze information and situations that leads to or causes effective performance (Boyatzis, 2011). Institution centered competencies are comparable to cognitive intelligence, or systems thinking and pattern recognition. For example, an advisor must perceive themes and patterns in seemingly random items, events, or phenomena in order to stay relevant on issues and trends that impact advising and understand the complexities of various degree programs. These skills may also be used for staying relevant on higher education industry in general or at the institutional level (e.g. policies). Advisor must fulfill these competencies to foresee issues student may encounter and programs, policies, and procedures to help them navigate the system.

In summary, the findings support the proposition that emotional and social intelligence competencies are often blended with cognitive competencies to achieve maximum performance (Salovey and Mayer, 1997; Goleman, 1998, 2006; Sternberg & Grigorenko, 2000; Boyatzis, 2011)—in this case, maximum performance equating to successful advising. Each category can be interpreted as requiring a combination of social intelligence, emotional intelligence, and

cognitive intelligence competencies. However, the student, advisor, and institution centered factors can be compared to social, emotional, and cognitive intelligences, respectively.

Implications for Practice

The implications of this research are practical and benefit the community college advisor and the field of advising. Essentially, hiring officials and advisor leaders could consider these findings in hiring and training practices, as the community college student will benefit as well as the institution. Some outcomes to emphasize are the key competencies, the job competency matrix, the community college advisor job competency model, and the importance of social intelligence and emotional intelligence for effective job performance.

Job Competency Matrix and Key Community College Advisor Competencies

The job competency matrix and key competencies are tools that may benefit institutional leaders and advising practitioners engaging in restructuring advising models and support services to meet completion goals. They are tools and information for improving recruitment and selection practices and professional development initiatives. At a minimum, community college leaders might consider key competencies identified in this study when engaging in recruitment and selection and professional development practices. These competencies also require a blend of social, emotional, and cognitive intelligences, which signifies a need to evaluate candidates against all competencies clusters as suggested by Boyatzis (2008, 2011). Institutional leaders might consider Boyatzis' (2011) best fit model and consider candidates that best fit the community college profession.

Job Competency Model

The job competencies categories from this study (student centered, advisor centered, and institution centered) provide an evidence based competency model that summarizes categories of competencies needed for successful performance as a community college advisor. These competencies are blended for effective performance. For example, the community college advisor must interact with students using social intelligence competencies. As noted prior, community college students arrive with a variety of personal, social, and academic challenges. These type of continuous social interactions require emotional intelligence skills, such as active listening and controlling emotions in difficult situations. The advisor should also have the cognitive skills to perceive multiple causal relationships and help students solve issues. It might be useful, as an application, to utilize this model in performance evaluation and professional development practices.

Annual performance goals might include a review of the advisor's current competency attainment level based on the competencies categories established in this study. The supervisor and advisor could discuss missing or under-developed competencies and develop a plan for improvement. Utilization of competency development as part of the annual performance evaluation will drive the development and implementation of training programs and improve desired advisor competencies (Woolf & Martinez, 2013). Those creating training programs may possibly consider all categories of the community college advisor job competency model during developmental stages emphasizing student centered and advisor centered competencies.

Advising leaders could emphasize the importance of emotional and social intelligence in the hiring and training of advisors, and professional development tied to building competencies

could be a priority. Utilization of the community college advisors competency model will likely lead to improved recruitment and selection practices, career development programs, and improved performance management processes, (Sparrow, 1995; Nybo, 2004; Brown, 2006; Anitha, 2011).

Recommendations for Research

During this research process, I thought of several potential questions regarding community college advisors for potential future studies. One such study could be to examine top performing community college advisors. All community college advisors at participating institutions were invited to respond to the survey for this study. It is likely respondents include a range of highest to lowest performers. Boyatzis (2011) argues that outstanding employees in key jobs appear to require three clusters of competencies that distinguish outstanding performance from average performers. For this reason it would be interesting to study top performing community college advisors. Scholars may examine top performing advisors to better understand why they are top performers. One might observe competencies of the most effective performers or dig deeper into how emotional, social, and cognitive intelligences play a role in effective advising.

Another potential study is to examine national hiring practices of community college advisors. The research might involve examining minimum and preferred qualifications community colleges use for hiring advisors and outcomes of those hiring practices. An inquiry of interest might involve examination of job announcements, various hiring practices, and hiring decisions for community college advisors.

Other potential inquiries could focus on professional development practices for advisors or best advising models and practices in community colleges. A researcher could potentially use CAS means for evaluation and assessment or develop a relevant assessment tool. Scholars could perform case studies and observe top performing community colleges, those with acclaimed advising models or higher completion rates. One might also survey students regarding effective advising practices or complete case studies and or national studies regarding community college advising models and best practices.

Conclusion

During my tenure at the community college I have participated on several hiring committees in search of community college advisors. Job announcements and searches could be even more successful with intent focus on desired competencies. At minimum, hiring officials might consider relying on higher rated priority and frequency competencies when preparing job announcements and engaging in recruitment and selection of advisors. A set of key competencies is offered as part of this study. It is imperative for community college leaders to consider these minimum competencies and invest in improvement of recruitment and selection of advisors as well as professional development and performance evaluation practices.

Many competency studies have been done in various fields, but little has been done in higher education. Woolf and Martinez (2013) completed a study that identified competencies for financial aid officers, and I was curious if a similar study could be done for community college advisors. The results identified and validated necessary competencies for effective community college advisors and offered implications for practice. The job competency model provided in this study plays an important role in the community college student success mission.

Specifically, three competency grouping were identified through exploratory factor analysis procedures: student centered, advisor centered, and institution centered. Within each cluster is a set of competencies that also require a blend of emotional intelligence, social intelligence, and cognitive intelligence competencies. It is important for advisors and advising leaders to understand social and emotional intelligence competencies account for a substantial and important amount of predicting or understanding community college advisor job performance.

I chose this topic for several reasons. I am a community college graduate and believe in its mission. I have worked at a community college over 10 years. I was an advisor and am still a student advocate, and I know the importance of advising in the student success mission. Community college leaders have been examining current practices and evaluating best models for student advising in an effort to restructure advising systems and impact student success. However, I was not aware of any efforts to examine community college advisor competencies. Some work has been published on advisor competencies and standards but not related to community college educational environments. It is a relevant time to examine and understand competencies for effective community college advising and to continue researching this very important profession as it is a crucial job in the student success mission.

Appendix A: Invitation to Participate in Competency Development

Invitation to Participate in a Research Study – Competency List Development Research Title:
Competencies for the Community College Advisor: A Crucial Job in the Student Success
Mission


Research Conducted by:
Dr. Mario Martinez, UNLV
Ms. Shellie Keller

You are cordially invited to participate in a research study. The purpose of the study is to explore whether or not community college advisors agree upon a set of specific job competencies that lead to successful performance of their job duties. As an experienced community college advisor professional or expert, you are invited to help shape a list of competencies that will then be sent out to community college advisors as a survey. The survey will give community college advisor the list of competencies then ask them to rate each competency for its priority and how frequently it is used in performance of job duties.

Your participation in helping to develop the list of competencies is voluntary and will remain anonymous. Your feedback will remain confidential and will not be shared with survey participants nor will it be identified in any report of findings.

By providing feedback to Ms. Shellie Keller on the list of competencies, you hereby consent to participate.

Thank you in advance for providing feedback on the list of competencies.

Sincerely,


Shellie Keller
UNLV Doctoral Candidate

Appendix B: Survey Instrument

Introduction

Thank you for your time and thoughtful answers as we gain insight into the job competencies that you feel are needed to be a successful community college advisor. If you are a supervisor, please also respond to the survey items as they pertain to the competencies advisors need to be effective in their jobs. The focus of this study is on the 2year college setting.

The first part of the survey asks for information related to demographics and the second part asks you to respond to questions related to community college advisor competencies.

Demographics

1. Are you a supervisor? ☐ Yes ☐ No
2. How long have you worked in advising? ☐ 1 to 3 years ☐ 3 to 5 years ☐ More than 5 years
3. What is the highest degree you have earned?
☐ Associate's ☐ Bachelor's ☐ Master's ☐ Doctorate ☐ Professional Degree
4. Do you have a Master's degree in Counseling? ☐ Yes ☐ No
5. If you do have a Master's in Counseling, which type?
☐ Occupational ☐ Educational ☐ Career ☐ Mental Health ☐ Marriage & Family
☐ Other

Competency Items

For each specific competency, please respond to the following questions.

A. What is the level of priority for each of the following competencies in relation to effectively doing your job as a community college advisor?

B. How frequently do you employ, apply or need to demonstrate the following competencies as a community college advisor, in the course of your normal work activities?

Provide a ranking on the following scales:

Priority

- ☐ 1 Low Priority
- ☐ 2 Somewhat Priority
- ☐ 3 Moderate Priority
- ☐ 4 High Priority

Frequency

- ☐ 1 Never
- ☐ 2 Rarely
- ☐ 3 Often
- ☐ 4 Always

Community College Advisor Competency Items	
1. Demonstrate a student centered attitude	
2. Control one's emotions when in difficult situations	
3. Demonstrate a positive outlook at work	
4. Display ethical traits (i.e., honest, trustworthy, etc.) when dealing with students	
5. Engage in ongoing professional development	
6. Demonstrate active listening during advising sessions	
7. Build rapport with students	
8. Respect individual differences in students	
9. Understand characteristics of student population	
10. Understand societal issues that impact students' lives	
11. Capacity to recognize emotions that are being experienced by others	
12. Help students improve their interpersonal skills	
13. Demonstrate ability to predict student behaviors	
14. Help students learn to become members of their higher education community	
15. Demonstrate effective conflict management skills when dealing with students	
16. Teach students how to conduct personal assessments to understand their own values	
17. Teach students how to formulate goals	
18. Work effectively on a team	
19. Motivate students to complete their educational goals	
20. Help students make connections between personal characteristics and major/career	
21. Use counseling techniques during advising sessions	
22. Formulate positive open ended questions during advising sessions	
23. Possess in depth knowledge of college resources	
24. Possess in depth knowledge of community resources	
25. Demonstrate ability to explain transfer information	
26. Explain college degree plans	
27. Create educational plans	
28. Explain college policies, procedures, and transactions to students	
29. Apply a variety of advising theories at work	
30. Apply a variety of student learning theories at work	
31. Help students improve study skills	
32. Help students explore career options	
33. Develop intervention strategies conducive to academic success	

34. Help students to think critically about their roles and responsibilities as students
35. Help students improve their critical thinking and reasoning skills
36. Demonstrate effective decision making skills
37. Demonstrate effective problem solving skills
38. Use relevant data to inform the advising process
39. Stay relevant on current trends/issues that impact academic advising
40. Differentiate between college advising and psychological counseling
41. Adhere to practices such as FERPA, risk management strategies, etc.
42. Demonstrate skills in using advising tools and technology
43. Keep accurate record of student visits
44. Demonstrate effective public speaking skills
45. Demonstrate effective writing skills for a specific audience
46. Knowledge of higher education issues
47. Participates in college committee work
48. Manage multiple priorities at work

Appendix C: Theoretical Applications of Advising & Competencies Extracted from the Literature

Theoretical Application	Advisor Functions	Competencies
Developmental Advising – based on student development theory; requires a close student-advisor relationship	increase student self-awareness and self-esteem; clarifies student values and lifestyles; recognize student competencies; broaden interests; set career goals; help students improve study skills and plan course of study; help students improve problem solving, decision making and evaluation skills; utilize full range of institutional and community resources; engage in frequent and meaningful student-advisor interaction; promote achievement; promote active involvement with others and in activities; devise systematic methods for maintaining the advising relationship	knowledge of student learning and development theories; advisor must be trustworthy, tolerant, challenging, and stimulating; able to establish collaborative and interpersonal relationships; able to engage in critical thinking and reasoning; in-depth knowledge of institutional and community resources; understand the entire college experience
Prescriptive Advising – Authoritarian	like a doctor-patient relationship; prescribes and expects student to do what is prescribed; assumes task is complete once advice is given	able to sustain an authority relationship; knowledge of degree plans
Advising as Teaching and Learning – based on student learning and development, pedagogy, Socratic method; requires a close student-advisor relationship	learn about advisees strengths, weaknesses, and academic and career goals; know advisees personal information (family obligations, work schedule, etc.); use student knowledge to help students; learn what is really working in classrooms and guide students to classes where successful learning occurs; facilitate student learning about purpose and value of education and institutional mission; teach students how learning occurs; facilitate student higher and lower order thinking skills; help students become responsible citizens; understand social context for learners and how their learning is influenced by preexisting concepts and background knowledge; allow advisee to communicate and listen to views; appreciate and understand students concepts for making sense of the world; offer alternative views to help student question views and decide what is actually viable; serve as a more advanced learner; help students learn from inconsistencies, disturbances, and errors	able to understand and care for others (empathy); understand student learning and development; institutional knowledge; critical thinking skills; teaching skills; responsible; self-aware; effective communication skills; knowledge of various perceptions and views used to make sense of the world; understand the college experience and mastered learning and study skills
Transformational Leadership Advising – business perspective; requires frequent interaction and trust	consider students as individuals; provide intellectual stimulation; encourage independent thought; inspire, excite students about the future; act as a role model; instill trust, admiration, respect and loyalty; motivate others to perform at higher levels	open to individual differences; empathetic; charismatic; able to motivate, inspire and encourage others; knowledge of successful student behaviors and able to model them; trustworthy

Servant Leadership Advising – business perspective; requires close student-advisor relationship	must desire to serve others; engage in developmental advising with strong purpose to serve prior to leading others	qualities include listening, empathy, healing, awareness, persuasion, foresight, conceptualization, stewardship; commitment to the growth of people, building community
Strengths Based Advising – business perspective; connections to psychological concepts of self-efficacy, self-regulation, and self-esteem	focus on identifying and nurturing students' strongest qualities; identify and build on students' inherent talents; teach students to develop and apply their strengths to new and challenging tasks; build confidence and motivation; emphasize virtues and optimal human functioning	positive attitude; believe in people's strengths and able to identify them; ability to teach, knowledge of teaching skills; interpersonal communication skills; leadership skills
Appreciative Advising – business perspective, five specific ways are suggested for improving academic advising based on appreciative inquiry (AI) principles; requires counseling skills	believe in the goodness of each student (Disarm); utilize positive, open-ended questions (Discover); help students create a vision of their future (Dream); help them to construct goals (Design); and support them through their journey (Deliver); sixth phase termed as Don't Settle – aimed at helping students reach their fullest potential	positive attitude; believe in people's strengths and able to identify them; critical thinker; knowledge of how to formulate positive, open-ended questions; able to inspire and motivate others; knowledge of goal setting; ability to teach others how to formulate goals; empathetic; understanding; effective communication skills
Customer Service and Advising – business perspective	more than anticipating students' needs'; display an exceptional attitude	exceptional attitude; commitment to advising; open to learning and being evaluated
Social Norms and Advising – behavioral change model; based on the premise that behavior is influenced by perceptions of the actions of social group members	present accurate and healthy norms; provide students with accurate information; enable to students to make informed decisions that shape their behaviors;	honest; knowledge of accurate and healthy norms and ability to model them; knowledge of decision making skills, critical thinker
Attribution Theory and Advising – psychology perspective; more for advisor training and development	attribute accurate causal explanations for students' academic behaviors	knowledge of attributions; ability to understand and predict other's behaviors and reactions; open to taking responsibility for student success
Philosophy and Advising – logic, ethics, epistemology; potentially best for more prepared students	examine moral theories and ethical issues; help students through a necessary and self-reflective process essential for academic and life success; employ methods that help students take control of their lives through reasoning; ask students questions allowing them to reach their own conclusions; apply quasi—Socratic method where advisors understand and consider individual contexts related to each student, like gender and level of student development	ability to analyze argument and reason; ethical; understand moral and ethical issues; knowledge of how we learn; understand the nature of knowledge; understand societal issues that impact students' lives; knowledge of Socratic method and ability to apply it; knowledge of student learning and development theories; knowledge of student issues

Advising and Friendship – sociology, social psychology, and anthropology perspectives; requires close student-advisor relationship	treat advising relationship as friendship; must engage in negotiating tensions and benefits of friendships;	effective interpersonal skills, understanding of friendship theory; ably to negotiate realities and manage conflict
Relational Uncertainty and Advising – psychology perspective	emphasizes the importance of advisors providing mentoring support to their advisees	able to model successful behavior and mentor others

Appendix D: List of Participating Institutions

State	College
Alabama	Alabama Southern Community College
Alaska	Prince William Sound Community College
Arizona	Coconino Community College
	Diné College
	Yavapai College
Arkansas	Northwest Arkansas Community College
	Southern Arkansas University Tech (2-year campus)
	Community College at Morrilton
	Cossatot Community College
California	Gavilan College
	Bakersfield College
	Palo Verde College
	San José City College
	Cañada College
	Santa Rosa Junior College
	College of the Siskiyous
Connecticut	Norwalk Community College
	Tunxis Community College
Florida	South Florida State College
Georgia	Augusta Technical College
	Georgia Highlands College
	Georgia Perimeter College
Hawaii	Kapi'olani Community College
Idaho	Eastern Idaho Technical College
Illinois	Lincoln Land Community College

	Rend Lake College
Kansas	Hutchinson Community College
	Pratt Community College
Kentucky	Madisonville Community College
Louisiana	Southern University at Shreveport (2-year campus)
Maine	Washington County Community College
Massachusetts	Urban College of Boston
	Quincy College
Michigan	Kalamazoo Valley Community College
	Muskegon Community College
	Schoolcraft College
	West Shore Community College
	Delta College
Minnesota	Minneapolis Community & Technical College
	Ridgewater College
	Vermilion Community College
Mississippi	Hinds Community College
Missouri	Jefferson College
Montana	Wayne Two Bulls
Nevada	The College of Southern Nevada
	Truckee Meadows Community College
New Jersey	Bergen Community College
	Hudson Community College
New Mexico	Los Alamos
North Carolina	Blue Ridge Community College
	Durham Technical Community College
	Haywood Community College
	Montgomery Community College

	Rowan-Cabarrus Community College
	South Piedmont Community College
Ohio	Marion Technical College
	North Central State College
	Rio Grande Community College (<i>partnered with University of Rio Grande</i>)
	Terra State Community College
South Carolina	Greenville Technical College
Texas	Central Texas College
	Cisco College
	Kilgore College
	North Central Texas College
	Lamar State College–Orange
	Vernon College
Washington	Cascadia Community College
	Edmonds Community College
	Lake Washington Institute of Technology
West Virginia	Mountwest Community & Technical College
Wisconsin	Gateway Technical College

**Appendix E: Mean Ratings and Standard Deviations of
Competency Items for Priority and Frequency of Use (N=348)**

Priority	M	SD	Frequency	M	SD
Demonstrate a student centered attitude	3.87	0.37	Demonstrate a student centered attitude	3.81	0.38
Control emotions in difficult situations	3.76	0.49	Control emotions in difficult situations	3.61	0.53
Demonstrate a positive outlook at work	3.74	0.47	Demonstrate a positive outlook at work	3.57	0.51
Display ethical traits dealing with students	3.97	0.18	Display ethical traits dealing with students	3.92	0.27
Engage in ongoing professional development	3.36	0.71	Engage in ongoing professional development	3.14	0.64
Demonstrate active listening during advising sessions	3.93	0.26	Demonstrate active listening during advising sessions	3.83	0.37
Build rapport with students	3.86	0.36	Build rapport with students	3.76	0.42
Respect individual differences in students	3.88	0.33	Respect individual differences in students	3.83	0.37
Understand characteristics of student population	3.73	0.52	Understand characteristics of student population	3.59	0.51
Understand societal issues that impact students' lives	3.67	0.54	Understand societal issues that impact students' lives	3.48	0.54
Capacity to recognize emotions experienced by others	3.69	0.52	Capacity to recognize emotions that are being experienced by others	3.58	0.50
Help students improve their interpersonal skills	2.96	0.82	Help students improve their interpersonal skills	2.88	0.69
Demonstrate ability to predict student behaviors	3.00	0.75	Demonstrate ability to predict student behaviors	3.00	0.75
Help students learn to become members of their higher education community	3.17	0.75	Help students learn to become members of their higher education community	3.07	0.66
Demonstrate effective conflict management skills when dealing with students	3.53	0.64	Demonstrate effective conflict management skills when dealing with students	3.30	0.71
Teach students how to conduct personal assessments to understand their own values	2.97	0.86	Teach students how to conduct personal assessments to understand their own values	2.80	0.75

Teach students how to formulate goals	3.38	0.71	Teach students how to formulate goals	3.15	0.66
Work effectively on a team	3.62	0.60	Work effectively on a team	3.61	0.53
Motivate students to complete educational goals	3.80	0.44	Motivate students to complete their educational goals	3.63	0.52
Help students make connections between personal characteristics and major/career	3.47	0.69	Help students make connections between personal characteristics and major/career	3.28	0.61
Use counseling techniques during advising sessions	3.11	0.85	Use counseling techniques during advising sessions	3.04	0.73
Formulate positive open ended questions during advising sessions	3.47	0.69	Formulate positive open ended questions during advising sessions	3.42	0.56
Possess in depth knowledge of college resources	3.81	0.42	Possess in depth knowledge of college resources	3.65	0.48
Possess in depth knowledge of community resources	3.06	0.81	Possess in depth knowledge of community resources	3.07	0.71
Demonstrate ability to explain transfer information	3.63	0.57	Demonstrate ability to explain transfer information	3.44	0.59
Explain college degree plans	3.88	0.33	Explain college degree plans	3.79	0.40
Create educational plans	3.76	0.48	Create educational plans	3.59	0.56
Explain college policies, procedures, and transactions to students	3.67	0.55	Explain college policies, procedures, and transactions to students	3.61	0.53
Apply a variety of advising theories at work	3.07	0.89	Apply a variety of advising theories at work	2.95	0.76
Apply a variety of student learning theories at work	2.88	0.84	Apply a variety of student learning theories at work	2.92	0.75
Help students improve study skills	2.98	0.87	Help students improve study skills	2.88	0.75
Help students explore career options	3.27	0.72	Help students explore career options	3.13	0.63
Develop intervention strategies conducive to academic success	3.46	0.67	Develop intervention strategies conducive to academic success	3.18	0.70
Help students to think critically about their roles and responsibilities as students	3.37	0.72	Help students to think critically about their roles and responsibilities as students	3.25	0.61

Help students improve their critical thinking and reasoning skills	2.98	0.82	Help students improve their critical thinking and reasoning skills	2.98	0.68
Demonstrate effective decision making skills	3.70	0.47	Demonstrate effective decision making skills	3.59	0.53
Demonstrate effective problem solving skills	3.74	0.48	Demonstrate effective problem solving skills	3.60	0.51
Use relevant data to inform the advising process	3.55	0.65	Use relevant data to inform the advising process	3.44	0.63
Stay relevant on current trends/issues that impact academic advising	3.32	0.75	Stay relevant on current trends/issues that impact academic advising	3.16	0.65
Differentiate between college advising and psychological counseling	3.51	0.74	Differentiate between college advising and psychological counseling	3.26	0.73
Adhere to practices such as FERPA, risk management strategies, etc.	3.87	0.38	Adhere to practices such as FERPA, risk management strategies, etc.	3.86	0.40
Demonstrate skills in using advising tools and technology	3.61	0.58	Demonstrate skills in using advising tools and technology	3.51	0.58
Keep accurate record of student visits	3.55	0.68	Keep accurate record of student visits	3.62	0.62
Demonstrate effective public speaking skills	3.15	0.82	Demonstrate effective public speaking skills	3.25	0.67
Demonstrate effective writing skills for a specific audience	3.19	0.78	Demonstrate effective writing skills for a specific audience	3.26	0.65
Knowledge of higher education issues	3.19	0.78	Knowledge of higher education issues	3.24	0.62
Participate in college committee work	2.86	0.84	Participate in college committee work	3.06	0.73
Manage multiple priorities at work	3.60	0.59	Manage multiple priorities at work	3.71	0.46

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Curriculum Vitae

Profile

I am a passionate and driven student success advocate and leader. Starting as a student in 1995, my 20-year connection with the College of Southern Nevada coupled with my on-going research of best practices within the field of student success provides me with the institutional knowledge, collegiate relationships, and higher education expertise required to effectively lead the programs, initiatives, and staff within the Office of Academic Success.

Relevant qualifications and competencies include:

- PhD in Educational Psychology and Higher Education, May 2016 and MA in Communication Studies, May 2005.
- Three years of direct higher education leadership, supervisory, and management of Assistant Director, seven specialists, six administrative assistants, and 244 part-time staff, including student workers, 1000-hour employees, and work-study students.
- Seven years of experience collaborating with Deans, Department Chairs, Lead Faculty, Faculty Liaisons, and individual Faculty members within the School of Advanced and Applied Technologies, Arts and Letters, Business, Hospitality and Public Services, Education, Behavioral, and Social Sciences, Health Sciences, Sciences and Mathematics, and the Workforce and Economic Development.
- Seven years of experience collaborating with Associate Vice Presidents, Program Directors, and administrative faculty in Academic Counseling, Career Services, Counseling and Psychological Services, Disability Resource Center, Financial Aid, High School Relations, Library Services, Student Life and Leadership, Student Retention, TRIO, and Testing Centers.
- Ten years of teaching experience in Communication and Academic Life Skills within an accredited higher education institution.
- Four years of commitment to Achieving the Dream initiatives and interventions, including Mandatory Matriculation, College Success Skills Modules, and Program Evaluation of ATD interventions.
- Two years of experience collaborating with Office of Academic Success team members.
- Extensive knowledge of and experience with implementation of CSN Strategic Enrollment Planning strategies and initiatives.
- Knowledge of Board of Regents policies, procedures, guidelines, applicable NWCCU and other accrediting agencies, state and federal statutes/regulations.

- Active participation in Achieving the Dream (ATD), Faculty Senate, Academic Standards, ATD Faculty Mentoring, Student Conduct, ATD Program Evaluation, RFP for CRM, Strategic Enrollment Planning, and Financial Aid Appeals.
- Extensive knowledge of community colleges involved with Complete College America and Achieving the Dream programs, with major focus on mandatory matriculation processes and advising models.
- Demonstrated skills to critically evaluate programs against goals and regulations prior to strategic implementation.
- Understanding of national, state, and NSHE goals and objectives.
- Familiar with efforts and initiatives to improve successful student completion of developmental courses and enrollment and completion in gateway math and English courses.
- Active in development of support for placement preparation in Reading, English, and Math.
- Existing relationships within Nevada System of Higher Education (NSHE) and Clark County School District (CCSD)
- Knowledge and experience in the creation of academic policies (e.g., academic probation and suspension, academic program review, late registration, academic renewal, and academic honors.
- Acquainted with all CSN degrees plans and academic departments, including initiatives such as guided pathways.

Academic Record

Doctoral Candidate, Educational Psychology and Higher Education, University of Nevada, Las Vegas, Dissertation Defense February 10, 2016

Master of Arts, Communication Studies, University of Nevada, Las Vegas, May 2005

Bachelor of Science Business Administration, University of Nevada, Las Vegas, December 2002, Magna cum Laude

Associate of Business, College of Southern Nevada, May 1999

Research Interests

Student Success, Community College Advisor Competencies, Advising and Mentoring, Advising Theories, Student Learning Theories, Student Retention, Student Engagement, Emotional Intelligence, Self-regulated Learning, Self-Efficacy and Learning, History of Community Colleges, Organizational Communication, Organizational Leadership, Interpersonal Communication

Office of Academic Success Programs and Initiatives Experience

August 2013-Present

Centers for Academic Success (CAS), Major Accomplishments

- Initiated and implemented restructuring of all tutoring at the College of Southern Nevada to form the Centers for Academic Success
- Led team in creating and implementing a five-year strategic plan, vision, and mission statement in line with the mission and vision of the institution
- Coordinated and lead team to create, implement, and acquire national certification from the College Learning and Reading Association for tutor training programs Level I, Level II, and Level III
- Secured conference travel, training, and grant funding for team leaders to engage in professional development and learn best practices for implementation in Centers for Academic Success.
- Created and implemented pilot program for Supplemental Instruction at the College of Southern Nevada
- Led team in creating and implementing a college-wide collaboration on student success workshops given in the classroom called Don't Cancel That Class
- Created and facilitated student engagement initiatives-managed over 150% growth in student usage within tutoring sessions for Centers for Academic Success
- Implemented and currently hold team accountable for program assessment and data-driven decision making

August 2012-Present

Achieving the Dream, Involvement and Experience

- Serve on Faculty Advising and Mentoring Achieving the Dream Subcommittee
- Active on the Mandatory Matriculation Policy Committee
- Serve as active member of the Achieving the Dream Core Team from 2012 to present
- Assisted in leading the Achieving the Dream Evaluation Committee from 2014-2015
- Served on College Success Skills Modules Team and collaborated to select Student Lingo Videos

- Acquired knowledge of best practices on a national level at the Dream 2015 Conference for Achieving the Dream initiatives

August 2008-Present

Career and Technical Education Student Success, Involvement and Experience

- Advised thousands of Career and Technical Education students regarding degree programs and mentored them through unique challenges to overcome barriers to completion
- Initiated, created, and implemented student orientations similar to current CTE orientation initiatives
- Collaborated to develop Probation and Suspension Policy the last two revisions, which relates to current CTE specialist initiatives
- Conducted a study, Biology 189 Successful Study Strategies, to identify behaviors and study skills of successful students within that course at CSN, 2008
- Developed and presented study skills workshops for CSN students
- Researched CSN student population and developed interventions for over nine years.
- Secured grant for embedded tutoring and led efforts in Transportation Technologies, 2014-2015

August 2008-Present

Mentoring and Advising Programs and Models, Involvement and Experience

- Mentored and advised students across all disciplines at the College of Southern Nevada, including acute awareness of how to affect change in student motivation and behavior in order to complete coursework and degrees
- Conducting doctoral level research in mentoring and advising models, including faculty advising and mentoring, success coaching, counseling, and peer-to-peer mentoring
- Conducted study, Effects of Self-Efficacy Training, 2011
- Conducted Literature Review on Self-Regulation Interventions involved in mentoring and advising programs

- Conducted study, Digging Deep Into Retention Issues, 2008
- Team knowledge of initiatives within the Minority Male Mentoring Program at the College of Southern Nevada
- Collaborated with Student Affairs Leadership to improve student outreach via the Don't Cancel that Class program.

Higher Education Leadership Experience

August 2013-Present

Director, Centers for Academic Success (CAS)

- Oversee daily operations in CAS (12 centers at present time)
- Oversight of programming and staff for Centers for Academic Success
- Remain current on student success and retention initiatives
- Create and facilitate student engagement initiatives- managed over 150% growth in CAS
- Align CAS programming with student success and completion goals
- Supervise Assistant Director, 7 Specialists, Administrative Assistant (AA) III, 3 AA II's, 2 AA I's
- Supervise and mentor 244 part-time workers: work study, student workers, and 1000-hour employees
- Manage approximately \$1,600,000 budget
- Coach, train, evaluate, and discipline part-time and full-time staff as necessary
- Develop and implement strategic planning in conjunction with the mission, vision, and strategic plan of the college
- Remain current on student learning and advising theories
- Remain current on national tutoring programs and initiatives
- Develop assessment measures for CAS
- Collaborate with academic affairs and student affairs staff to develop support for math, English, and reading placement test preparation
- Collaborate with multiple constituents and build relationships with academic faculty, administrative staff, and classified staff

- Garner buy-in and support via A CAS Advisory Board with members from academic and student affairs
- Liaise with academic deans and faculty to ensure quality academic support for students and faculty
- Lead development of CRLA Levels I, II, and III training-in-person and in an online environment
- Develop and provide oversight for Supplemental Instruction, a student centered initiative (learning and completion)
- Participate in internal committees and professional development activities
- Participate in professional organizations such as, College Reading and Learning Association, National Academic Advising Association, National Tutoring Association, and Association for the Tutoring Profession
- Member of UNLV Academic Success Center Advisory Board
- Participate in CCSD initiatives
- Engage in college wide student success initiatives

Fall 2006-August 2013

Lead Advisor/Student Success Specialist

- Engage in student retention strategies, such as faculty e-alert
- Provide deep knowledge of student policies and guidelines published in catalog
- Provide knowledge of academic policies to students
- Familiar with all academic programs and degree requirements
- Familiar with all college courses and faculty
- Advise a diverse population of students in all degree programs at CSN
- Advise at-risk students and help them overcome obstacles to academic success
- Mentor students from start to completion at CSN
- Advise students on academic probation and suspension
- Complete Academic Probation and Suspension appeals
- Advise students on SAP suspension

- Complete Satisfactory Academic Policy (SAP) Suspension appeals
- Participate in development and implementation of new student orientation
- Assist students in overcoming obstacles to success and completion
- Research CSN student population to identify obstacles to academic success
- Build relationships with faculty in all academic departments
- Manage AAIL and work study employees

Fall 2011- Fall 2012

Chair of Administrative Faculty Assembly

- Elected by peers to serve as the leader of the governing body for administrative faculty at the College of Southern Nevada.
- Assure administrative faculty participation in the formulation, implementation and evaluation of institutional policies and goals.
- Evaluate, study, recommend policies and/or modifications to existing or proposed college policies and procedures that impact the administrative faculty.
- Provide input to create and maintain a secure, equitable and fair work environment.
- Provide input in the personnel policies and procedures pertinent to non-instructional administrative faculty.
- Strengthen communication between non-instructional administrative faculty, the administration, academic faculty, classified staff and the student communities to promote institutional cohesiveness and promote an environment that subscribes to shared governance.
- Serve on President's cabinet and any other committees as required by the CSN President.
- Appoint all special and/or ad hoc committees
- Prepare agenda for AFA meetings and give notice of meeting to all Administrative non-instruction all faculty
- Supervise and ensure coordination of all activities of the AFA

- Communicate in writing to the CSN President any AFA actions or recommendations requiring action or approval by the CSN President
- Be available to attend Board of Regents meetings and submit related reports at the direction of the CSN President and/or when necessary for other AFA business
- Serve ex-officio on all committees except Election/Nomination committee

Courses Taught

- ALS 101: Academic and Life Success, College of Southern Nevada-Department of English, 2010-Present
- COM 101: Public Speaking, College of Southern Nevada-Department of Communication, 2006-Present
- COM 102: Interpersonal Communication, University of Nevada, Las Vegas-Department of Communication, 2002-2006
- COM 412: Intercultural Communication, University of Nevada, Las Vegas-Department of Communication, 2003-2004

Conference Presentations and Guest Lectures

- College Reading & Learning Association (CRLA): *High Stakes Game: Creative Placement Test Preparation Methods*, 2015
- College Reading & Learning Association (CRLA): *Toolkit for Reading Support at Community Colleges*, 2015
- League of Innovations: *The Tipping Point: Increase Usage of Academic Support Services*, 2015
- Association for the Tutoring Profession (ATP): *Brainstorming Strategic Planning & Assessment for Academic Support Services*, 2015
- NISOD: *Strategic Enrollment Planning: A Platform for Increasing Student Success*, 2015
- NISOD: *Finding the Tipping Point*, 2015
- National Rocky Mountain Educational Research Association (NRMERA): *Using Program Evaluation to Improve Student Support Services*, 2013
- Student Affairs Administrators in Higher Education (NASPA): *Individual and Organizational Characteristics Associated with Student Engagement: Exploring 2-Year and 4-Year College Environments and Student Populations*, 2013
- Guest Lecturer: College of Southern Nevada, *Advisor Training*, 2015
- Guest Lecturer: Desert Rose High School, *The Importance of Education*, 2010-present

- Guest Lecturer: Cheyenne High School, *Overcoming Obstacles in Pursuing Higher Education*, 2014
- Guest Lecturer: Jeffrey Behavioral School, *Overcoming Obstacles and Student Success*, 2010-present
- Guest Lecturer: Cowan Behavioral School, *Overcoming Obstacles and Student Success*, 2010-present

Institutional Service

- ATD College Committee 2015
- Faculty Advising and Mentoring ATD Subcommittee 2015
- ATD Program Evaluation Committee 2014-2015
- Strategic Enrollment Planning Committee 2013-2015
- Chair, Tutorial Advisory Committee 2013-present
- CSN Connections, Emcee 2014-2016
- Faculty Senate 2008-2010, 2014-2016
- Administrative Faculty Assembly 2006-2015
- Student Success Committee (Faculty Senate) 2015
- Library Advisory Committee 2014-2015
- Reading Committee 2015
- RFP Committee for Customer Relations Management (CRM) 2015
- Academic Standards 2006-2010, 2012-2015
- Achieving the Dream Core Team Member 2012–2015
- Chair, Administrative Faculty Assembly 2011-2012
- Chair, Search Committee (8 hires)
- Search Committee (5 hires)
- Financial Aid Appeals Committee 2011-2013
- Student Conduct Appeals Committee 2013
- College Connections 2012-2013
- HR Advisory Committee 2012
- Title V Planning Committee 2012
- President's Cabinet 2011-2012
- Academic Probation and Suspension Policy Subcommittee 2011
- Academic Integrity Policy Subcommittee 2009-2010
- Secretary, Administrative Faculty Assembly 2007-2008

Grant Awards and Pilot Programs

- Perkins Grant Award for Supplemental Instruction 2015/2016

- Perkins Grant Award for Embedded Tutoring 2014/2015

Professional Association Memberships

- NACADA – National Academic Advising Association, 2008-present
- NASPA – Student Affairs Administrators in Higher Education, 2008-present
- CRLA – College Reading and Learning Association, 2011-present
- ASHE – Association for the Study of Higher Education, 2013-present
- AERA – American Educational Research Association, 2010-present
- NRMERA – National Rocky Mountain Education Research Association, 2013-present
- NTA – National Tutor Association, 2013-present
- ATP – Association for the Tutoring Profession, 2013-present
- WSCA – Western States Communication Association, 2002-present

Professional Development

- DREAM Conference 2015
- National Academic Advising Association Annual Conference 2015
- University of Missouri Kansas City Supplemental Instruction Training 2015
- NISOD Annual Conference 2014
- ACUI Women's Leadership Institute 2013
- CSN Executive Leadership Institute 2012-2013

Community Service

- UNLV Academic Success Center Community Advisory Board 2015-present
- PAYBAC Speaker – CCSD Professionals and Youth Building a Commitment 2007-present
- CCSD Principal for a Day 2015
- National Foster Parent Association 2006-2008
- Kiwanis 1999-2002
- Street Teens 2000-2004

Honors and Awards

- 2015 Woman of Influence Award
- 2015 Administrative Faculty of the Year
- 2014 NISOD Excellence Award