Competencies Reexamination - Then and Now

The journey through developing these competencies has been transformative. When I was first introduced to the ten competencies, I had to be very honest with myself. Self-reflection allowed me to focus on holistic improvement as I advanced in my role as an educator. Initially, I would have scored myself at 50%, evaluating each competency and recognizing my strengths and areas for growth.

I felt more confident in competencies of **leadership** and **technology** due to my years of experience in various leadership roles and my background in data processing, as well as my 12 years of lecturing in technology. These two areas formed the bulk of my competencies, while the other eight required more attention and development throughout this program.

In the competency of **personal and ethical foundations**, I initially scored myself a 5. Despite my extensive corporate experience and nearly a decade as a lecturer, I believed I needed to work on self-authorship. Courses in advising and helping have since enhanced my self-awareness and fostered a healthier lifestyle, allowing me to now score myself an 8.

For **values, philosophy, and history**, I initially gave myself a 6, uncertain if it was accurate. While I saw connections between student affairs practice and my lecturing role, my research on student success strategies was ongoing. Over the past year, historical theory and praxis courses have deepened my understanding and appreciation of student affairs, increasing my score to an 8.

In **assessment, evaluation, and research**, I initially scored myself a 5, feeling competent due to my decade-long lecturing experience and professional development in pedagogy and student engagement. This program has further enhanced my understanding of assessment and

evaluation by connecting it to student development theory. Courses like CSP 515 on research and program evaluation have elevated my competency to a 7.

Regarding **law, policy, and governance**, I initially scored myself a 5, comfortable with my exposure through policy-making exercises and serving on the Board of Governors. However, as I delved into theoretical foundations and legal issues in student affairs, I realized there was much to learn. This new knowledge has increased my score to an 8.

In **organizational and human resources**, I began with a score of 3, recognizing my limited experience. Through studying theory and concepts like nonviolent communication, I have improved my competency in this area, raising my score to a 5.

Leadership was an area where I felt confident, initially scoring myself a 7. With extensive professional development, leadership roles, and evaluations, I believed I was well-versed. The master's program has further enriched my leadership skills, leading me to increase my score to a 9.

Initially, I scored myself a 5 in **social justice and inclusion**, thinking I was knowledgeable due to adherence to institutional policies against discrimination. However, after taking numerous classes in social justice and inclusion, I realized my initial score was too high. With increased understanding and exposure, I now score myself a 6.

In **student learning and development**, I initially scored myself a 5, based on my decade-long lecturing experience and extensive professional development in teaching. My post-graduate diploma in teaching and numerous workshops reinforced this score. The additional learning from the College Student Personnel program has raised my competency to an 8.

For **technology**, I was confident with my initial score of 7 due to my degree in Data Processing and Information Technology, and my teaching experience in technology. The past year's courses and new technological advancements have further improved my skills, increasing my score to 9.

Finally, in **advising and supporting**, I initially scored myself a 2, acknowledging my lack of training in this area. Corporate training did not prepare me for advising students on personal matters. Classes during this degree program have significantly improved my advising skills, and I now feel comfortable raising my score to 5.

Reflection on My Competency Scores

I can clearly see and feel my progress, with my individual scores rising and my overall average increasing from 50% to 73%, as shown in the appended table (Appendix 1). Reflecting on my journey, I am genuinely satisfied with the progress I've made across the ten competencies. Initially, I scored myself at 50%, recognizing strengths in leadership and technology but acknowledging significant areas for growth. Through dedicated self-reflection, intentional learning, and practical application during this program, I have seen remarkable improvement. My average score has risen to 73%, reflecting substantial growth and a deeper understanding of the competencies necessary for my role as an educator.

Each competency presented unique challenges and opportunities for development. Enhancing my self-authorship in personal and ethical foundations, deepening my knowledge in student affairs, and refining my skills in assessment, evaluation, and research were all purposeful and impactful steps. The structured coursework and real-world application have increased my scores and bolstered my confidence. This journey has been life changing, and I am proud of the

progress reflected in my improved scores. I look forward to continuing this growth to provide the best possible support and guidance to my students.

To improve and maintain my competency scores, I will engage in continuous professional development through workshops, courses, and staying updated with the latest industry trends and best practices. Seeking regular feedback from peers and mentors and applying learned theories and skills in practical settings will also reinforce and enhance my competency levels.

For my short-term goals over the next year, I will attend at least three professional development workshops or seminars related to student affairs, leadership, and technology to stay updated with the latest trends and best practices. Additionally, I will implement feedback mechanisms by establishing a system for regularly seeking feedback from peers, mentors, and students to identify areas for improvement and reinforce strengths.

For my mid-term goals over the next one to two years, I plan to pursue advanced certifications by enrolling in and completing programs in areas such as student development theory and assessment practices to deepen my expertise. I will also engage in research projects by collaborating on studies that focus on student affairs and leadership, aiming to publish findings in reputable academic journals.

For my long-term goals over the next three to five years, I aim to develop a comprehensive training program for new educators in my institution, focusing on the ten competencies to ensure they are well-prepared for their roles. Additionally, I am pursuing a doctoral degree in educational leadership in diversity, equity, and inclusion, which I believe will

solidify my knowledge and open up advanced career opportunities in academia and administration.

Professional Development Plan/Action Plan to Accomplish Goals

For my short-term goals over the next year, I aim to attend professional development workshops and implement feedback mechanisms to enhance my competencies. I will identify and register for at least three workshops related to student affairs, leadership, and technology by the end of the first quarter, actively participate, and apply the knowledge gained. This will involve workshop fees, travel expenses, and time allocation.

Additionally, I will design feedback tools within the first month and schedule quarterly sessions to gather insights from peers, mentors, and students. Analyzing this feedback, I will develop and implement an action plan to improve my competencies. This process requires survey tools, time for sessions, and possibly analysis software.

For my mid-term goals over the next one to two years, I plan to pursue advanced certifications and engage in research projects. I will research and apply for certification programs in student development theory and assessment practices within the first six months, aiming to complete them within two years, requiring program fees, study materials, and time.

I will also identify research interests within student affairs and leadership, seek collaboration opportunities, and submit a research proposal within six months. I will conduct research, analyze results, and aim to publish in reputable journals within two years, needing research materials, collaboration tools, and time.

For my long-term goals over the next three to five years, I plan to develop a comprehensive training program and attain my doctoral degree in educational leadership. I will

conduct a needs assessment, create a curriculum covering the ten competencies, pilot the program, and launch it with continuous evaluation. This requires curriculum development materials, feedback tools, and training session time.

I will continue courses in the doctoral program in education within the first year, seek funding, complete coursework, and conduct dissertation research to earn my degree within three to five years. This will need program fees, research materials, and time for studying and research.

My core philosophy as a professional in student affairs is rooted in a holistic approach to education, emphasizing personal and ethical foundations, leadership, and continuous learning. I believe in fostering self-authorship and ethical behavior, guiding students to develop integrity and self-awareness. Leadership, both by example and through empowering others, is central to my approach, encouraging collaborative environments that promote growth and innovation. Understanding the historical and philosophical underpinnings of student affairs, I strive to apply this knowledge to create inclusive and effective programs. My commitment to social justice and inclusion ensures that all students feel valued and supported, regardless of their background. Utilizing data and research, I aim to make informed decisions that enhance student learning and development. Embracing technology, I leverage new tools to engage students and streamline processes, ensuring accessibility and efficiency. Through continuous professional development and feedback mechanisms, I remain adaptive and responsive to the evolving needs of the student population. Ultimately, my goal is to support students in their academic and personal journeys, helping them achieve their full potential.

Appendix 1

Competency Table of Scores in 2023 and 2024

COMPETENCY	SCORE THEN	SCORE NOW
Personal and Ethical Foundations (PEF)	5	8
Values, Philosophy, and History (VPH)	6	8
Assessment, Evaluation, and Research (AER)	5	7
Law, Policy, and Governance (LPG)	5	8
Organizational and Human Resources (OHR)	3	5
Leadership (LEAD)	7	9
Social Justice and Inclusion (SJI)	5	6
Student Learning and Development (SLD)	5	8
Technology (TECH)	7	9
Advising and Supporting (A/S)	2	5