



Pitt ACT One-Year Assessment Executive Summary

The [University of Pittsburgh Advisor Certification and Training \(Pitt ACT\) program](#) was launched on September 1, 2021. Since that time, we have had over 163 advisors complete the Foundations Level training and 27 advisors complete the Level One training.

As part of the original program creation, the Pitt ACT team launched a Needs Assessment Survey, based on the NACADA (Global Community for Academic Advising) [core competency model](#) to evaluate how advisors would rate their own level of competence in several key elements. To assess program effectiveness, we launched a one-year survey to ask advisors that completed the *Foundations Level* training course to reevaluate their level of competence in the three core competency areas:

- **Concepts** advisors should understand
- **Information** advisors should know
- **Skills** advisors should demonstrate

233 faculty and staff mentors and advisors completed the original needs assessment survey (pre) and 32 completed the one-year assessment (post). The following represents data collected from these two surveys.

Table 1 and **Figure 1** show the growth in the **conceptual component** (concepts advisors should understand), based on self- assessment:

Table 1

Concepts Advisors Should Understand		
	Pre	Post
Understanding how to help undergraduate students connect their academics, career, and life goals	4.05	4.25
Understanding how equitable and inclusive environments are created and maintained	3.8	3.96
Understanding the role and responsibilities of advisors and advisee	4.46	4.43
Understanding expected outcomes of advising	4.13	4.25
Understanding different advising approaches and strategies	3.59	4.18

Figure 1

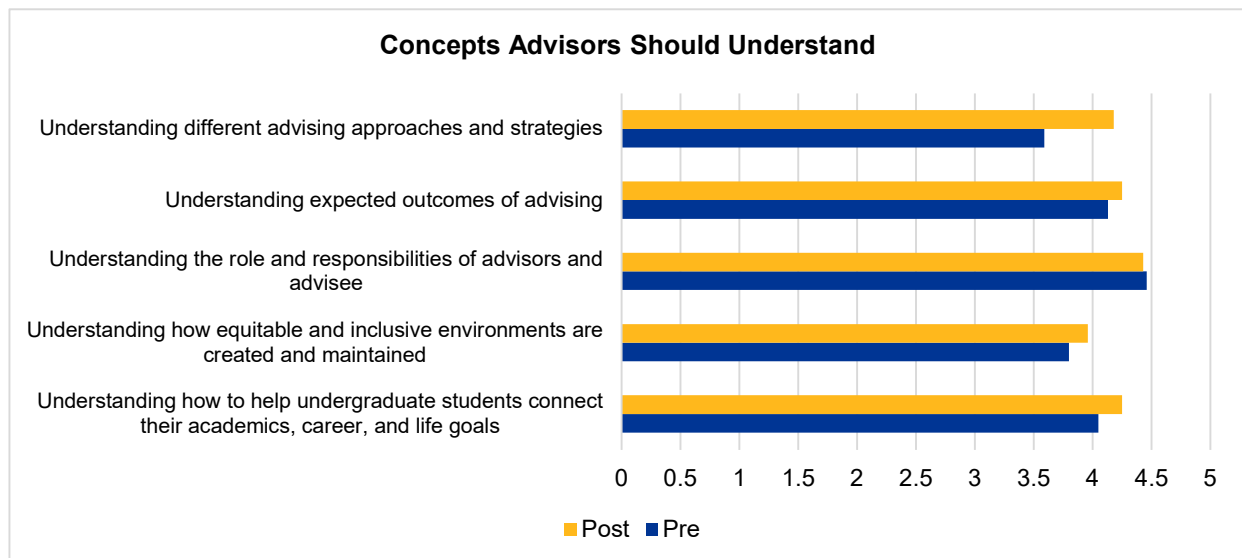


Table 2 and **Figure 2** show the growth in the **informational component** (information advisors should know), based on self-assessment:

Table 2

Information Advisors Should Know	Pre	Post
Knowledge of informational technology tools relevant to advising roles	3.65	4.31
Knowledge of curriculum and degree requirements	4.24	4.38
Knowledge of academic policies and procedures	4.08	4.19
Knowledge of FERPA boundaries	4.13	4.5
Knowledge of campus resources that address student academic concerns	4.2	4.27
Knowledge of campus resources that address additional student concerns	4.09	4.23

Figure 2

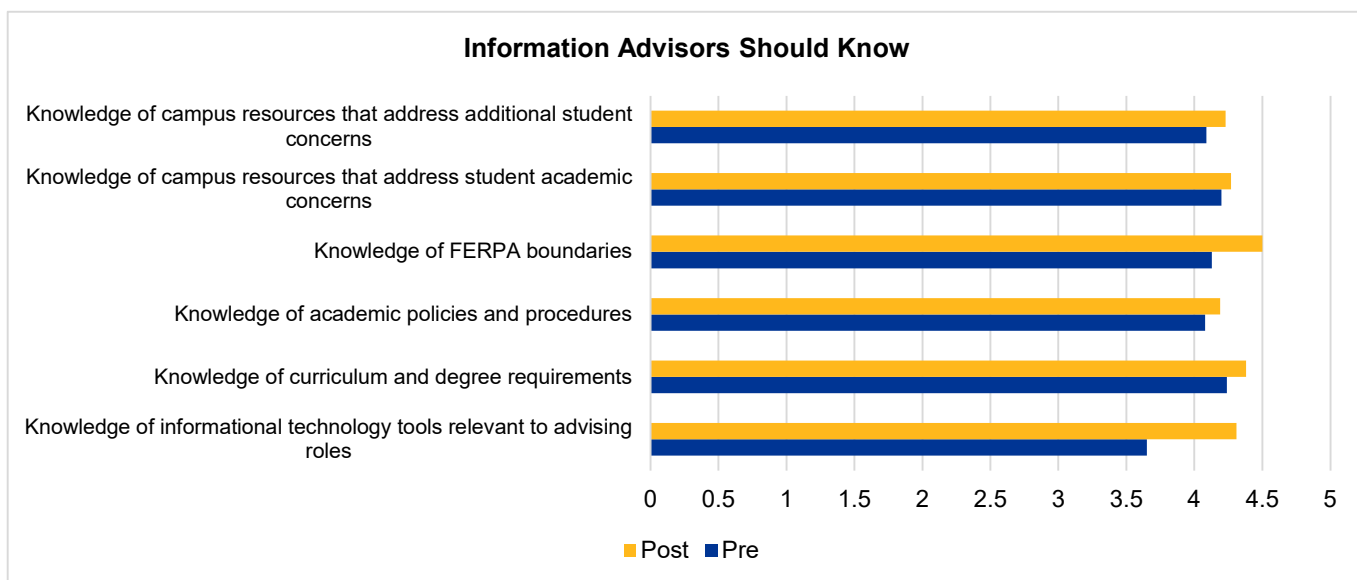
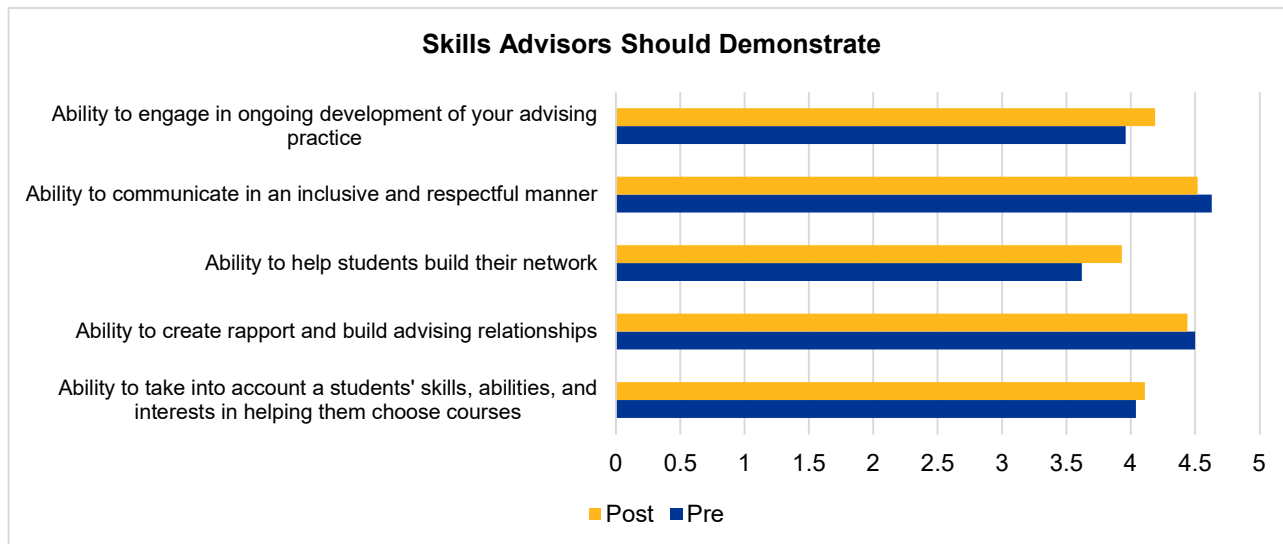


Table 3 and **Figure 3** show the growth in the **relational component** (skills advisors should demonstrate), based on self-assessment:

Table 3

Skills Advisors Should Demonstrate	Pre	Post
Ability to take into account a students' skills, abilities, and interests in helping them choose courses	4.04	4.11
Ability to create rapport and build advising relationships	4.5	4.44
Ability to help students build their network	3.62	3.93
Ability to communicate in an inclusive and respectful manner	4.63	4.52
Ability to engage in ongoing development of your advising practice	3.96	4.19

Figure 3



Conclusions

Competencies in the **conceptual** and **informational** components show important improvements in nearly all areas. Though some improvements can be seen in the **relational** component, there are certain areas that advisors feel less competent in. We will focus on these specific competency areas in future levels of Pitt ACT that are currently under development, as well as in future workshops and professional development opportunities for advisors and mentors.

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For questions or more information about the report, visit our website
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