
Student Focus and Responsiveness

Definition

Must be able to achieve excellence in delivering the planned student service outcomes (i.e. service levels and standards) for the department and monitoring the unit's service delivery in order to achieve the service delivery targets and to ensure the highest level of student care and student satisfaction.

Key Words: Student Awareness; Student Requirements; Student Responsiveness;

Behavioral Indicators

1. Listens and responds to student needs within legislative frameworks, and policy guidelines.
 2. Clarifies the student's interests or expectations, when doubt exists.
 3. Makes sure that student needs or requirements are met.
 4. Regularly takes steps to improve the quality of services produced by the work-unit.
 5. Establishes plans and programs for satisfying the student's needs and expectations.
 6. Delivers services to students within the agreed service levels.
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PROFICIENCY LEVEL: Student Focus and Responsiveness

Level I

- Demonstrate an awareness of and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.
- Knowledge to acquaint students with the University-based and outreach services and support systems designed to address their unique educational needs.
- Seek to improve and extend services to students.
- Demonstrate ability to assist students in understanding the full range of educational and career options open to them, including the requirements for achieving success in these pursuits.
- Possess individual and group advising and communication skills and employ an eclectic and balanced approach to assisting students and their parents.
- Provide assistance to parents and families so that they will provide an informed and supportive environment in which students can become effective learners, and achieve success in the pursuit of appropriate educational goals.

Level II

- Possess the skills necessary to establish and maintain rapport with students and to assist them in gaining maximum benefit through your engagement.
- Establish effective systems for conveying important data and information about students between educational levels.
- Assist students in developing a sense of awareness and self-worth, and in the acquisition of personal exploration, decision making and goal-setting skills needed to facilitate their educational development.
- Assist students in the assessment of their individual strengths, weaknesses, and differences, especially as they relate to academic achievement.
- Recognize individual differences among students, including their aptitudes, intelligence, interests and achievements, and integrate an understanding of this information into the advising/counseling relationship.
- Collaborate with faculty, administrators, and other staff in ensuring that appropriate educational experiences are provided that will allow all students to achieve success in their educational pursuits.

Level III

- Understand the political issues and climate of the school or college and work to improve and extend programs and services that strengthen the educational experiences of all students.
 - Conduct appropriate planning, design, research, and evaluation activities to ensure that all student services are maintained at an effective and relevant level.
 - Recognize the personal, social, and emotional concerns and problems that may affect the students' educational development.
 - Assist students and their families in addressing the personal, social and emotional concerns and problems that may impede their educational development.
 - Provide training, orientation, and consultation assistance to faculty, administrators, staff, and other University officials (e.g., Board of Trustees) to assist them in responding to the educational development and needs of students.
 - Advocate the educational needs of students and work to ensure that these needs are addressed at every level .
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