

First-Year Academic Advisor Fall 2016 Reflection Tool

Purpose: This reflection tool is intended to help outline the many expectations of a First-Year Academic Advisor. The rubric below provides guidance on successful implementation criteria, and it encourages reflection on your implementation of that criteria in Fall 2016. Because campus-wide first-year advising is new this year, we hope this tool will offer some consistency across all colleges/schools. Please note: Depending on your longevity as an academic advisor and the newness of several initiatives, we understand that some criteria may not be met. You will have an opportunity to evaluate yourself along with your college supervisor and the Assistant Director of First-Year Advising.

CATEGORY: Percentage of Advisees Met in Person

*How many students are in your caseload? _____

*Out of that number of advisees, how many did you meet in person in fall 2016 to complete their recommended course schedule advisement? _____

Extraordinary	Satisfactory	I could improve in this area
100% of advisees met in person	90% of advisees met in person	Less than 90% of advisees met in person

*IF EXTRAORDINARY IS SELECTED: How do you work to schedule appointments? How often do you meet with a student more than once in a semester?

*IF SATISFACTORY OR IMPROVE IS SELECTED: How do you work to schedule appointments? How often do you meet with a student more than once in a semester? What are some reasons why an in-person appointment could not be achieved?

CATEGORY: Advising Hours and Student Meetings

Extraordinary	Satisfactory	I could improve in this area
450 or more hours	400-449 hours <i>*includes advising availability, group advising (e.g. COM workshops), drop-ins</i>	399 or less

*Please share the number of hours you had posted and available for student appointments from August 17-December 16, 2016. Use your SARS/Pathfinder reports and your own calendar to determine this specific number. _____

*IF EXTRAORDINARY IS SELECTED: When you developed your availability, what did you do to ensure you were available 450 or more hours in the semester?

*IF SATISFACTORY IS SELECTED: Please provide any reflections on any insights you learned from posting hours this semester that will guide your hours posting in the spring semester.

*IF SATISFACTORY OR IMPROVE IS SELECTED: What do you know you should do differently when posting your hours in the spring 2017 semester?

CATEGORY: Preparation for Appointment

Extraordinary	Satisfactory	I could improve in this area
<p>I go above and beyond the satisfactory expectations related to preparation for appointments.</p>	<p>I am always fully prepared for appointments by doing all of the following: 1) Review in detail every student prior to their appointment in DW, EAB, and Self Service Carolina, 2) Pull resources (print curriculum sheets, support documents, etc.), 3) Review student attributes.</p>	<p>Less than 80% of the time, I fully prepare for appointments by doing all or some of the following: 1) Review in detail every student prior to their appointment in DW, EAB, and Self Service Carolina, 2) Pull resources (print curriculum sheets, support documents, etc.), 3) Review student attributes.</p>

*IF EXTRAORDINARY IS SELECTED: Please provide additional explanation to verify extraordinary performance. Questions for reflection include: How do you prepare for your appointments? What steps do you take? Provide specific/personal examples here. Please do not restate success criteria.

*IF SATISFACTORY IS SELECTED: How do you prepare for your appointments? What steps do you take? Provide specific/personal examples here. Please do not restate success criteria.

*IF IMPROVE IS SELECTED: How do you prepare for your appointments? What steps do you take? What are 2-3 strategies you can implement in the spring to improve? Provide specific/personal examples here. Please do not restate success criteria.

CATEGORY: Academic Advising Technology

Extraordinary	Satisfactory	I could improve in this area
<p>I go above and beyond the satisfactory expectations related to academic advising technology.</p>	<p>I always enter recommended course schedules into DegreeWorks. I always enter session notes in EAB/Pathfinder (including changing students' status). I always show students how to use advising technologies (including the Academic Bulletin and DegreeWorks).</p>	<p>Less than 80% of the time, I enter recommended course schedules into DegreeWorks. Less than 80% of the time I enter session notes in EAB/Pathfinder (including changing students' status). Less than 80% of the time, I show students how to use advising technologies (including the Academic Bulletin and DegreeWorks).</p>

*IF EXTRAORDINARY IS SELECTED: Please provide additional explanation to verify extraordinary performance. Questions for reflection include: How do you discuss course selection and progression with students during appointments? What resources do you use to help students find and understand required courses for degree completion? *Provide specific/personal examples here. Please do not restate success criteria.*

*IF SATISFACTORY IS SELECTED: How do you discuss course selection and progression with students during appointments? What resources do you use to help students find and understand required courses for degree completion? *Provide specific/personal examples here. Please do not restate success criteria.*

*IF IMPROVE IS SELECTED: How do you discuss course selection and progression with students during appointments? What resources do you use to help students find and understand required courses for degree completion? What are 1-2 strategies you can implement in the spring to improve? *Provide specific/personal examples here. Please do not restate success criteria.*

CATEGORY: Academic Advising Curricula

Extraordinary	Satisfactory	I could improve in this area
<p>I go above and beyond the satisfactory expectations related to explaining and implementing academic advising curricula.</p>	<p>I always discuss course selection and progression with students during appointments and demonstrate how to find required courses for degree completion.</p>	<p>Less than 80% of the time, I discuss course selection and progression with students during appointments and demonstrate how to find required courses for degree completion.</p>

*IF EXTRAORDINARY IS SELECTED: Please provide additional explanation to verify extraordinary performance. Questions for reflection include: How do you discuss course selection and progression with students during appointments? What resources do you use to help students find and understand required courses for degree completion? *Provide specific/personal examples here. Please do not restate success criteria.*

*IF SATISFACTORY IS SELECTED: How do you discuss course selection and progression with students during appointments? What resources do you use to help students find and understand required courses for degree completion? *Provide specific/personal examples here. Please do not restate success criteria.*

*IF IMPROVE IS SELECTED: How do you discuss course selection and progression with students during appointments? What resources do you use to help students find and understand required courses for degree completion? What are 1-2 strategies you can implement in the spring to improve? *Provide specific/personal examples here. Please do not restate success criteria.*

CATEGORY: Academic Advising Policies and Procedures

Extraordinary	Satisfactory	I could improve in this area
<p>I go above and beyond the satisfactory expectations related to explaining academic advising policies and procedures.</p>	<p>I always explain the relevant academic policies, procedures, dates/deadlines, and registration resources that help a student enroll in recommended courses and progress through their degree plan.</p>	<p>Less than 80% of the time, I explain the relevant academic policies, procedures, dates/deadlines, and registration resources that help a student enroll in recommended courses and progress through their degree plan.</p>

*IF EXTRAORDINARY IS SELECTED: Please provide additional explanation to verify extraordinary performance. Questions for reflection include: What are the academic policies, procedures, dates/deadlines, and registration resources you discuss with a student? How do you ensure the student understood the policies, procedures, and resources you discussed? *Provide specific/personal examples here. Please do not restate success criteria.*

*IF SATISFACTORY IS SELECTED: What are the academic policies, procedures, dates/deadlines, and registration resources you discuss with a student? How do you ensure the student understood the policies, procedures, and resources you discussed? *Provide specific/personal examples here. Please do not restate success criteria.*

IF IMPROVE IS SELECTED: What are the academic policies, procedures, dates/deadlines, and registration resources you discuss with a student? How do you ensure the student understood the policies, procedures, and resources you discussed? What are 1-2 strategies you can implement in the spring to improve? *Provide specific/personal examples here. Please do not restate success criteria.*

CATEGORY: Referrals

Extraordinary	Satisfactory	I could improve in this area
<p>I go above and beyond the satisfactory expectations related to helping students navigate campus resources. Provide additional explanation to verify extraordinary performance:</p>	<p>I always make effective referrals to campus resources based on what is discussed during each appointment. I note the referrals in EAB.</p>	<p>Less than 80% of the time, I make effective referrals to campus resources based on what is discussed during each appointment. I note the referrals in EAB.</p>

*IF EXTRAORDINARY IS SELECTED: Please provide additional explanation to verify extraordinary performance. Questions for reflection include: What are common referrals you make? How do you log those referrals? How do you explain the referral to the student? How do you motivate the student to connect with the referral? What does your follow up to the student look like? *Provide specific/personal examples here. Please do not restate success criteria.*

*IF SATISFACTORY IS SELECTED: What are common referrals you make? How do you log those referrals? How do you explain the referral to the student? How do you motivate the student to connect with the referral? What does your follow up to the student look like? *Provide specific/personal examples here. Please do not restate success criteria.*

*IF IMPROVE IS SELECTED: What are common referrals you make? How do you log those referrals? How do you explain the referral to the student? How do you motivate the student to connect with the referral? What does your follow up to the student look like? What are 1-2 strategies you can implement in the spring to improve? *Provide specific/personal examples here. Please do not restate success criteria.*

CATEGORY: Appreciative Advising

Extraordinary	Satisfactory	I could improve in this area
I ask 2 or more narrative inquiry questions in every appointment.	I ask at least 1 narrative inquiry questions in every appointment.	I do not ask narrative inquiry questions in appointments.

*IF EXTRAORDINARY OR SATISFACTORY IS SELECTED: Which narrative inquiry questions do you ask? List those here.

*IF IMPROVE IS SELECTED: What narrative inquiry questions could you ask in future appointments?

CATEGORY: Advising Appointments

Extraordinary	Satisfactory	I could improve in this area
<p>My appointments typically last the full 30 minutes. Conversation comes naturally. I always have follow up questions I can ask. Students ask me questions.</p>	<p>My appointments tend to end 5-10 minutes early. Conversation is 50/50. I ask some follow up questions, and students have some questions for me.</p>	<p>My appointments are typically 20 minutes or less. Conversation is mostly prescriptive from the advisor. I ask most questions with little time for the student to ask questions.</p>

*IF EXTRAORDINARY IS SELECTED: How do you structure your advising appointments? What are strategies you use to foster dialogue? Do you find that you provide most answers or do you empower the student to take action? *Please share specific details on how you achieve the full 30-minute appointment and natural, balanced conversation.*

*IF IMPROVE IS SELECTED: When your appointments are below 30 minutes, what is typically the reason? What are strategies you use to foster dialogue? Do you find that you provide most answers or do you empower the student to take action? If conversation is at 50/50 or lower, how can the student take more responsibility in the dialogue? What are 1-2 strategies you can implement in the spring to improve?

Additional Reflections

Use this space to include any other observations, comments, or reflections you have about your role as a First-Year Advisor. _____