Annual Advisor Proficiency Evaluation - PILOT

Professional Academic Advisors (all levels)

Annually by January 31

UAA's accrediting body, the Northwest Commission on Colleges and Universities (NWCCU) provides the following accreditation standard for academic advising:

> **2.G.6** The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising are knowledgeable of the curriculum, program, and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Beginning in the 2023-2024 academic year, UAA Student Advising will pilot this Annual Advisor Proficiency Evaluation according to NWCCU advising personnel standard. Combined with the standard annual UA Performance Review (due annually by June 30), the annual proficiency evaluation provides a comprehensive assessment of academic advisors as UA employees and as field professionals according to national standards. This holistic picture will inform opportunities for professional growth and development and may be used to determine readiness for advancement opportunities, exceptional work accommodations requests (i.e., 4/10's, increased remote work, reduced workload), and merit based compensation opportunities when available.

In alignment with UAA's 2027 Strategic Plan aspiration to "put students first", the Office of Academic Advising defines advisors as facilitators who "assist students in successful transitions and help them recognize and accept responsibility as active participants in their educational journey" (Damminger & Rakes, 2017). To fulfill their responsibility to students, colleagues, and the institution, advisors must demonstrate competency in informational, conceptual, and relational skills (NACADA, 2017). More information on the core competencies can be accessed through the following video links:

- Video 1: Core Competency Model Intro NACADA
- Video 2: Conceptual Competency NACADA
- Video 3: Informational Competency NACADA
- Video 4: Relational Competency NACADA
- Video 5: Create an Action Plan for Professional Growth & Development NACADA

Instructions: The advisor completes the self-rating position for all items associated with each competency, inputs the goals associated with their last UA Performance Review, and provides an update of goal progress. After the advisor submits the completed form to their supervisor, the supervisor will initiate a discussion based review with the advisor. Following that conversation, the supervisor will provide their own rating, secure signatures, and submit to the Executive Director.
Proficiency Factors: The factors are used to evaluate how proficient/effective an employee is in their academic advising practice.   **NI = Needs Improvement**   **ME = Meets Expectations**   **EE = Exceeds Expectations**

Name:
Supervisor:
ID:
PCN:
Job Title:
Review Period:

Conceptual Domain: Advisors will demonstrate understanding of the following conceptual areas which provide the context for the <u>delivery of academic advising.</u>

Domain Areas:	NI	ME	EE
UAA Student Advising Core Values: ● The advisor demonstrates and applies the core values of access, collaboration, diversity, growth mindset, individualization, support, and student-centeredness in their advising practice. ([see definitions](#))	**Advisor Rating:** **Supervisor Rating:**		
History and role of academic advising at UAA: ● The advisor can properly articulate the UAA academic advising structure, the responsibilities of an academic advisor, the student benefits of academic advising, and how professional academic advising is different from faculty advising.	**Advisor Rating:** **Supervisor Rating:**		
Relevant theory and academic approaches/strategies: ● The advisor demonstrates understanding and application of a holistic advising as teaching model that incorporates an ability to discern proper use of proactive, developmental, prescriptive, and humanistic (appreciative/strengths-based) approaches. ● The advisor can articulate the importance of and consistently incorporates UAA Student Advising strategies of appointment campaigns, progress report case management, advisor assignments, and appointment documentation.	**Advisor Rating:** **Supervisor Rating:**		
How equitable and inclusive environments are created and maintained: ● The advisor demonstrates and applies an understanding of cultural and identity sensitivity and why this is relevant to their academic advising practice.	**Advisor Rating:** **Supervisor Rating:**		
Expected outcomes of academic advising: ● The advisor can articulate how academic advising contributes to student success, actively monitors and audits their student caseloads, and demonstrates a personal commitment to establishing positive interactions with students in their advising practice.	**Advisor Rating:** **Supervisor Rating:**		

Informational Domain: Advisors will demonstrate understanding of the following informational areas to <u>guide students at UAA</u>:

Domain Areas:	NI	ME	EE
UAA mission, vision, and 2027 strategic plan. ● The advisor demonstrates and applies understanding of UAA's mission as an open enrollment institution and can articulate the 2027 aspirations and how they relate to academic advising. ● The advisor demonstrates and applies a commitment to being an engaged employee, is willing to participate in committees/working groups, and stays up-to-date on institutional updates.	**Advisor Rating:** **Supervisor Rating:**		
Institutional policies, procedures, rules, regulations, and legal guidelines of advising practice. The advisor demonstrates and applies proper knowledge related to ● degree-related program requirements and university requirements in order to accurately guide students. ● FERPA, confidentiality, Title IX, etc. ● basic financial aid policies, registrar processes (change of major, petitions), and policies related to specific student populations (i.e., military and veteran students/dependents). ● how to stay up-to-date on this information.	**Advisor Rating:** **Supervisor Rating:**		
Campus resources that support student success. The advisor demonstrates and applies proper knowledge of ● why it is important for advisors to be knowledgeable of student resources directly and not-directly related to academic programs. ● campus resources and how/when to refer students to those resources. ● how to stay up-to-date on this information.	**Advisor Rating:** **Supervisor Rating:**		
Informational technology relevant to the advising role. The advisor demonstrates and applies proper knowledge of ● Navigate, UA Online, Degree Works, Schedule Planner, the UAA Catalog, On Base, Blackboard, etc. in their advising practice. ● how to stay up-to-date on these tools.	**Advisor Rating:** **Supervisor Rating:**		
Characteristics, needs, and experiences to major and emerging student populations. The advisor demonstrates and applies proper knowledge related to ● Best practices to support traditional, non-traditional, transfer, military/veteran, historically marginalized, international, athletes, first generation, residential student populations. ● how to stay up-to-date on these best practices.	**Advisor Rating:** **Supervisor Rating:**		

Relational Domain: Advisors will demonstrate understanding of the following relational areas to <u>convey the conceptual and informational components to their advisees.</u>

Domain Areas:	NI	ME	EE
Articulate a personal philosophy of academic advising. The advisor can articulate their professional role, their interest in the profession, and how their personal strengths relate to and enhance their practice.	**Advisor Rating:**		
	Supervisor Rating:		
Communicate in an inclusive and respectful manner. In their communication practices across a multitude of modes (i.e., phone, in-person, email), advisor demonstrates and applies a proper understanding of ● cultural and identity sensitivity, active listening, student experience and emotional validation ● accessible, student-friendly language to communicate complex university-related terms, policies, procedures	**Advisor Rating:** **Supervisor Rating:**		
Create rapport and build academic advising relationships. The advisor demonstrates and applies a proper understanding of strategies to ● make students feel welcome and cared for ● extract pertinent advising related student information through asking open-ended questions	**Advisor Rating:** **Supervisor Rating:**		
Plan and conduct successful advising interactions. The advisor demonstrates and applies a proper understanding of strategies to ● effectively prepare for, organize, and execute an academic advising session ● ensure student understanding of information covered in the interaction ● ensure timely response to student requests ● assist students to the level of your competency and then initiate a warm hand-off to the next referral source	**Advisor Rating:** **Supervisor Rating:**		
Engage in ongoing assessment and development of the advising practice. The advisor demonstrates and applies proper understanding of strategies to ● monitor their student caseload, campaign response rates ● initiate constructive feedback on improvement process ● enhance personal professional development of advising practice ● reflect on student or supervisory feedback and adjust advising practice accordingly.	**Advisor Rating:** **Supervisor Rating:**		

Employee Comments:

Supervisor Comments:

Previous UA Performance Review Goals: Reflect on the goals outlined in the advisor's most recent UA Performance Review. If the employee has not submitted a UA Performance Review prior to completing this evaluation, the advisor can outline some goals below related to strengths they would like to develop, tools to enhance their effectiveness, accomplishments they hope to achieve, and/or ways to increase their job satisfaction.

Goal or Description	Status

Supervisor's Overall Advisor Proficiency Rating: The overall rating is based on the ratings of the advisor, the discussion between the advisor and supervisor, and supervisor's rating for each competency area.

- **Needs Improvement**
- **Meets Expectations**
- **Exceeds Expectations**

Supervisor recommendations:

Evaluation Acknowledge of this proficiency review does not mean that you agree with the final outcome, only that you and your supervisor have discussed the review.

_____   _____
Employee signature/date   Supervisor signature/date