

## Advisor Checklist/Self-Assessment

This checklist/self-assessment tool can be used as you work with your advisees to examine your strengths in areas of availability, accountability, resourcefulness, and responsiveness.

### Registration

- I have checked my advisees' midterm grades and discussed their academic progress with them during advising sessions.
- I discussed with my advisees the GPA requirements for the major(s) they plan to pursue and possible scholarship GPA requirements.
- I discussed with my advisees the courses they need to take to stay on track with their major(s).

### General

- I worked out educational plans with my advisees, encouraging them to think beyond current semester planning to accommodate course sequencing, graduation expectations, and relevant work experience, while continuing to track their progress toward their plans.
- I try to help my advisees understand and work within the university policies.

### Availability

- I have regularly scheduled office hours for advisees to meet with me throughout the term and publicize these hours.
- When I schedule office hours for advising, I stay in my office in case students drop by.
- I spend sufficient time with my advisees to answer their questions and address their concerns.
- I take the initiative to have my advisees meet with me.
- I seek out my advisees in informal settings.

### Accountability

- I am knowledgeable about resources and services on campus that can fill the gap for adequate student support. I keep current information about these resources and services in my office.
- I try to help my advisees feel comfortable during our meetings by calling them by name, referring to notes from previous meetings, and inquiring about life beyond the classroom.
- I explain to my advisees what my responsibilities are to them, as well as what their responsibilities are to me.
- When I tell an advisee to seek advice or help from another source, I provide exact information about where the office is located, whom to ask for, etc.
- I keep a record of my appointment dates with each advisee.

- When I find new information that might be helpful to an advisee, I take the initiative to pass it along to the student.

### **Resourcefulness**

- If I know of a resource that could potentially be helpful to an advisee, I offer to help contact that source (personally, by letter, over the phone, by email, etc.)
- When working with advisees, I can demonstrate the use of the online course catalog, online schedule, and academic calendar.
- When one of my advisees has, in my judgment, set an unrealistic or impossible goal, I explore this with him or her.
- I help my advisees with problems involving low academic performance, challenging them to higher academic standards.
- I do not make decisions for my advisees but place most of my emphasis on helping them make decisions for themselves.
- I use using tools such as FAP, ARM, and Banner to find pertinent information to assist advisees.
- I adhere to university guidelines and do not disclose confidential information.

### **Responsiveness**

- I can be honest in communicating my opinions to my advisees even if those opinions differ from my advisees' opinions.
- I am helpful in exploring alternatives with students when they consider changing institutions.
- I am helpful in trying to sort out some of the frustrations and uncertainties my advisees experience in coping with college.
- I can communicate realistic perceptions of my advisees' strengths and potential challenges in relation to their majors and post-college plans.
- I focus on my advisees' potential rather than their limitations.
- I follow up on commitments that I make to my advisees.

(Adopted from the *Master Advisor Handbook* produced by the Academic Advisement Center at Missouri State University in Springfield, Missouri;  
Adopted from 2010 Noel-Levitz, Inc. *CS/ Resource Guide*.)