

# ADVISOR SELF-EVALUATION FORM

Your Name

Your Title

Supervisor Name

Supervisor Title

Department

Date

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## PLEASE NOTE:

The questions in this evaluation are based on the [Academic Advising Core Competencies](#). Think back on your advising interactions since your last performance evaluation in this position. Consider how often and to what extent you exhibited and engaged in the advisor competencies listed below.

**If certain competencies or behaviors do not apply, please check "N/A" (not applicable).** Please use the "Comments/Goals" boxes to provide evidence of practice that exhibits the competencies or behaviors in each category, or to outline goals for growth and professional development.

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## 1) STUDENT LEARNING, DEVELOPMENT, & PROGRESS

### PERFORMANCE

	N/A	Too New to Rate	Not Meeting	Developing	Successful	Exceptional
Facilitates academic exploration throughout major and/or degree requirements, and helps students make appropriate progress towards degree completion						
Helps students reflect on learning experiences						
Supports student development of critical thinking and communication skills						
Fosters student accountability for impact of choices						

## COMMENTS/GOALS

## 2) COMMUNICATION & INTERPERSONAL SKILLS

	N/A	Too New to Rate	Not Meeting	Developing	Successful	Exceptional
Establishes rapport with students by creating an open, respectful, and supportive environment in which students can explore and consider their experiences, feelings, values, aptitudes, and aspirations						
Utilizes active listening, listens without judgment or criticism, and asks effective and appropriate questions						
Balances challenge and support with students						

### COMMENTS/GOALS

## 3) POLICIES & PROCEDURES

	N/A	Too New to Rate	Not Meeting	Developing	Successful	Exceptional
Understands and effectively teaches major and/or degree requirements						
Teaches students about institutional, educational, and disciplinary policies and procedures						
Understands program admission/declaration requirement and processes						

### COMMENTS/GOALS

#### 4) REFERRALS & CAMPUS COLLABORATION

	N/A	Too New to Rate	Not Meeting	Developing	Successful	Exceptional
Appropriately refers students to academic, professional, and personal support services on campus						
Knowledgeable of enrichment, leadership, and co-curricular options						
Understands, utilizes, and collaborates with campus units such as the academic dean's office, Office of the Registrar, Office of Student Financial Aid, etc. to solve student problems						

#### COMMENTS/GOALS

#### 5) CAREER CONVERSATIONS

	N/A	Too New to Rate	Not Meeting	Developing	Successful	Exceptional
Helps students with the career development process						
Helps students identify, develop, and realize their plans, goals, and possible careers						
Appropriately refers students to career resources on campus						
Helps student connect undergraduate experience with potential post-graduation plans and careers						

#### COMMENTS/GOALS

## 6) TECHNOLOGY

	N/A	Too New to Rate	Not Meeting	Developing	Successful	Exceptional
Appropriately and effectively utilizes technology in advising appointments (e.g., Undergraduate Catalog, Course Guide, student record system, enrollment tools, DARS, etc.)						
Teaches students to use technology and tools beyond the advising appointment						
Effectively documents advising appointments in Advisor Notes						

## COMMENTS/GOALS

## 7) INSTITUTIONAL KNOWLEDGE

	N/A	Too New to Rate	Not Meeting	Developing	Successful	Exceptional
Teaches students about university structure and culture, including advising structure						
In support of the Wisconsin Idea and the Wisconsin Experience, encourages students to engage in out-of-class experiences and to integrate in- and out-of-class experiences						
Conveys the mission and goals of higher education at UW-Madison to students						
Educates students on value of liberal arts education as students and as professionals						

## COMMENTS/GOALS

## 8) KNOWLEDGE OF PROFESSION

	N/A	Too New to Rate	Not Meeting	Developing	Successful	Exceptional
Understands role of academic advising in undergraduate education						
Familiar with campus and national advising trends						
Familiar with characteristics of specific student populations						
Fosters in students a commitment to life-long learning and models that commitment in own work and life						

### COMMENTS/GOALS

## 9) CULTURAL COMPETENCY

	N/A	Too New to Rate	Not Meeting	Developing	Successful	Exceptional
Encourages students to consider the impact their cultural backgrounds have on their understanding of the world around them						
Supports student development of intercultural knowledge and respect for students with different backgrounds and experiences						
Engages in self-reflection to understand how personal differences may impact advising interactions						
Communicates effectively across cultural differences						

### COMMENTS/GOALS

## 10) ETHICAL PRACTICE

	N/A	Too New to Rate	Not Meeting	Developing	Successful	Exceptional
Effectively applies FERPA guidelines and confidentiality protocol						
Understands professional liability and legal issues associated with advising						
Exhibits professionalism and appropriate boundaries with students and colleagues						

## COMMENTS/GOALS

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What accomplishments have you achieved this year?

What parts of your job do you like the most and why?

What parts of your job do you like the least and why?

**Are you satisfied with your workload and responsibilities? Why or why not?**

**Do you have any suggestions that would improve the quality of your work environment?**

**What professional goals were you working towards during this evaluation period and did you achieve them?**

**What new goals do you have for the next evaluation period and what do you need to achieve them?**

**What is one service, process, or activity performed by this department that you think needs improvement?**