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| --- | --- | --- | --- | --- |
|  | **4: Advanced** | **3: Proficient** | **2: Working Towards** | **1: Needs Improvement** |
| **Student Meeting Preparation** | * Student arrives on-time at pre-agreed location
* Student brings **all** of the following relevant documents:
	+ Syllabi for each current class
	+ Multiple examples of graded work
	+ An organizational tool such as a planner
 | * Student arrives on-time at pre-agreed location
* Student brings **at least 80%** of the following relevant documents:
	+ Syllabi for each current class
	+ Multiple examples of graded work
	+ An organizational tool such as a planner
 | * Student arrives 5 – 10 minutes late but calls in advance to warn AC
* Student brings **at least 60%** of the following relevant documents:
	+ Syllabi for each current class
	+ Multiple examples of graded work
	+ An organizational tool such as a planner
 | * Student arrives more than 10 minutes late or does not call to explain that he is running late
* Student brings **less than 60%** of the following relevant documents:
	+ Syllabi for each current class
	+ Multiple examples of graded work
	+ An organizational tool such as a planner
 |
| **Student Meeting Buy-In** | * Student brings completed, high quality, thoughtful pre-meeting reflection
* Student shows that he/she has anticipated the meeting and arrives prepared with well thought-out goals for the meeting
* Student takes notes on suggestions without prompting
 | * Student brings completed, quality, pre-meeting reflection
* Student takes notes on suggestions when prompted by the AC
 | * Student shows little evidence of putting effort into the pre-meeting reflection
* Student begrudgingly takes notes on suggestions when prompted by the AC
 | * Student does not complete the pre-meeting reflection
* Student takes few and/or very poor notes on suggestions when prompted by the AC
 |
| **Student’s Campus Knowledge** | * Student is able to lead comprehensive tour of campus demonstrating knowledge and use of resources
* During visit, student introduces AC to multiple students and campus officials demonstrating seamless integration into campus life
 | * Student is able to lead somewhat comprehensive tour of campus demonstrating knowledge and use of resources
* During visit, student introduces AC to several students and campus officials demonstrating integration into campus life
 | * Student leads disjointed tour of campus or leaves out many important resources
* Student demonstrates some comfort on campus but does not demonstrate integration into campus life
 | * Student demonstrates little knowledge of the campus and its resources
* Student demonstrates little to no comfort on campus or integration into campus life
 |
| **Academic Fluency** | Student is able to speak fluently about each of his classes as evidenced by knowing at least 90% of the following:* Each professor’s name, contact information and schedule of office hour
* How grades are calculated in each class
* When the next major assignments and/or exams are for each class
* Current grade in each class
 | Student is able to speak comfortably about each of his classes as evidenced by knowing at least 70%:* Most professors’ names, contact information and schedule of office hour
* The general terms of how grades are calculated in each class
* When the next major assignments and/or exams are for each class
* Current grade in each class
 | Student knows few details about his classes as evidenced by knowing at least 50% of the following:* Most professors’ names, contact information and schedule of office hour
* The general terms of how grades are calculated in each class
* When the next major assignments and/or exams are for each class
* Current grade in each class
 | Student knows few details about his classes as evidenced by knowing at less than 50% of the following:* Most professors’ names, contact information and schedule of office hour
* The general terms of how grades are calculated in each class
* When the next major assignments and/or exams are for each class
* Current grade in each class
 |
| **Academic Habits** | Student demonstrates excellent academic habits by:* Referring regularly to details of syllabi including due dates, grading policy and other relevant information
* Discussing regular study schedule in productive environment
* Being able to discuss in detail multiple readings in each class
* Attending every class
* Annotating most readings before class
* Owning books for each class
* Using academic help center or tutors to get top grades
 | Student demonstrates strong academic habits by:* Using syllabi to access important information about each class
* Discussing study schedule
* Being able to discuss in detail some readings from each class
* Attending at least 90% of classes
* Reading majority of assigned readings for class before class
* Owning books for each class
* Using academic help center or tutors to do better in most challenging classes
 | Student demonstrates weak academic habits by:* Being unfamiliar with much of the information contained in the class syllabi
* Not having a regular study schedule OR studying in an unproductive environment or with frequent distractions
* Inability to discuss readings for classes in detail
* Reading some of the assigned readings for class before class
* May or may not own books for each class
* Is not taking advantage of academic help center
 | Student demonstrates little or no academic habits by:* Not having copies of syllabi or being unfamiliar with much of the information contained in syllabi
* Spending very little time studying (less than an hour a day)
* Has little idea of what is going on in one or more classes
* Does not do much of the work for one or more classes; may make excuses for why work is not done
* May or may not own books for each class
* Frequently skips classes
 |
| **Student’s On-Campus Relationships** | * Student surrounds himself with positive peers
* Student has developed a positive relationship with at least two of the following people:
	+ Academic advisor
	+ Financial aid advisor
	+ Dean
	+ Department chair
	+ Other influential adult: \_\_\_\_\_\_\_\_\_\_\_\_\_
* Has developed relationship with at least one professor this semester
* Has an on-campus mentor and meets regularly with him/her
* Has met with advisor or mentor within past month to plan for future
 | * Student surrounds himself with positive peers
* Student has developed a positive relationship with at least one of the following people:
	+ Academic advisor
	+ Financial aid advisor
	+ Dean
	+ Department chair
	+ Other influential adult: \_\_\_\_\_\_\_\_\_\_\_\_\_
* Has developed relationship with at least one professor this semester
* Has met with advisor or mentor within past month to plan for future
 | * Student surrounds himself with some positive peers
* Student has met at least once this semester with at least two of the following people:
	+ Academic advisor
	+ Financial aid advisor
	+ Dean
	+ Department chair
	+ Other influential adult: \_\_\_\_\_\_\_\_\_\_\_\_\_
* Has met with advisor or mentor within past two months to plan for future
 | * Student surrounds himself with negative peers
* Student has not met at least once this semester with at least two of the following people:
	+ Academic advisor
	+ Financial aid advisor
	+ Dean
	+ Department chair
	+ Other influential adult: \_\_\_\_\_\_\_\_\_\_\_\_\_
* Has met with advisor or mentor within past two months to plan for future
 |
| **Planning for Future** | * Student has plan for post-college and is taking many appropriate steps to reach his goals
* Student has plan for summer and is taking multiple steps to secure internship, job or other summer opportunity that will increase student’s experience
* Student has formed relationship with official in Career Services and is taking full advantage of this resource
 | * Student has plan for post-college and is taking some appropriate steps to reach his goals
* Student has plan for summer and is taking some steps to secure internship, job or other summer opportunity that will increase student’s experience
* Student has formed relationship with official in Career Services and is taking advantage of this resource
 | * Student has vague plan for post-college and/or is not taking appropriate steps to reach his goals
* Student has vague plan for summer and/or is not taking steps to secure internship, job or other summer opportunity that will increase student’s experience
* Student is not taking full advantage of resources in Career Services
 | * Student does not have post-college goals and/or his actions are detracting from possibility of reaching post-college goals
* Student does not have a plan for the summer and/or his actions are detracting from possibility of securing summer opportunity
* Student is not taking advantage of resources in Career Services
 |
| **Academic Execution** | * Student is receiving A’s on most major assignments and is on-track to finish with a GPA of at least 3.5 for the semester
* Student’s grades will allow numerous options to exist in future
 | * Student is receiving B’s on most major assignments and is on-track to finish with a GPA of at least 3.0 for the semester
* Student’s grades will allow multiple options to exist in future
 | * Student is receiving C’s on most major assignments and is on-track to finish with a GPA of at least 2.0 for the semester
 | * Student has received D’s and F’s on several major assignments and is on-track to finish with a GPA of 2.0 or lower for the semester
* Student’s grades will probably put him on academic probation and may jeopardize future education
 |
| **Time Management**  | * Student’s time management system is highly effective and enhances his ability to be successful
* Student puts academic success before other commitments in his life
* If student works, job does not interfere with academics
 | * Student’s time management system is effective and somewhat enhances his ability to be successful
* Student puts academic success before other commitments in his life
* If student works, job does not interfere with academics
 | * Student’s time management system does little to enhance his ability to be successful
* Student may prioritize work or other commitments over academic success
 | * Student does not have a time management system or it is ineffective
* Work and/or other commitments interfere with student’s success
 |
| **On-Campus Involvement**  | * Student holds leadership position in at least one on-campus organization
* Student’s on-campus participation significantly enhances his experience
 | * Student is active participant in at least one on-campus organization
* Student’s on-campus participation enhances his experience
 | * Student may not be involved in any on-campus organizations or may be involved in too many on-campus organizations

  | * Student’s on-campus involvement (lack of or abundance of) is negatively impacting his academic success
 |
| **Maintenance of Mental Health** | * If appropriate, student proactively takes advantage of mental health resources, consistently committing himself to their use
 | * If appropriate, student proactively takes advantage of mental health resources
 | * Though appropriate, student does not take advantage or mental health resources or does so sporadically
 | * Though appropriate, student does not take advantage or mental health resources or does so sporadically
* Student’s mental health interferes with his academic success
 |
| **Physical Health** | Student’s physical health contributes to his overall success. This is accomplished by: * eating regularly
* sleeping regularly
* not abusing drugs and/or alcohol
 | Student maintains physical health by: * eating regularly
* sleeping regularly
* not abusing drugs and/or alcohol
 | Student does not maintain physical health. Student fails to accomplish one or more of the following: * eating regularly
* sleeping regularly
* not abusing drugs and/or alcohol
 | Student’s physical health detracts from his overall success.  |
| **Professionalism** | Student always demonstrates professionalism during in-person meetings and other correspondences including phone, email, and other communications | Student usually demonstrates professionalism during in-person meetings and other correspondences including phone, email, and other communications | Student inconsistently demonstrates professionalism during in-person meetings and other correspondences including phone, email, and other communications | Student is frequently unprofessional in interactions.  |

**OVERALL SCORE: \_\_\_\_\_\_\_\_\_**

**COMMENTS:**