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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:**