

Portfolio Assessment Rubric

Advancement to Tier 2 (Advisor II)

Portfolio Assessment Rubric

Minimum Experience and Education Qualifications

The following experience and education qualifications must be met for the advisor to be considered for advancement from Tier 1 (Academic Advisor) to Tier 2 (Associate Advisor):

| Criteria | Criteria Met? |
|--|---------------|
| The advisor has a minimum of a Bachelor's degree | |
| The advisor has a minimum of 2 year's experience as Academic Advisor at ETSU (Or 3-4 years of experience in academic advisement at another institution. College discretion.) | |

Evaluation of Competencies, Advisor Responsibilities, and Service

A candidate must be assigned a score of 2 or above in each category to be recommended for advancement.

3—Exceeds expectations. The advisor exceeds expectations of the specified criteria for Tier 2 (Associate Advisor) as evidenced by portfolio, narrative, and letters of recommendation. Evidence of exceeding the criteria is clearly stated and supported by examples and/or data. (Example: Achieved an 85% freshman to sophomore retention rate in advisement caseload.)

2—Meets expectations. The advisor meets the specified criteria for Tier 2 (Associate Advisor) as evidenced by portfolio, narrative, and letters of recommendation. Evidence of meeting the criteria is clearly stated. (Example: List of professional development events attended is outlined clearly.)

1—Does not meet expectations. The advisor does not meet or does not provide adequate evidence of meeting the specified criteria for Tier 2 (Associate Advisor). Evidence of meeting the criteria is vague or absent from the portfolio, narrative, and letters of recommendation.

| NACADA Competency Areas | Tier 2: Associate Advisor | Score | Comments |
|-------------------------|---|-------|----------|
| Conceptual Component | *Development and implementation of personal advising philosophy *Understanding how Advising Philosophy connects to and supports the office vision and mission *Firm understanding and adherence to ethical guidelines outlined by university and NACADA | | |
| Informational Component | *Ability to discuss basic career advising (i.e., career paths, appropriate majors, etc.) *In depth knowledge of curricula, policies and procedures *Knowledge and affinity to university's mission and vision | | |

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|--|---|--------------|-----------------|
| Relational Component | <ul style="list-style-type: none"> *Provide holistic approach to advising with multiple support resources *Utilize advanced developmental/intrusive advising styles *Promote student understanding of logic and purpose of curricula *Facilitate problem solving, decision-making, meaning-making, goal setting *Engage in ongoing individual assessment and development of self and the advising practice | | |
| ETSU Advisor Responsibilities | Tier 2: Associate Advisor | Score | Comments |
| Advising Best Practices | <ul style="list-style-type: none"> *Maintain Responsibilities/Expectations and Show Continuous Growth/Improvement from Previous Tier *Monitor available courses and sections to proactively identify current enrollment and notify supervisor when space is limited *Ability to evaluate complex educational plans for students and work with students to develop meaningful options | | |
| Retention Initiatives | <ul style="list-style-type: none"> *Maintain Responsibilities of Previous Tier *Provide feedback on retention efforts and make recommendations on best practices for current advisees | | |
| Professional Development/ Advising Training | *Attend other training opportunities (relevant courses, seminars, conferences, etc.) | | |
| Service to the University | *Join and participate in University advising groups, such as Advisor Appreciation Committee, Career Ladder Workgroup, Leadership Team, Resource Manual Development Team, serve on hiring search committee, etc. | | |
| Service to the College/Department | Examples of possible college/department level services are outlined in the criteria table. Committee members will fill in this section while reviewing an advisor's service section of their narrative. | | |

Advancement to Tier 3 (Advisor III)

Portfolio Assessment Rubric

Minimum Experience and Education Qualifications

The following experience and education qualifications must be met for the advisor to be considered for advancement from Tier 2 (Associate Advisor) to Tier 3 (Senior Advisor):

| Criteria | Criteria Met? |
|--|---------------|
| Bachelor's degree (Master's degree preferred) | |
| 3 year's experience as Associate Advisor at ETSU | |

Evaluation of Competencies, Advisor Responsibilities, and Service

A candidate must be assigned a score of 2 or above in each category to be recommended for advancement.

3—Exceeds expectations. The advisor exceeds expectations of the specified criteria for Tier 3 (Senior Advisor) as evidenced by portfolio, narrative, and letters of recommendation. Evidence of exceeding the criteria is clearly stated and supported by examples and/or data. (Example: Achieved an 85% freshman to sophomore retention rate in advisement caseload.)

2—Meets expectations. The advisor meets the specified criteria for Tier 3 (Senior Advisor) as evidenced by portfolio, narrative, and letters of recommendation. Evidence of meeting the criteria is clearly stated. (Example: List of professional development events attended is outlined clearly.)

1—Does not meet expectations. The advisor does not meet or does not provide adequate evidence of meeting the specified criteria for Tier 3 (Senior Advisor). Evidence of meeting the criteria is vague or absent from the portfolio, narrative, and letters of recommendation.

| NACADA Competency Areas | Tier 3: Senior Advisor | Score | Comments |
|--------------------------------|---|-------|----------|
| Conceptual Component | *Mastery of lower level conceptual competencies *Connect individual advising philosophy to university vision and mission | | |
| Informational Component | *Advanced network of cross-campus relationships and resources *Ability to assist in training Tier 1 advisors and staff on college and university curricula, policies and procedures *Collaborate with other university offices in developing, disseminating and delivering content as appropriate | | |
| Relational Component | *Utilization of multiple advising techniques and styles *Ability to adjust advising techniques and style to meet individual student needs *Collaborate with other advisors and/or offices as needed *Engage in ongoing departmental/unit assessment and development of the advising practice | | |

| ETSU Advisor Responsibilities | Tier 3: Senior Advisor | Score | Comments |
|--|--|--------------|-----------------|
| Advising Best Practices | <ul style="list-style-type: none"> *Maintain Responsibilities/Expectations and Show Continuous Growth/Improvement from Previous Tier *Identify and make recommendations to University, College, and/or Department on areas advisees struggle with (curriculum, prerequisites, courses, etc.) *Demonstrates ability to successfully manage complex and multifaceted issues related to student advising. Ability to collaborate with relevant services and resources to assist the student in problem resolution. | | |
| Retention Initiatives | <ul style="list-style-type: none"> *Maintain Responsibilities of Previous Tiers *Use available data to identify and design outreach for advisees | | |
| Professional Development/ Advising Training | <ul style="list-style-type: none"> *Propose additional training ideas for advisors in your area and the University *Demonstrate skill in presenting information or ideas to colleagues | | |
| ETSU Service Areas | Tier 3: Senior Advisor | Score | Comments |
| Service to the University | <ul style="list-style-type: none"> *Continue to participate in or provide leadership for University advising groups *Provide information and/or join a University level committee or workgroup (i.e. Staff Senate) | | |
| Service to the College/Department | Examples of possible college/department level services are outlined in the criteria table. Committee members will fill in this section while reviewing an advisor's service section of their narrative. | | |

Advancement to Tier 4 (Senior Advisor)

Portfolio Assessment Rubric

Minimum Experience and Education Qualifications

The following experience and education qualifications must be met for the advisor to be considered for advancement from Tier 3 (Senior Advisor) to Tier 4 (Expert Advisor):

| Criteria | Criteria Met? |
|---|---------------|
| Master's degree (any discipline) | |
| 3 year's experience as Senior Advisor at ETSU | |

Evaluation of Competencies, Advisor Responsibilities, and Service

A candidate must be assigned a score of 2 or above in each category to be recommended for advancement.

3—Exceeds expectations. The advisor exceeds expectations of the specified criteria for Tier 4 (Expert Advisor) as evidenced by portfolio, narrative, and letters of recommendation. Evidence of exceeding the criteria is clearly stated and supported by examples and/or data. (Example: Achieved an 85% freshman to sophomore retention rate in advisement caseload.)

2—Meets expectations. The advisor meets the specified criteria for Tier 4 (Expert Advisor) as evidenced by portfolio, narrative, and letters of recommendation. Evidence of meeting the criteria is clearly stated. (Example: List of professional development events attended is outlined clearly.)

1—Does not meet expectations. The advisor does not meet or does not provide adequate evidence of meeting the specified criteria for Tier 4 (Expert Advisor). Evidence of meeting the criteria is vague or absent from the portfolio, narrative, and letters of recommendation.

| NACADA Core Competencies | Tier 4: Expert Advisor | Score | Comments |
|-------------------------------|--|-------|----------|
| Conceptual Component | *Continue refining individual advising philosophy *Serve as departmental/unit resource | | |
| Informational Component | *Develop, enhance and/or refine procedures and methods of disseminating and communicating information *Ability to oversee/mentor advisors *Assist and lead in data collection projects and graduation trends *Lead training for Tier 1 advisors | | |
| Relational Component | *Share advising styles to advisors across campus *Develop advising and departmental/unit programming *Be an advocate and voice for department/unit at the university level | | |
| ETSU Advisor Responsibilities | Tier 4: Expert Advisor | Score | Comments |
| Advising Best Practices | Maintain Responsibilities/Expectations and Show Continuous Growth/Improvement from Previous Tier | | |

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|--|---|--------------|-----------------|
| | <p>*Mentor, train, and be a resource to new Advisors in college (Tier 3)</p> <p>*Mentor, train, and be a resource to new Advisors in college and across university (Tier 4)</p> <p>*Assists in the promotion and understanding of the university's commitment to student success and role advisors play in promoting success and progression to degree completion</p> | | |
| Retention Initiatives | <p>*Maintain Responsibilities of Previous Tiers</p> <p>*Use data to identify and understand retention and graduation issues at the university and design and conduct outreach initiatives to advisees</p> | | |
| Professional Development/ Advising Training | *Lead or facilitate a professional development activity, seminar, or present at conferences | | |
| ETSU Service Areas | Tier 4: Expert Advisor | Score | Comments |
| Service to the University | *Suggest, create, and implement other advising opportunities in consultation with the Office of the Executive Director of Academic Advisement for the University, such as "brown bag" sessions to the advising community, facilitating a reading group based on a current issue in academic advising, etc. | | |
| Service to the College/Department | Examples of possible college/department level services are outlined in the criteria table. Committee members will fill in this section while reviewing an advisor's service section of their narrative. | | |