

Bemidji State University

Advisor Checklist for Self-Assessment

	Yes	No
1. My availability is posted and flexible to accommodate student needs.		
2. I spend sufficient time with my advisees to answer their questions and address their concerns.		
3. I can demonstrate the use of the online course catalog, schedule and academic calendar.		
4. I make use of the university resources to gather information about students in preparation for student appointments and to make Advising Notes.		
5. I encourage students to think beyond current semester planning to accommodate course sequencing, graduation expectations and relevant work experience.		
6. I am ready to share information regarding career opportunities and alumni experiences relevant to my academic field.		
7. I make an effort 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.		
8. I am knowledgeable about resources and services on campus and can demonstrate how to find information for my students.		
9. I explain to my advisees ways I can assist them as an advisor and provide referrals when appropriate.		
10. When I find new information which might be helpful to an advisee, I take the initiative to pass it along.		
11. I try to help my advisees understand and work within University policies.		
12. I help my advisees with problems involving study skills or low academic performance, challenging students to higher academic standards.		
13. I do not make decisions for my advisees, but help them make decisions for themselves.		
14. I can work effectively with students whose value systems differ from mine.		

	Yes	No
15. I am patient and encouraging with my students.		
16. I am interested in my advisees' life goals as well as college goals.		
17. I am able to be honest in communicating my opinions to my advisees, even if that opinion differs from the students.		
18. When an advisee disagrees with something I say, I try not to become defensive about it.		
19. With respect to abilities, I focus on my advisees' potential rather than their limitations.		
20. I respect my students' feelings and opinions.		
21. Regardless of my personal opinion or feelings about a student, I strive to give all students accurate information and sound advice.		
22. I believe my advising is effective.		

(Adapted from Crockett, 1995, pp. 161-63; Kerr, 1996, p. 165)