

Student Success Impact Award

Selection Criteria	Not Represented / Included (0)	Minimal (1)	Fair (2)	Proficient (3)	Strong (4)	Exceptional (5)
Interpersonal / Human Relations Skills	Submission materials provide no evidence.	Limited interpersonal effectiveness; isolated examples without evidence.	Developing effectiveness; some positive but transactional interactions evident.	Consistent and effective interpersonal skills with numerous examples.	Strong interpersonal skills with measurable institutional impact.	Exemplary relational skills setting a professional standard.
Does the nominee: - Create accessible, welcoming environments that foster trust and belonging for diverse student populations? - Demonstrate strong interpersonal skills including active listening, empathy, assertiveness, and cultural awareness in student interactions? - Proactively identify and reach out to students who need additional support, advocacy, or connection to resources? - Build meaningful relationships with students, faculty, staff, and campus partners to advance student success?	N/A	Ex.: Broad statements describing the nominee as "supportive" or "effective" without examples.	Ex.: Some positive but largely transactional student interactions are evident; limited relationship - building examples.	Ex.: Consistent, effective relationship - building with numerous examples of student - centered support across diverse populations.	Ex.: Strong interpersonal effectiveness widely recognized; measurable institutional impact on student belonging and persistence.	Ex.: Exemplary, transformative relational practice setting a standard for the profession; testimonials describe lasting impact.
Professional Practices / NACADA Core Values	Submission materials provide no evidence.	Minimal alignment with Core Values.	Limited alignment with Core Values.	Clear and consistent alignment with Core Values.	Strong, visible model of Core Values in practice.	Exemplary embodiment of Core Values advancing the profession.
Does the nominee demonstrate the following values in their practice: - Caring: Genuine concern for student well - being; advocates for supportive, humane, and inclusive practices. - Commitment: Sustained dedication to excellence, continuous learning, and improvement of student success outcomes. - Empowerment: Designs structures and interactions that enable students to make informed decisions and develop self - efficacy. - Inclusivity: Advances equitable practices and fosters inclusive environments for students of all backgrounds. - Integrity: Models ethical behavior, transparency, and accountability in all professional interactions. - Professionalism: Grounds practice in the values and standards of student success and higher education professions. - Respect: Honors every student's worth through cultural understanding, fairness, and inclusive engagement.	N/A	Ex.: Mentions values awareness without demonstrating application; minimally articulated.	Ex.: Some evidence that the nominee's approaches align with institutional values; developing consistency.	Ex.: Consistent evidence of practices that align with institutional values and represent best practices in student success.	Ex.: Strong, visible model of values in practice; widely recognized for ethical, inclusive, student - centered approaches.	Ex.: Transformative embodiment of institutional values advancing equity, inclusion, and the student success profession.
Documented Success	Submission materials provide no evidence.	Minimal anecdotal evidence of success.	Limited documented success.	Consistent, documented advising success and innovation.	Strong, sustained impact with measurable outcomes.	Transformative excellence with robust, sustained data.
Does the nominee: - Provide data or documented evidence demonstrating positive student outcomes resulting from their support (e.g., retention, graduation, goal attainment, satisfaction)? - Show initiative, creativity, and organization in designing or enhancing programs, tools, or resources that advance student success? - Demonstrate a history of recognition from their institution, peer organizations, or other award programs? - Include testimonials or feedback from students or colleagues that speak to measurable impact?	N/A	Ex.: Anecdotal success claims without documentation.	Ex.: High - level positive student support for effectiveness; limited documented outcomes.	Ex.: Consistent documented success; nominee has created or contributed to programs that enhance student outcomes, with supporting data where possible.	Ex.: Widely recognized for excellence with clear, well - documented data demonstrating sustained effectiveness and impact.	Ex.: Transformative, highly innovative contributions with comprehensive, robust data demonstrating significant and sustained student success impact.
Professional Development and Contribution to the Field	Submission materials provide no evidence.	Minimal or short - term participation in professional development.	Limited but ongoing professional development participation.	Consistent participation in professional development.	Strong engagement expanding skills and inclusivity.	Exceptional engagement advancing advising as a field.
Does the nominee: - Provide documented evidence of participation in professional development workshops, webinars, or training hosted by professional organizations, their institution, or others? - Hold memberships in professional organizations relevant to student success, advising, coaching, or higher education? - Contribute to the professional growth of colleagues through mentoring, presenting, or leading trainings at their institution or beyond? - Attend and/or present at regional or national conferences related to student success?	N/A	Ex.: Attended one event or served briefly on a committee.	Ex.: Some participation in institutional or professional development activities; developing engagement.	Ex.: Some participation in institutional or professional development activities; developing engagement.	Ex.: Actively seeks out experiences to expand expertise and improve work with diverse student populations; recognized contributor.	Ex.: Regularly presents and expands expertise regionally or nationally; advances the student success profession.
Personal Advising Philosophy	Submission materials provide no evidence.	Philosophy emerging but underdeveloped.	Developing philosophy with limited application.	Clear, theory - informed philosophy with applied examples.	Strong philosophy guiding advising practice.	Exemplary philosophy fully embodied in practice.
Does the nominee: - Articulate a clear, coherent philosophy of student success that is grounded in theory, research, or evidence - based practice? - Provide concrete examples of how their philosophy guides their day - to - day work and decision - making? - Demonstrate how their philosophy reflects a commitment to equity, inclusion, and holistic student development? - Show alignment between their stated philosophy and the outcomes evidenced in their submission?	N/A	Ex.: Philosophy is emerging but underdeveloped; lacks clarity or grounding.	Ex.: References student success concepts with limited application to practice.	Ex.: Articulates a clear, theory - informed philosophy with concrete examples of application in practice.	Ex.: Philosophy clearly drives practice and is well - evidenced throughout the submission.	Ex.: Practice holistically embodies philosophy, demonstrating transformative, equity - centered student success excellence.