Council for the Advancement of Standards in
Higher Education

# W. Frank Barton School of Business
# Undergraduate Advising Center
# Final Report

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# CAS Program Review and Self-Assessment
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## Executive Summary of Review Process

During the months of March through May 2020, a review team met to conduct a self-study using the *Academic Advising Self-Assessment* developed by the Council for the Advancement of Standards in Higher Education (CAS) organization.  The CAS self-assessment guide (SAG) was chosen by Wichita State University Assistant Vice President of Academic Affairs, Kaye Monk-Morgan as the tool to assess the departments within Student Affairs.  The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of the Business Advising Center (BAC) and to plan for improvement opportunities within the Barton School of Business.

The Manager of Academic Advising and Student Services collected information and data regarding the goals, programs, services, policies and procedures to be evaluated for the assessment process.  The CAS SAG consists of a total of twelve parts that all departments within Student Services would.  The CAS Standards and Guidelines used for the review of the BAC are as follows:

Part 1. Mission
Part 2. Program and Services
Part 3. Student Learning, Development, and Success
Part 4. Assessment
Part 5. Access, Equity, Diversity, and Inclusion
Part 6. Leadership, Management, and Supervision
Part 7. Human Resources
Part 8. Collaboration and Communication
Part 9. Ethics, Law, and Policy
Part 10. Financial Resources
Part 11. Technology
Part 12. Facilities and Infrastructure

The review team for the BAC consisted of four members. Members were recommended by the manager of academic advising due to their diverse roles as faculty staff and students. The BAC review team consisted of Dotty Harpool, faculty, Dr. Jamie Hollon, success coach, Brandon McNeal, online advisor, and Bailie Foster, student. All team members were given training for the CAS review and then supplied provided access to a shared Google Drive which held the following:
- CAS Self Assessment Guide for Academic Advising.
- Google Drive folder organized into 12 separate folders for each CAS review area including review rubrics and evidence artifacts.

Due to the COVID-19 pandemic, the review team worked remotely throughout the review process. The team reviewed evidence remotely by accessing the Google Drive that included the business advising self-assessment and evidence artifacts Each reviewer submitted an initial rating using a Google Form. These results were recorded on a spreadsheet at which point the individual ratings for each area were compiled and shared with the review team. The review team then arrived at a consensus rating and provided recommendations for improvement. The following rating scale was used during the assessment.

## CAS Raters Definitions
- Not Done - Does not apply
- 0 – Insufficient Evidence/Unable to rate
- 1 – Partly Meets
- 2 - Meets

## Summary of Initial Findings

- The most important conclusion was the need for improved documentation and collection of data for assessment to support operational goals. Regular assessment of activities is essential for continued improvement.
- The team review process was significantly complicated by university shutdown and remote work due to COVID-19 pandemic response. Review team members lacked ability to collaborate in real time while discussing evidence ratings.
- Overall, the review team felt that strong evidence existed for meeting objectives with proactive programs and services such as targeted outreach campaigns and student communication, collaboration with other areas and functional units, and supporting the mission statement of the office.

## Recommendations
List the improvements needed, the accompanying action plan, and the results of implementation of the action plan in priority order.

- Need to develop regular program review process that incorporates data to determine needed areas of improvement and to measure outcomes of program changes.
- Need to tie advising activities to specific student learning outcomes and objectives. Actions need to be grounded in student development literature and measurable outcomes.
- Advising processes need to be simplified and made more efficient for more effective delivery of services to students.
- A strategic plan with explicit focus on promoting student diversity and equity needs to be developed and implemented to promote access and inclusion of all student groups.

## Self-Assessment
The following link serves as the review team's collective responses for determining the self-assessment ratings: **https://tinyurl.com/BAC-CAS-2020**

**Part 1: Mission**

Overall average **(1)**.

*"The Business Advising Center is committed to empowering and preparing students for a life of continual learning, adaptability, and individual fulfillment. Advisors and students will share responsibility for developing educational plans compatible with career aspirations."*

*Areas Requiring Follow-Up:*
- The Business Advising Center (BAC) disseminates, regularly reviews, and updates its mission statement (including the specific documentation of evidence for how the updated mission is developed as well as the date of review and revision).

*Action Item:*
- *Set date for annual review and update. Maintain documentation of mission statement review process.*

*Achievements:*
- The BAC mission statement adequately serves as a complement for the mission of the institution of Wichita State University, embraces student learning and development, and guides advising best practices.

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**Part 2: Program and Services**

Overall average **(1).**

Goal 1: Provide timely and accurate information that enables students to meet graduation requirements

Goal 2: Assist students with identifying university resources that can help them meet their academic and career goals

Goal 3: Teach students to develop and implement educational plans that are compatible with their interests and abilities

Goal 4: Ensure students have access to knowledgeable academic advisors

Goal 5: Promote continuous improvement of the Barton Experience

Goal 6: Promote continuous improvement of the advising process through ongoing assessment, development and training

*Areas Requiring Follow-Up:*
- *The Business Advising Center currently does not practice formal academic advising assessment.*
- *The Business Advising Center does not regularly develop, review, evaluate, and/or revise its goals.*
- *The Business Advising Center communicates goals and progress toward achievement to appropriate*
- *constituents; however, it is done unofficially and informally.*

*Action Item:*
- *Need to develop specific measurable learning objectives for academic advising assessment.*
- *More formal process for regular review needs to be developed.*
- *Need for documentation of review and update process.*

*Achievements:*
- Reviewers felt that the BAC shows clear signs of collaboration and communication.
- Overall, the Business Advising Center is functioning as efficiently and effectively as it can within the parameters of the resources it is provided.

**Part 3: Student Learning, Development, and Success**
Overall average **(1).**

*Areas Requiring Follow-Up:*

- *Need for continual training and development to identify and become more familiar with resources for student development.*

  *Learning outcomes for student learning, development, and success are lacking.*

*Action Item:*

- *Identify areas of additional training and development for staff familiarity with resources for student development.*
- *Develop specific outcomes to measure student learning, development, and success.*

*Achievements:*

- Evidence for the existence of services to promote student learning and success is strong. Qualitative student assessments show positive relationship and contribution to beneficial student outcomes.

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**Part 4: Assessment**
Overall average **(0).**

*Areas Requiring Follow-Up:*

- *The Business Advising Center does not have a comprehensive assessment strategy.*

*Action Item:*

- *BAC develops assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.*
- *BAC designs assessment plans that incorporate an ongoing cycle of assessment activities.*

*Achievements:*

- N/A

**Part 5: Access, Equity, Diversity, and Inclusion**
Overall average **(1).**

*Areas Requiring Follow-Up:*
- *There is a need for a strategic plan to address goals for access, equity, diversity and; inclusion.*
- *There is a need for more defined/accessible information in the student waiting room of the BAC.*

*Action Item:*
- *Develop strategic plan to identify and establish goals for access, equity, diversity and inclusion.*
- *Improve accessibility of information provided to students in multiple formats, locations, and modalities.*

*Achievements:*
*Advisors and Staff follow university policies and procedures, attend trainings, and are provided feedback from supervisors and peers, as necessary, to ensure that constituents experience welcoming, accessible, and inclusive environment that is equitable and free from harassment.*

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**Part 6:  Leadership, Management, and Supervision**
Program leader: Zachary Brown
Organizational chart- https://tinyurl.com/BAC-CAS-2020-OrgChart
Overall average **(1).**

*Areas Requiring Follow-Up:*
- *Additional evidence needed to demonstrate assessment of program constituents and to more formalize and document daily practices with supervision and leadership of staff.*

*Action Item:*
- *Need to document assessment of program constituents and daily supervisory practices of staff.*

*Achievements:*
- N/A

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**Part 7:  Human Resources**
Overall average **(2).**
**Staff Resumes- https://tinyurl.com/BAC-CAS-Resumes**
**Staff Position Descriptions- https://tinyurl.com/BAC-CAS-PDs**

*Areas Requiring Follow-Up:*
- *Review staffing needs and ensure adequate staff support in needed areas.*

*Action Item:*
- *Need to more clearly define student worker roles and responsibilities.*

*Achievements:*
Staffing levels and procedures are standard and are in compliance with WSU institutional requirements and procedures.

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**Part 8:  Collaboration and Communication**
Overall average **(2).**
**Departments most important to success of BAC:**
- **Barton School of Business academic departments (FREDS, Economics,**

**Management, Marketing, Accounting)**
- **WSU Office of Student Success**
- **WSU Office of Diversity and Inclusion**
- **WSU Registrar's Office**
- **WSU OneStop and First Year Advising**

**Committees Served by BAC staff**
- **Academic Advisor Council**
- **Advisor Consortium**
- **Strategic Enrollment Management**
- **COVID-19 Re-Integration Committee**
- **Campus Recruiter Network**
- **The Advisor Network**
- **Business and University Exceptions Committee**
- **Community College Day Committee**
- **Student Success Collaborative Specialist Committee**

*Areas Requiring Follow-Up:*
- *Be more proactive and regular with student communication efforts.*
- *Need to continue collaboration among offices across campus.*

*Action Item:*
- *Develop student communication campaign calendar*
- *Continue inter-office training and development*

*Achievements:*
Collaboration and Communication is an area of strength for the Barton School of Business Advising Center. We are constantly in contact with the students we serve, faculty both within and outside of Business, the administration, other relevant departments on campus and people outside of campus. We use methods which include email, phone calls, referrals, reporting, social media, etc. In addition, we are also constantly talking about how to improve our communications and to increase collaboration with those outside our department.

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**Part 9: Ethics, Law, and Policy**
Overall average **(1).**

*Areas Requiring Follow-Up:*
- *Need consistent code of ethics posted*
- *Need documentation of adherence to WSU polices- absence of complaints is not proof of compliance.*

*Action Item:*
- *Develop and clearly post code of ethics for BAC staff*
- *Develop and measure training efforts and proof of advisor understanding of compliance with WSU policies, laws, and ethical codes of conduct.*

*Achievements:*
- *N/A*

**Part 10:  Financial Resources**

Copy of Budget- https://tinyurl.com/BAC-CAS-2020-Budget

Overall average **(2).**

*Areas Requiring Follow-Up:*

- *N/A*

*Action Item:*

- *N/A*

*Achievements:*

- Clear evidence of compliance with WSU policies and procedures with financial resources. Budget records are clearly maintained and expenses are clearly accounted for. Budget identifies key areas of need and allocates sufficient resources for operational needs.

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**Part 11:  Technology**

Overall average **(1).**

*Areas Requiring Follow-Up:*

- *Regular maintenance and upgrades of technology when needed.*

*Action Item:*

- *Establish technology review and upgrade criterion to ensure adequate resources for effective use and compatibility with new technologies.*

*Achievements:*

- N/A

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**Part 12:  Facilities and Infrastructure**

Overall average **(1).**

*Areas Requiring Follow-Up:*

- *BAC location is difficult to find- need to improve accessibility and visibility.*

*Action Item:*

- *Improve signage and identify how to access advising throughout building.*

*Achievements:*

- N/A

## List Actions Taken with Completion Dates

1. October 2020- Review BAC communication campaign calendar- delegate tasks and identify methods of assessment of communication effectiveness.
2. January 2021- Implement revised BAC staff training and review resources- create training and development agenda and staff assessment guidelines using Shocker PROUD as basis.
3. January 2021- Implement student survey and review process- collect data to measure student perceptions of effectiveness.
4. June 2021- Complete review of learning objectives and alignment with BAC mission statement.
5. June 2021- Create schedule of regular review and identify opportunities for data collection.
6. June 2021- Create strategic plan for promoting diversity, inclusion, and accessibility for advising resources.

## Describe Lessons Learned that Can Be Applied to the Next Program Review Cycle

1. Develop better format for remote collaboration and data collection. Disruptions due to COVID-19 and remote work that happened mid-review cycle caused breakdowns in collaboration and communication.
2. Improve training for review team and BAC staff for self-assessment.
3. Provide resources and guidance for CAS leads in completing review process.

## List Student Learning Outcomes and Program Outcomes to be Measured in the Next Two Years in Anticipation of the Next Program Review Cycle

Student Learning Outcomes

1. Students will demonstrate understanding of BSB degree requirements and curriculum.
2. Students will demonstrate persistence to degree completion and career goals.
3. Students will be demonstrate understanding of campus resources leading to increased utilization of student support resources on campus.

Program Outcomes

1. Undergraduate enrollment rates will show continual growth in enrolled student head count and credit hour production.
2. Student graduation, persistence, and retention rates will show continued growth.
3. BAC staff will show continual growth and professional development.
4. Collection of data for assessment purposes will be central component of all program improvements and operations.
5. BAC will develop a strategic plan for diversity initiatives for inclusion, equity, and accessibility.

## Final Comments

The CAS review process illustrated the need for regular assessment and collection of data to support assessment process. Throughout the process, we learned that while there are many areas in which we serve students, our ability to document and measure the effectiveness of our services was lacking and in need of improvement. This process will help our office understand the key areas in which assessment and measurable outcomes are lacking and how to improve those efforts for the next review cycle.