



Council for the Advancement of Standards in
Higher Education

**College of Applied Studies Advising (CASA)
Final Report**

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**CAS Program Review and Self-Assessment
Final Report**

College of Applied Studies Advising (CASA)

Executive Summary of Review Process

During May and June of 2020, a review team met to conduct a self-study of the College of Applied Studies Advising procedures using the *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 Kaye Monk-Morgan, Interim Vice President for Regional Engagement and Economic Development, as the tool to assess the departments/units within Student Affairs. The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of the specific unit and to plan for improvement opportunities within each college. **Team #1 members who collected the evidence** for CASA between September 2019-March 2020 were:

- Sherena Langley, Director of CASA
- Tierney Mount, Licensure Officer/Academic Advisor
- Kayla Jasso, College of Applied Studies Recruitment and Retention Coordinator
- Sheri Barnes, Human Performance Studies Academic Advisor.

The team 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 advising 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

Team #2 members who reviewed the evidence for the College of Applied Studies Advising (CASA) consisted of 4 members:

- Sherena Langley, Director of CASA (*chair and non-voting member*)
- Kathy Munsterman, CASA Academic Advisor
- Chelsea Redger-Marquardt EdD, Assistant Teaching Professor – College of Applied Studies
- Cedrick Ambrose, CLES graduate student

Cedrick agreed to be a part of the CAS review team. He attended training, was given access to the google drive, invited to the zoom meetings, but for some unknown reason never participated. Since the committee had limited time, the meetings continued without him.

Members were recommended by College of Applied Studies Dean Shirley Lefever along with the College of Applied Studies Leadership Team and approved by the Vice Chancellor. All team members were given training for the CAS review and then provided access to a shared drive which held the following:

- CAS Program Review for Raters (slideshow presentation & notes).
- CAS Advising Self-Assessment Guide (SAG): Introduction and Instructions.
- CAS SGA for Advising
- Describe how data and evidence was supplied to the rating team.
- CAS Work Forms.

In March, the CAS review team members were also given access to the google drive showing each standard and the evidence that was collected. Sherena Langley, Director of CASA chaired the review process but was not a voting member. Review team members rated each standard individually and provided justification for each. During the month of June, the team met together three separate times via Zoom to discuss and determine a final rating for each standard and provided justification for each rating.

The following rating scale was used during the assessment.

CAS Raters Definitions

- Not Done - Does not apply
- 0 – Insufficient Evidence/Unable to rate
- 1 – Does not meet
- 2 - Partially Met
- 3 - Meets
- 4 - Exceeds
- 5 - Exemplary

Summary of Initial Findings

- It became evident how many things were not current or not included on the CASA website. In some instances, an immediate revision was completed. Other instances, however, must be addressed and corrections during AY 2020/21.
- There are numerous procedures CASA does in the office but the evidence was lacking as to when they are done, whose responsibility it is, and how it is reviewed.
 1. Items that need to be reviewed yearly and documented on the College of Applied Studies (CAS) server
 - a. Mission Statement
 - b. Training Materials for Advisors
 - c. Student Employee Job Description, Procedure Manual, and Annual Review

2. Campaign Calendars and Professional Development Opportunities that need to be documented on the CAS server
 - a. Outreach Calendar/ Campaigns documenting the outreach completed throughout the year
 - b. Professional Development goals and accomplishments for each advisor

The program review committee met via zoom because of the COVID-19 outbreak. COVID may have contributed to why the fourth member of the review team, Cedrick Ambrose, did not participate.

- Justification for 3.2 Rating of DNA: CAS review is a new process.
- Justification for 6.4 Rating of 0: No Evidence of Strategic Planning for CASA. Reasoning is because the College level strategic plan exist and it's embedded in the College level Strategic Plan
- The primary strengths of the College of Applied Studies Advising (CASA) are...
 1. The Mission/Vision statement is clearly defined and publicly available on the CASA website. This is directly aligned with College and University mission vision statements/values. Advisors follow NACADA and TAN Code of Ethics.
 2. The Advising Syllabus is a useful tool for students and provides information for students with distinct needs. Students are able to see progress in SSC and DW.
 3. Utilizes the Student Success Coach, Academic Recover Contract, monitoring grades, and providing resources to students to promote successful student learning outcome.
 4. Tracks activities and number of contacts through SSC and annual report
 5. Required Diversity training each advisor.
 6. Operates under university best practices (ie., working with Office of Disability Services, HR/University policies and procedures, using the chosen name policy, awareness of bias incident reporting, hiring process, employee annual reviews, code of ethics, FERPA and ITS training, etc....).
 7. Marketing and outreach materials are clearly aligned with the brand of the university.
 8. Website is clearly articulated and provides links to other university resources.
 9. Advisors utilize University level software (ie., Banner, Degree Works, SSC, etc..) and hardware is supported through CAS college replacement plan.
 10. Advisors utilize SSC campaigns for outreach (ie., text message, email, phone calls, etc...). Degree Works provide access to student plans for advisors and students.
- Over the past couple of years several procedures have been implemented within the University and in the CASA office:

- a. With focus on Strategic Enrollment Management (SEM), Advising Leads were tasked with developing a process for training new advisors throughout the university. A worksheet was created that would serve as the template for each unit. The template includes specific advisor training required, who to contact for the training, a timeline as to when it should be completed, and a place for the supervisor's signature indicating the training has happened. Completed worksheets are submitted to Academic Affairs and filed within 6 months of an advisor's initial employment.
- b. CASA adopted the "Academic Recovery Contract." Either the Advisor or the Student Success Coach utilizes and discusses this contract with students who have been dismissed and readmitted on probation. The contract not only holds these students accountable but it helps students understand what is required to continue at Wichita State. Discussion points also focus on the students' strengths, weaknesses, circumstances and provides information as to resources that are available to them.
- c. Advisors use the Degree Works Audit faithfully and most College of Applied Studies students have a plan of study in their WSU portal they can follow until graduation.
- d. Group advising has been utilized with Elementary Education students who are in the Core classes.
- e. SSC Campaigns and communication with students are utilized
- f. All appointments are made through SSC. Reports can be run to see how many advisees are assigned to each advisor, how many appointments each advisor has in any given month, and reasons for the visits.
- g. During COVID-19 and the need for social distancing, zoom and telephone advising has been utilized.

Recommendations

Please see pages 28-29 for the areas of improvement and the action plan.

Self-Assessment

The following pages represent the review team's collective responses and serves as the initial report.

ACADEMIC ADVISING PROGRAMS

CAS Self-Assessment Guide

Part 1: MISSION

1.1 Program and Services Mission

- The mission of Academic Advising Programs (AAP) is to assist students as they define, plan, and achieve their educational goals.
- AAP advocates for student success and persistence.
- AAP develops and defines its mission.
- The AAP mission is consistent with the mission of the department, college, division, institution, and applicable professional standards.
- The AAP mission is appropriate for the institution’s students, designated clients, and other constituents.
- AAP advances its mission.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 1.1 Rating: Mission/Vision statement is clearly defined and publicly available on the CASA website. This is directly aligned with College and University mission vision statements/values.

1.2 Mission Statement

- AAP implements, disseminates, regularly reviews, and updates its mission statement.
- The mission statement references student learning, development, and success.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	1

Justification for 1.2 Rating: Nowhere does it show that the mission statement is regularly reviewed and updated. Suggested that CASA have a document on their shared drive of review/updates.

Part 2: PROGRAM AND SERVICES

Suggested Evidence and Documentation for Part 2:

1. List of program goals and objectives
2. List of current collaborations across the institution
3. Map of program activities
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement
6. Specifications or requirements (if applicable)
7. Organization Chart

2.1 Program and Services Goals

- Academic Advising Programs (AAP) is guided by a set of written goals and objectives that are directly related to the stated mission.
- The AAP goals are aligned with institutional priorities and expectations of the functional area.
- AAP regularly develops, reviews, evaluates, and revises its goals.

- AAP communicates goals and progress toward achievement to appropriate constituents.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	1

Justification for 2.1 Rating: Written goals and objectives are aligned with the University Goals and Missions. Suggested that University Advising Leads have yearly reviews/update on all training material and documented in “shared drive.”
Strengths: Students are able to see progress in SSC and DW

2.2 Program Information and Services

- AAP provides relevant information, services, and resources consistent with its mission and goals.
- AAP advisors engage students in the shared responsibility of academic advising.
- AAP provides current and accurate advising information.
- AAP clarifies institutional policies and procedures for students.
- AAP raises awareness of institutional and community resources and services for students.
- AAP monitors academic progress, proactively identify academically at-risk students, and connect those students with appropriate resources to facilitate student success.
- AAP develops and implements strategies for outreach and promotion.
- AAP promotes the program such that the campus community can identify the individual or group coordinating academic advising.
- AAP clearly delineates, publishes, and disseminates information about specific advisor responsibilities to the campus community.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	1

Justification for 2.2 Rating: CASA provides relevant information to college specific students related to advising appointments, shared responsibility and policies and procedures through their online advising syllabus. The committee could see the outreach and promotion occurs through SSC but did not have a calendar of the outreach.

2.3 Program Structure and Framework

- AAP has clearly stated, current, relevant, and documented goals and outcomes; policies and procedures; responsibilities and performance expectations for personnel; and organizational charts demonstrating clear channels of authority.
- AAP is purposefully structured and resourced to balance efficiency and effectiveness.
- AAP is purposefully structured and resourced to achieve programmatic and student learning and development outcomes.
- AAP provides adequate resources to ensure that academic advising caseloads are consistent with the institutional mission and stated goals.
- AAP works in close consultation and collaboration with others with expertise and resources to meet the needs and interests of students and designated clients.
- AAP collaborates with colleagues and departments across the institution to promote student learning, development, and success.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	1

Justification for 2.3 Rating: Organization chart was great. My Performance is used for employee expectations, performance and goals. CASA is currently doing a great job with the given resources they have.

Additional Resources would continue to enhance the student support/outreach, particular in programs of rapid growth (i.e Exercise Science and Teacher Apprentice Program).

2.4 Program Design

- AAP is intentionally designed to achieve predetermined student learning and development outcomes.
- AAP is intentionally designed to incorporate research and theories on student learning, development, and success.
- AAP is intentionally designed to respond to the needs of individuals, constituents, and populations with distinct needs.
- AAP is intentionally designed to ensure access for students and designated clients.
- AAP provides the same quality of academic advising and in the appropriate accessible forums to distance learners as it does to students on campus.
- AAP makes advising available to students throughout their time at the institution.

DNA	IE	0	1	2	Rating: 2
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 2.4 Rating: Advising Syllabus is a useful tool for students and provides information for students with distinct needs.

Part 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

3.1 Program Contribution to Student Learning, Development, and Success

- Academic Advising Programs (AAP) contributes to students’ formal education, which includes both curricular and co-curricular experiences.
- AAP promotes student learning, development, and personal growth to encourage self-sufficiency.
- AAP contributes to students’ progression and timely completion of educational goals.
- AAP assists students in identifying the realistic timeframe to complete their educational goals and support their efforts.
- AAP helps students and designated clients prepare for their careers and meaningful contributions to society.
- AAP provides opportunities that help inform student choices and decisions about academic work and about educational, career, and life goals.
- AAP supports students, on an ongoing basis, as they establish and evaluate their educational, career, and life goals.
- AAP works with the institution to identify relevant and desirable student success outcomes.
- AAP advocates for appropriate resources to facilitate student success.
- AAP identifies relevant and desirable student learning and development outcomes.
- AAP implements strategies and tactics to achieve the student learning, development, and success outcomes.
- When institutional policy or process interferes with students’ learning and development, AAP advocates for change using appropriate institutional means.

DNA	IE	0	1	2	Rating: 2
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 3.1 Rating: Clearly articulated learning outcomes. Strong utilization of success coach, academic recover contract, and resources provided to students via website.

3.2 Student Learning and Development Domains and Dimensions

- AAP aligns predetermined student learning and development outcomes with the CAS learning outcomes model or other recognized student learning and development models.
- AAP aligns predetermined student learning and development outcomes with the institutional framework for student outcomes.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	DNA

Justification for 3.2 Rating: CAS review is a new process.

3.3 Assessment of Student Learning and Development

- AAP assesses the student learning and development outcome domains and dimensions relevant to the functional area.
- AAP provides evidence of the extent to which student learning and development outcomes are achieved.
- AAP provides evidence of the extent to which student success outcomes are achieved.
- AAP uses evidence to create strategies for improving student learning, development, and success.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 3.3 Rating: There is evidence in program specific courses that require grades to benchmark process. Evidence is also provided in the Title I report and Graduation rates. CAS review is a new process.

Part 4. ASSESSMENT

4.1 Establishing a Culture of Assessment

- Academic Advising Programs (AAP) develops assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.
- AAP designs assessment plans that incorporate an ongoing cycle of assessment activities.
- AAP has fiscal, human, professional development, and technological resources to develop and implement assessment plans.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	1

Justification for 4.1 Rating: Assessment is evident (i.e., undergraduate exit survey and campaign data). Evidence of Professional Development needed in relation to Campaigns, SSC, etc... Possible University Training in CAS for all university advisors.

4.2 Program Goals, Outcomes, and Objectives

- AAP identifies goals, outcomes, and objectives to guide its work.
- AAP identifies assessment methods that will allow for the collection of relevant data on its goals, outcomes, and objectives.
- When collaborating with other departments on assessment activities, the activities are consistent with the AAP mission and assessment plan.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 4.2 Rating: Clear timeline that tracked activities and number of contacts.

4.3 Assessment Plan and Process

- AAP sets program goals, outcomes, and objectives.
- AAP develops and implements an assessment plan.
- AAP reviews and interprets findings of assessment initiatives.
- AAP develops a plan for data use, continuous improvement, and reassessment.
- AAP implements an improvement.
- AAP reviews and monitors changes that have been made based on assessment results.
- AAP implements the assessment process with methods that reflect universal design principles.
- AAP employs ethical practices in the assessment process.
- AAP implements assessment processes in a way that is culturally responsive, inclusive, and equitable.
- AAP engages students, faculty, staff, administrators, and other relevant constituents in assessment activities.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 4.3 Rating: Evidence is in the annual report

4.4 Gathering Evidence

- AAP identifies priorities for assessment, including both formative and summative approaches.
- AAP employs multiple methods and measures of data collection.
- AAP develops manageable processes for gathering, interpreting, and evaluating data.
- AAP adheres to institutional policies related to data access and management.
- AAP ensures measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	1

Justification for 4.4 Rating: Decisions driven by assessment data is needed. How are you using the data? Need evidence in annual report.

4.5 Review and Interpret Findings

- AAP uses methods to analyze and interpret data that correspond with objectives and questions considered within overall assessment goals.
- AAP disaggregates data to address the objectives and questions considered in the assessment project.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	1

Justification for 4.5 Rating: Decisions driven by assessment data is needed. How are you using the data? Need evidence in annual report.

4.6 Reporting Results and Implementing Improvement

- AAP uses assessment results to demonstrate learning, development, and success.
- AAP uses assessment results to demonstrate effectiveness and continuous improvement.
- AAP uses evidence from assessment activities to inform decision-making and planning for continuous improvement.
- AAP monitors improvements implemented based on assessment results.
- AAP applies results for future planning.
- AAP informs constituents of assessment results and how data have been used for continuous improvement.
- AAP distributes relevant data regarding student needs, preferences, and performance for use in institutional decisions and policy.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	1

Justification for 4.6 Rating: Decisions driven by assessment data is needed. How are you using the data? Need evidence in annual report.

Part 5. ACCESS, EQUITY, DIVERSITY, AND INCLUSION

5.1 Inclusive and Equitable Educational and Work Environments.

- Academic Advising Programs (AAP) creates and maintains educational and work environments that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.
- AAP does not discriminate on the basis of race; color; national origin; sex; disability; age; cultural identity; ethnicity; nationality; citizenship; family educational history; political affiliation; religious affiliation; sexual orientation; gender identity and expression; marital, family, social, economic, place of residence, or veteran status; or any other basis included in codes, laws, and institutional policies.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 5.1 Rating: My Training transcript is evidence of diversity training that each employee receives. A timeframe is provided on the supervisor checklist within the first 90 days of employment. Each employee is responsible to update training as necessary.

5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion

- AAP provides equitable access to facilities and resources for all constituents.
- AAP responds to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.
- AAP identifies and addresses actions, policies, and structures within its operation that perpetuate systems of privilege and oppression.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	1

Justification for 5.2 Rating: Need evidence of student training manual. Job descriptions are “out of date.”

5.3 Advocating for Access, Equity, Diversity, and Inclusion

- AAP advocates for accessible facilities and resources and addresses issues that impede access.
- AAP advocates for inclusion, multiculturalism, and social justice within the institution.
- AAP enacts culturally responsive, inclusive, respectful, and equitable practices in the provision of services.
- AAP develops plans for ongoing professional development on cultural competence and workplace inclusion.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 5.3 Rating: Corbin Education Center is limited, due to the historical architecture. College values are evident. Corbin Connect is an excellent resource that provides access for technology for students, faculty, staff and community. CASA website and operations utilize the services and IDA compliance.

5.4 Implementing Access, Equity, Diversity, and Inclusion

- AAP establishes goals for access, equity, diversity, and inclusion.
- AAP addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- AAP ensures that personnel are trained in diversity, equity, access, and inclusion and are held accountable for applying the training to its work.
- AAP has an established protocol for, and fosters expectations of, bias incident reporting.
- Personnel within AAP cultivate understanding of identity, culture, self-expression, and heritage.
- Personnel within AAP promote respect for commonalities and differences among people within their historical and cultural contexts.
- When educational and/or workplace accommodations are requested, AAP provides individuals with an interactive process to determine reasonable accommodations.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 5.4 Rating: CASA is operating under university best practices (ie., working with Office of Disability Services, using the chosen name policy, awareness of bias incident reporting, the FUSE, etc....). There is evidence of the training in the supervisor checklist.

Part 6. LEADERSHIP, MANAGEMENT, AND SUPERVISION

6.1 Leadership

- Academic Advising Programs (AAP) leaders model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices.
- AAP leaders provide management and supervision as well as lead strategic planning and program advancement.
- AAP leaders create a vision for the functional area.
- AAP leaders communicate goals.
- AAP leaders model and expect commitment.
- AAP leaders build teams, coalitions, and alliances.
- AAP leaders influence others to contribute to the effectiveness and success of the unit.
- AAP leaders advance diversity, equity, access, and inclusion goals in the workplace.
- AAP leaders incorporate data and information in decision making.
- AAP leaders develop a risk management plan for the organization.
- AAP leaders incorporate sustainable practices in the design of programs, services, and facilities.
- AAP leaders develop and empower new leaders from within the organization.
- AAP leaders collaborate with colleagues and departments across the institution.
- AAP leaders adhere to organizational constraints.
- AAP leaders advocate for and actively promote the functional area’s mission and goals.
- AAP leaders communicate with constituents about current issues affecting the profession.
- AAP leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.
- AAP leaders facilitate discussion and decisions regarding program advancement.
- AAP leaders advocate for representation in strategic planning processes at departmental, divisional, and institutional levels.

DNA	IE	0	1	2	Rating: 1
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 6.1 Rating: No evidence of accountability/attendance in regards to TAN, KAAN, etc.. Probably should consider establishing a goal for each advisor to attend a certain number of events throughout the academic year. CASA director holds monthly staff meetings, that are inclusive of not only the CASA advisors, but OneStop, Online, SSC coach, and T2T advisors. CASA Director represents CAS advising at AAC (Academic Advisor Council) and AC (Advisor Consortium) meetings and provides input and shares pertinent information to the advising team.

6.2 Management

- AAP managers are empowered to demonstrate effective management.
- AAP managers plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- AAP managers develop plans for scholarship, leadership, and service to the institution and the profession.
- AAP managers engage diverse perspectives from within and outside the unit to inform decision making.

DNA	IE	0	1	2	Rating: 2
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	

Justification for 6.2 Rating: Evidence provided in working with HR, "MyTraining" transcript. . CASA Director represents CAS advising at AAC (Academic Advisor Council) and AC (Advisor Consortium) meetings and provides input and shares pertinent information to the advising team.

6.3 Supervision

- AAP supervisors incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel.
- AAP supervisors consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel.
- AAP supervisors provide feedback on personnel performance.
- AAP supervisors identify and resolve workplace conflict.
- AAP supervisors follow institutional policies for addressing complaints.
- AAP supervisors provide reports and activity updates to management.
- AAP supervisors work with personnel to develop plans for scholarship, leadership, and service to the profession and institution.
- AAP supervisors provide supervision and support so that personnel may complete assigned tasks.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 6.3 Rating: CASA Director utilizes the HR/University policies and procedures. Completes mid-year/annual performance reviews.

6.4 Strategic Planning

- Strategic planning processes facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional mission and ongoing planning effort.
- Strategic planning processes support ongoing assessment activities that improve student learning, development, and success.
- Strategic planning processes utilize philosophies, principles, and values that guide the work of AAP.
- Strategic planning processes promote environments that provide opportunities for student learning, development, and success.
- Strategic planning processes develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities.
- Strategic planning processes engage many diverse constituents and perspectives from within and outside the unit to inform the development and implementation of the planning process.
- Strategic planning processes result in a vision and mission that drive short- and long-term planning.
- Strategic planning processes set goals and objectives based on the needs of the population served, intended student learning and development outcomes, and program outcomes.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	IE

Justification for 6.4 Rating: No Evidence of Strategic Planning specific for CASA. College level strategic plan exist. If it's within the college level, CASA Director needs to include that piece in the annual report.

Part 7. HUMAN RESOURCES

7.1 Staffing and Support

- Academic Advising Programs (AAP) identifies the level of staffing necessary to achieve its mission and goals.
- AAP is staffed by individuals qualified to accomplish its mission and goals.
- AAP has access to technical and support personnel to accomplish its mission.
- Advisors have an opportunity to determine and articulate the need for administrative, technological, and executive support of advising.
- AAP professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate combination of educational credentials and related work experience.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 7.1 Rating: Clear job descriptions and hiring to the needs of the department, including the appropriate combination of education and experience.

7.2 Employment Practices

- AAP establishes procedures and expectations for personnel recruitment, selection, training, supervision, performance, and evaluation.
- AAP leaders ensure that all personnel have written position descriptions.
- AAP leaders regularly review position descriptions.
- AAP leaders maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel.
- AAP leaders implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce.
- AAP leaders develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.
- AAP leaders, in partnership with personnel and aligned with institutional policies, establish work arrangements that achieve department objectives.
- Personnel have written performance goals, objectives, and outcomes for each performance cycle and are used to plan, review, and evaluate work and performance.
- Performance plans are updated regularly and reflect changes during the performance cycle.
- Results of individual personnel evaluations are used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of AAP.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 7.2 Rating: Clear recruitment process using university HR/ resumes for personnel. Follows institutional policies for work/work arrangements as needed. Director completes annual review of employees and maintains performance goals. She also provides access to training and resources.

7.3 Personnel Training and Development

- AAP personnel receive training when hired and professional development throughout their employment.
- AAP personnel engage in continuing professional development activities.
- AAP provides personnel with appropriate professional development opportunities or resources.

- AAP supports learning and professional development for those involved in delivery of academic advising.
- AAP personnel have access to resources and receive specific training on policies, procedures, and laws related to the programs and services they support.
- AAP personnel have access to resources and receive specific training on policies, procedures, and laws related to privacy and confidentiality.
- AAP personnel have access to resources and receive specific training on policies, procedures, and laws related to student records and sensitive institutional information.
- AAP personnel have access to resources and receive specific training on policies, procedures, and laws related to systems and technologies necessary to perform their assigned responsibilities.
- AAP personnel have access to resources and receive specific training on policies, procedures, and laws related to sexual misconduct, harassment, and workplace violence.
- AAP personnel are trained on how to recognize and address systems of oppression in the workplace and facilitate a welcoming, inclusive work environment.
- AAP personnel are trained on how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments.
- AAP provides advisors with training and development for making effective referrals to both on- and off-campus services and agencies.
- AAP leaders ensure that personnel are knowledgeable about and trained in safety, emergency procedures, identifying threatening conduct or behavior, crisis prevention, response, and reporting.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 7.3 Rating: Evidence of Supervisor Checklist, My Training transcripts, and CASA manual.

7.4 Paraprofessional Personnel

- Paraprofessionals working in AAP are enrolled in an appropriate field of study and/or have relevant experience.
- Paraprofessionals working in AAP are carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.
- AAP leaders accommodate the dual roles paraprofessionals may have as both student and employee.
- AAP leaders adhere to parameters of paraprofessionals' job descriptions.
- AAP leaders articulate intended student learning and development outcomes in student employee job descriptions.
- AAP leaders adhere to agree-upon work hours and schedules.
- AAP leaders offer flexible scheduling options as needed by the student employee.
- AAP leaders work with paraprofessionals to determine suitable compensation if circumstances necessitate additional hours.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	1

Justification for 7.4 Rating: No evidence of the actual procedure for hiring student employees. Agreed upon work schedules with flexibility are in place.

Part 8. COLLABORATION AND COMMUNICATION

8.1 Collaboration

- Academic Advising Programs (AAP) personnel collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.
- AAP collaborates with individuals, groups, communities, and organizations.
- AAP collaborates to garner support and resources.
- AAP collaborates to meet the needs of students, designated clients, and other constituents.
- AAP collaborates to achieve program and student outcomes.
- AAP collaborates to engage diverse populations to enrich the educational environment.
- AAP collaborates to disseminate information about programs and services.
- AAP collaborates to solve problems pertinent to the student population, designated clients, or the organization.
- AAP refers students, designated clients, and other constituents to appropriate resources when assistance is needed beyond the functional area’s scope.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 8.1 Rating: The CASA collaboration document clearly articulated referrals and partnerships. An abundant amount of marketing/outreach materials were provided. Materials were clearly aligned with the brand of the university.

8.2 Communication

- AAP provides relevant information, services, and resources that explain its mission and goals.
- AAP develops and implements strategies for outreach and promotion.
- AAP promotional and descriptive information is accurate and free of deception and misrepresentation.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 8.2 Rating: An abundant amount of marketing/outreach materials were provided. Materials were clearly aligned with the brand of the university.

8.3 Procedures and Guidelines

- AAP has and follows procedures and guidelines consistent with institutional policy for communicating with the media.
- AAP has and follows procedures and guidelines consistent with institutional policy for distributing information through print, broadcast, and online sources
- AAP has and follows procedures and guidelines consistent with institutional policy for the use of social media.
- AAP has and follows procedures and guidelines consistent with institutional policy for contracting with external organizations for delivery of programs and services.
- AAP has and follows procedures and guidelines consistent with institutional policy for developing relationships with donors.
- AAP has and follows procedures and guidelines consistent with institutional policy for dissemination of relevant information in a timely manner to all constituents.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 8.3 Rating: The website is clearly articulated as well as provided links to other university resources. Advisors and Success Coach send timely reminders for important Academic Calendar dates to students.

Part 9. ETHICS, LAW, AND POLICY

Suggested Evidence and Documentation:

1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures, and/or handbooks
4. Codes of conduct
5. Operating policies and procedures
6. Operating policies and procedures related to human subjects research (i.e., Institutional Review Board)
7. Minutes from meetings during which staff reviewed and discussed ethics
8. Emergency procedures
9. Contracts and memoranda of understanding (MOUs)
10. Copies of related laws and legal obligations

9.1 Ethical Statements

- Academic Advising Programs (AAP) reviews and adopts appropriate standards of ethical practice including those of applicable professional associations.
- AAP has clearly defined and documented ethical statements addressing conflicts of interest, or appearance thereof, by personnel in the performance of their work.
- AAP has clearly defined and documented ethical statements addressing management of institutional funds.
- AAP has clearly defined and documented ethical statements addressing acceptance, in gratis, of cash or merchandise in accordance with institutional advancement reporting policies.
- AAP has clearly defined and documented ethical statements addressing research and assessment with human participants or animal subjects.
- AAP has clearly defined and documented ethical statements addressing confidentiality of research and assessment data.
- AAP has clearly defined and documented ethical statements addressing personnel, student, and other designated clients' rights and responsibilities.
- AAP has clearly defined and documented ethical statements addressing disclosure of information in student, personnel, and other designated clients' records.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 9.1 Rating: University and Dept. Code of Ethics were evident.

9.2 Ethical Practice

- AAP personnel employ ethical decision making in the performance of their duties.
- AAP personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- AAP personnel are honest, objective, and impartial in their interactions.
- AAP demonstrates responsibility for sound and ethical assessment, research, evaluation, and program review.
- AAP encourages and provides a forum for personnel to address and report unethical behavior.

- AAP addresses issues surrounding scholarly integrity.
- AAP personnel perform duties within the scope of their position, training, expertise, and competence.
- AAP personnel make referrals when issues presented exceed the scope of their position.
- AAP personnel recognize their responsibility to ensure the privileged, private, or confidential nature of advisors' interactions with students is not sacrificed.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 9.2 Rating: All advisors follow NACADA and TAN Code of Ethics.

9.3 Legal Obligations and Responsibilities

- AAP complies with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.
- Advisors are knowledgeable about and sensitive to laws, regulations, policies, and procedures, particularly those governing harassment, use of technology, personal relationships with students, privacy of student information, non-discrimination, and equal opportunity policies.
- In accordance with governmental laws, institutional policy, and standards of good practice, AAP personnel who are concerned about student's well-being ensure that they are referred to appropriate resources.
- AAP has a process for accessing legal advice needed for personnel to carry out their assigned responsibilities.
- AAP does not discriminate based upon institutional policies, codes, or governmental laws.
- AAP purchases or obtains permission to use copyrighted materials and instruments. References to copyrighted materials and instruments include appropriate citations.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 9.3 Rating: Follows WSU Policies and Procedures and adheres to General Counsel best practices.

9.4 Policies and Procedures

- AAP has written policies and procedures on operations, transactions, or tasks that have legal implications.
- AAP has and follows a timeline for reviewing policies and procedure. The creation and revision of policies and procedures are informed by available evidence, and policies and procedures that inform the management of higher education.
- AAP has policies and procedures consistent with institutional policy for responding to threats, emergencies, and crisis situations.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 9.4 Rating: Follows WSU Policies and Procedures and adheres to General Counsel best practices. Procedure for printing unofficial transcripts is a great example of this.

9.5 Communication of Ethical and Legal Obligations

- AAP educates new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.
- AAP informs its users of ethical and legal obligations and limitations emanating from codes and laws or from licensure requirements.
- AAP personnel provide students, designated clients, and constituents with information about student privacy rights and personnel's disclosure obligations.
- AAP creates ongoing opportunities to explore and examine basic ethical beliefs important to the functional area.
- AAP informs personnel about internal and external governance organizations that affect the functional area.
- AAP informs personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 9.5 Rating: Follows WSU Policies and Procedures and adheres to General Counsel best practices. Procedure for printing unofficial transcripts is a great example of this.

9.6 Addressing Harassment and Hostile Environments

- AAP personnel neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.
- AAP adheres to institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 9.6 Rating: Operate in compliance with OIEC (Office of Institutional Equity and Compliance).

Part 10. FINANCIAL RESOURCES

10.1 Funding

- Academic Advising Programs (AAP) has the funding that is necessary to accomplish its mission and goals.
- AAP determines with administrative leadership what funding is necessary.
- Sufficient institutional and financial resources are provided to assist professional development of academic advisors.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	1

Justification for 10.1 Rating: More funding is needed to provide additional professional development opportunities as well as increase compensation for professional providers (i.e., coop teachers).

***Additional Resources** would continue to enhance the student support/outreach, particular in programs of rapid growth (i.e Exercise Science and Teacher Apprentice Program).*

10.2 Financial Planning

- In establishing and prioritizing funding resources, AAP conducts comprehensive analyses to determine unmet needs of the unit; relevant expenditures; external and internal resources; and impact on students and the institution.
- AAP uses the budget as a planning tool to reflect commitment to the mission and goals of the functional area and of the institution.
- AAP financial reports provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 10.2 Rating: Evidence of sufficient planning, documentation and physical system/reports.

10.3 Financial Management

- AAP manages funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.
- AAP demonstrates responsible stewardship and use of fiscal resources.
- AAP has procedures and guidelines consistent with institutional policy for applying to and managing funds from external resources.
- AAP is provided with the institutional and financial resources to assist with professional development of personnel.
- AAP procurement procedures are consistent with institutional policies.
- AAP procurement procedures ensure that purchases comply with laws and codes for usability and access.
- AAP procurement procedures ensure that the institution receives value for the funds spent.
- AAP procurement procedures consider information available for comparing the ethical and environmental impact of products and services purchased.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 10.3 Rating: Stewardship of what resources are available is great.

Part 11. TECHNOLOGY

11.1 Systems Management

- Academic Advising Programs (AAP) has current technology to support the achievement of its mission and goals.
- AAP incorporates accessibility features into technology-based programs and services.
- AAP ensures that personnel and constituents have access to training and support for technology use.
- AAP backs up data on a cycle established in partnership with the institution's information technology department.
- AAP implements a replacement plan and cycle for all technology with attention to sustainability.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 11.1 Rating: CASA utilizes University level software (ie., Banner, Degree Works, SSC, etc..) and hardware is supported through CAS college replacement plan.

11.2 User Engagement

- AAP uses technology to enhance the delivery of programs and services for all constituents.
- AAP employs appropriate and accessible technology to support the delivery of advising information.
- AAP ensures that online and technology-assisted advising includes appropriate processes for obtaining approvals, consultations, and referrals.
- AAP ensures that technology addresses constituent needs.
- AAP employs technologies that facilitate user interaction.
- AAP provides secure remote access.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 11.2 Rating: Utilizes SSC campaigns for outreach (ie., text message, email, phone calls, etc...). Degree Works provide access to student plans for advisors and students. In the recent move to work remotely, advisors were able to securely access all needed platforms.

11.3 Compliance and Information Security

- AAP has policies on the appropriate use of technology that are clear and easily accessible.
- AAP complies with governmental codes and laws and with institutional technology policies and procedures.
- AAP provides a secure platform when conducting financial transactions, in accordance with industry best practices.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 11.3 Rating: FERPA and ITS trainings are completed periodically. Chapter 5 of the Applied Studies Manual covers technology, which CASA adheres to.

11.4 Communication

- AAP has updated websites that provide information to all constituents in accessible formats.
- AAP uses technology that allows users to communicate sensitive information in a secure format.
- AAP evaluates relevant social media platforms and techniques for communication, and implement those that best meet constituent needs.
- AAP evaluates multiple modes of communications including, but not limited to, phone, text, and web chat.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 11.4 Rating: Multiple modalities of communication and annual review of the website (ie., social media, SSC, website, etc...).

Part 12. FACILITIES AND INFRASTRUCTURE

12.1 Design of Facilities

- Academic Advising Programs (AAP) facilities are located in suitable spaces designed to support the AAP mission and goals.
- AAP facilities are intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.
- AAP facilities are designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.
- AAP incorporates universal design principles.
- AAP facilities are designed and constructed to be energy-efficient and sustainable.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	0

Justification for 12.1 Rating: Corbin is a historical building, which wasn't designed under these principles. CASA is doing the best with what is available.

12.2 Work Space

- AAP personnel have equipped and well-maintained workspaces designed to support their work and responsibilities.
- AAP provides work space that is private and free from visual and auditory distractions.
- AAP personnel are able to safeguard the privacy of their work.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	1

Justification for 12.2 Rating: The office is well-equipped and well-maintained but private and auditory distractions are evident because of the physical structure of the space (ie., openness between offices and thin walls). Evidence of secure files maintenance was apparent.

12.3 Equipment Acquisition

- When acquiring capital equipment, AAP takes into account expenses related to regular maintenance and life cycle costs.
- AAP incorporates sustainable practices when purchasing equipment.

DNA	IE	0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 12.3 Rating: The replacement cycle is followed within the college and when issues arise, needs are met. CAS has a student tech. position that provides support when needed.

12.4 Facilities and Equipment Use

- AAP facilities and equipment is inspected on an established cycle and is in compliance with codes, laws, and established practices for accessibility, health, safety, and security.
- AAP promptly reports broken, malfunctioning, defective, unusable, or faulty facilities and equipment to the entity responsible for maintenance.
- AAP develops sustainable practices for facilities use.
- AAP assesses the effectiveness of its facilities to ensure they are meeting facilities and equipment goals.
- AAP personnel advocate for appropriate, consistent, and fair assignment of facilities and equipment.

DNA		0	1	2	Rating:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	1

Justification for 12.4 Rating: Facilities provide challenges. Equipment is responsibly maintained.

Work Form A – Rating Discrepancies

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Item numbers for which there is a substantial rating discrepancy should be discussed before completing the remaining work forms. Discrepancies among ratings should be identified, discussed, and reconciled for consensus.

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

Work Form B – Good Practices

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- **Good Practices:** Item number(s) for which all participants have given a rating of 2, indicating agreement that the criterion *meets* the standard.

Part	Standards of Good Practice
1. Mission	<i>1.1 Rating: Mission/Vision statement is clearly defined and publicly available on the CASA website. This is directly aligned with College and University mission vision statements/values.</i>
2. Program and Services	<i>2.4 Rating: Advising Syllabus is a useful tool for students and provides information for students with distinct needs. Students are able to see progress in SSC and DW.</i>
3. Student Learning, Development, and Success	<i>3.1 Rating: Clearly articulated learning outcomes. Strong utilization of success coach, academic recover contract, and resources provided to students via website. 3.3 Rating: There is evidence in program specific courses that require grades to benchmark process. Evidence is also provided in the Title I report and Graduation rates. CAS review is a new process.</i>
4. Assessment	<i>4.2 Rating: Clear timeline that tracked activities and number of contacts. 4.3 Rating: Evidence is in the annual report</i>
5. Access, Equity, Diversity, and Inclusion	<i>5.1 Rating: My Training transcript is evidence of diversity training that each employee receives. A timeframe is provided on the supervisor checklist within the first 90 days of employment. Each employee is responsible to update training as necessary. 5.3 Rating: Corbin Education Center is limited, due to the historical architecture. College values are evident. Corbin Connect is an excellent resource that provides access for technology for students, faculty, staff and community. CASA website and operations utilize the services and IDA compliance. 5.4 Rating: CASA is operating under university best practices (ie., working with Office of Disability Services, using the chosen name policy, awareness of bias incident reporting, the FUSE, etc....). There is evidence of the training in the supervisor checklist.</i>
6. Leadership, Management, and Supervision	<i>6.2 Rating: Evidence provided in working with HR, “MyTraining” transcript. . CASA Director represents CAS advising at AAC (Academic Advisor Council) and AC (Advisor Consortium) meetings and provides input and shares pertinent information to the advising team. 6.3 Rating: CASA Director utilizes the HR/University policies and procedures. Completes mid-year/annual performance reviews.</i>
7. Human Resources	<i>7.1 Rating: Clear job descriptions and hiring to the needs of the department, including the appropriate combination of education and experience. 7.2 Rating: Clear recruitment process using university HR/ resumes for personnel. Follows institutional policies for work/work arrangements as needed. Director completes annual review of employees and maintains performance goals. She also provides access to training and resources. 7.3 Rating: Evidence of Supervisor Checklist, My Training transcripts, and CASA manual.</i>

8. Collaboration and Communication	<p><i>8.1 Rating: The CASA collaboration document clearly articulated referrals and partnerships. An abundant amount of marketing/outreach materials were provided. Materials were clearly aligned with the brand of the university.</i></p> <p><i>8.2 Rating: An abundant amount of marketing/outreach materials were provided. Materials were clearly aligned with the brand of the university.</i></p> <p><i>8.3 Rating: The website is clearly articulated as well as provided links to other university resources. Advisors and Success Coach send timely reminders for important Academic Calendar dates to students.</i></p>
9. Ethics, Law, and Policy	<p><i>9.1 Rating: University and Dept. Code of Ethics were evident. Suggestion: Add Regional or National Code of Conduct from NACADA.</i></p> <p><i>9.2 Rating: All advisors follow NACADA and TAN Code of Ethics.</i></p> <p><i>9.3 Rating: Follows WSU Policies and Procedures and adheres to General Counsel best practices.</i></p> <p><i>9.4 Rating: Follows WSU Policies and Procedures and adheres to General Counsel best practices. Procedure for printing unofficial transcripts is a great example of this.</i></p> <p><i>9.5 Rating: Follows WSU Policies and Procedures and adheres to General Counsel best practices. Procedure for printing unofficial transcripts is a great example of this.</i></p> <p><i>9.6 Rating: Operate in compliance with OIEC (Office of Institutional Equity and Compliance).</i></p>
10. Financial Resources	<p><i>10.2 Rating: Evidence of sufficient planning, documentation and physical system/reports.</i></p> <p><i>10.3 Rating: Stewardship of what resources are available is great.</i></p>
11. Technology	<p><i>11.1 Rating: CASA utilizes University level software (ie., Banner, Degree Works, SSC, etc..) and hardware is supported through CAS college replacement plan.</i></p> <p><i>11.2 Rating: Utilizes SSC campaigns for outreach (ie., text message, email, phone calls, etc...). Degree Works provide access to student plans for advisors and students. In the recent move to work remotely, advisors were able to securely access all needed platforms.</i></p> <p><i>11.3 Rating: FERPA and ITS trainings are completed periodically. Chapter 5 of the Applied Studies Manual covers technology, which CASA adheres to.</i></p> <p><i>11.4 Rating: Multiple modalities of communication and annual review of the website (ie., social media, SSC, website, etc...).</i></p>
12. Facilities and Infrastructure	<p><i>12.3 Rating: The replacement cycle is followed within the college and when issues arise, needs are met. CAS has a student tech. position that provides support when needed.</i></p>

Work Form C –Areas for Improvement and Recommended Action

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- **Areas for Improvement:** Item number(s) for which all participants have given a rating of 0 or 1, indicating agreement that the criterion *does not meet* or *partly meets* the standard. Items rated IE for *insufficient evidence/unable to rate* should be listed here as well.
- **Recommendations:** List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by the reviewers, as well as those with significant discrepancies that are not resolved by team discussion.

Part	Areas for Improvement: Items that do not meet or partly meet the standard (consensus ratings = 0, 1)	Recommendations for Functional Area Action:
1. Mission	1.2 Rating: Nowhere does it show that the mission statement is regularly reviewed and updated.	Suggested that CASA have a document on their shared drive of review/updates.
2. Program and Services	2.2 Rating: CASA provides relevant information to college specific students related to advising appointments, shared responsibility and policies and procedures through their online advising syllabus. The committee could see the outreach and promotion occurs through SSC but did not have a calendar of the outreach. 2.3 Rating: Organization chart was great. My Performance is used for employee expectations, performance and goals. CASA is currently doing a great job with the given resources they have.	2.2 Suggested that University Advising Leads have yearly reviews/update on all training material and documented in "shared drive." 2.3 Suggestion of Calendar of the outreach being done in CASA. Additional Resources would continue to enhance the student support/outreach, particular in programs of rapid growth (i.e Exercise Science and Teacher Apprentice Program).
3. Student Learning, Development, and Success	3.2 Rating: DNA	DNA: CAS review is a new process.
4. Assessment	4.1 Rating: Assessment is evident (i.e., undergraduate exit survey and campaign data). Evidence of Professional Development needed in relation to Campaigns, SSC, etc... 4.4 Rating: Decisions driven by assessment data is needed. 4.5 Rating: Decisions driven by assessment data is needed. 4.6 Rating: Decisions driven by assessment data is needed.	4.1 Possible University Training in CAS for all university advisors. 4.4 -4.6: Need evidence in annual report.

5. Access, Equity, Diversity, and Inclusion	5.2 Rating: No evidence of student training in manual. Job descriptions are “out of date.”	5.2: Need evidence/procedure of student training in manual. Update job descriptions for student assistants.
6. Leadership, Management, and Supervision	<p>6.1 Rating: No evidence of accountability/attendance in regards to TAN, KAAN, etc..</p> <p>Strength: CASA director holds monthly staff meetings, that are inclusive of not only the CASA advisors, but OneStop, Online, SSC coach, and T2T advisors. CASA Director represents CAS advising at AAC (Academic Advisor Council) and AC (Advisor Consortium) meetings and provides input and shares pertinent information to the advising team.</p> <p>6.4 Rating: No Evidence of Strategic Planning for CASA.</p>	<p>6.1: Consider establishing a goal for each advisor to attend a certain number of events throughout the academic year.</p> <p>If it's within the college level, CASA Director needs to include that piece in the annual report.</p> <p>6.4 Rating: College level strategic plan exist. If CASA strategic plan is embedded at the College level, this should be included in the annual report.</p>
7. Human Resources	7.4 Rating: No evidence of the actual procedure for hiring student employees. Agreed upon work schedules with flexibility are in place.	7.4 Update student employee job description. Consider annual student performance evaluations.
8. Collaboration and Communication	N/A	N/A
9. Ethics, Law, and Policy	N/A	N/A
10. Financial Resources	10.1 Rating: Lack of funding for professional development opportunities and compensation for professional providers is minimal (ie., coop teachers).	<p>10.1 More funding is needed to provide additional professional development opportunities as well as increase compensation for professional providers (ie., coop teachers).</p> <p>Additional Resources would continue to enhance the student support/outreach, particular in programs of rapid growth (ie Exercise Science and Teacher Apprentice Program).</p>
11. Technology	N/A	N/A
12. Facilities and Infrastructure	<p>12.2 Rating: The office is well-equipped and well-maintained but private and auditory distractions are evident because of the physical structure of the space (ie., openness between offices and thin walls). Evidence of secure files maintenance was apparent.</p> <p>12.4 Rating: Facilities provide challenges. Equipment is responsibly maintained.</p>	12.2-12.4 Provide offices that are more private, if possible.

Work Form D – Beginning the Action Plan

INSTRUCTIONS:

This work form is for use by the staff of the functional area being reviewed and is the first step in identifying the actions to be taken as a consequence of study results. Using the Items Requiring Attention listed in Work Form C, write a brief action plan that identifies the focus and intended outcomes of the next steps in to be taken in each area.

Part 1. Mission

CASA will annually review the mission statement. **Evidence will be provided on the CAS “shared drive.”**

Part 2. Program and Services

Director of CASA, will bring forward a request to AAC asking for yearly reviews of all training material for advisors. **Evidence will be provided on the CAS “shared drive.”**

A calendar will be created showing the outreach/campaigns being done in CASA. **Evidence will be provided on the CAS “shared drive.”**

Part 3. Student Learning, Development, and Success

No action required

Part 4. Assessment

Director of CASA will provide evidence of the training each advisor completes annually. **Evidence will be provided on the CAS “shared drive.”**

Part 5. Access, Equity, Diversity, and Inclusion

Administrative Specialist will update the student employee job description, procedures manual, and complete annual reviews on each student employee. **Evidence will be provided on the CAS “shared drive.”**

Part 6. Leadership, Management, and Supervision

Each advisor will set a goal to attend a certain number of professional development events each year (ie., webinars, KAAAN, TAN meetings, etc...), with a minimum number of 4 throughout the year. **Evidence will be provided on the CAS “shared drive.”**

Director of CASA will include the College’s Strategic Plan in the Annual Report.

Part 7. Human Resources

The Administrative Specialist will update the student employee job description, procedures manual, and complete annual reviews on each student employee. **Evidence will be provided on the CAS “shared drive.”**

Part 8. Collaboration and Communication

No action required

Part 9. Ethics, Law, and Policy

No action required

Part 10. Financial Resources

CASA advisors will provide input as to what types of professional development opportunities they would like to engage in, if more funding could be provided. Director of CASA will provide feedback to the Dean and AAC.

Part 11. Technology

No action required

Part 12. Facilities and Infrastructure

Frank Lloyd Wright is a historical building which limits the opportunity to have more privacy. Office space is limited. At this time, no action is required.

Work Form E – Action Plan

INSTRUCTIONS:

Using this work form, the functional area staff will turn the summary of areas to be addressed identified by the review team (Work Form D) into a specific plan of action. After reviewing the information provided in Work Form C, functional area staff teams should describe practices in need of improvement, the actions to be taken, the individual responsible, and the timeline for achieving compliance with the standard.

Current Practice Description	Corrective Action Needed	Task Assigned To	Timeline/ Due Dates
No practice is in place to review mission statement.	CASA will annually review the mission statement each year. Evidence will be provided on the CAS “shared drive.”	Director of CASA with input from CASA staff	August of each year
No practice in in place to review training materials for advisors.	Director of CASA, Director of CASA, will bring forward a request to AAC asking for yearly reviews of all training materials for advisors. Evidence will be provided on the CAS “shared drive.”	Director of CASA and AAC staff	To be determined by AAC
No evidence shown on the server of a calendar that advisors use showing outreach to students.	A calendar will be created showing the outreach being done in CASA. Evidence will be provided on the CAS “shared drive.”	CASA staff	Calendar created in August w/ ongoing updates throughout the year.
No evidence shown on the server of the training each advisor completes throughout the year.	Director of CASA will provide evidence of the training each advisor completes annually. Evidence will be provided on the CAS “shared drive.”	Director of CASA with input from CASA staff	June of each year
No practice in in place to review student employee job description.	The Administrative Specialist will update the student employee job description and review annually. Evidence will be provided on the CAS “shared drive.”	The Administrative Specialist	August of each year
No practice in in place to update the student employee procedures manual.	The Administrative Specialist will update the student employee procedures manual, and review annually. Evidence will be provided on the CAS “shared drive.”	The Administrative Specialist	August of each year
No practice in in place for annual reviews on student employees.	The Administrative Specialist will complete annual reviews on each student employee. Evidence will be provided on the CAS “shared drive.”	The Administrative Specialist	January of each year

No practice in in place for advisors to set goals for professional development opportunities.	Each advisor will set a goal to attend a certain number of professional development events each year (ie., webinars, KAAN, TAN meetings, etc...) with a minimum number of 4 throughout the year. Evidence will be provided on the CAS “shared drive.”	CASA Advisors	June of each year when goals are set in MyPerformance.
No practice in in place for advisors to provide input as to the professional development opportunities they would like to engage in.	CASA advisors will provide input as to what types of professional development opportunities they would like to engage in, if more funding could be provided. Director of CASA will provide feedback to the Dean and AAC.	Director of CASA with input from CASA staff	June of each year when goals are set in MyPerformance.

Part 1: Mission

Overall average (1.5).

https://www.wichita.edu/academics/applied_studies/CAS_Advising/Services/Advising.php

“The vision of the College of Applied Studies Advising Center is to collaborate with students as they define, plan, and achieve their educational and professional goals.”

Areas Requiring Follow-Up:

- *Yearly review of the mission statement.*

Action Item:

- *Evidence of yearly review on the server*

Achievements:

- *Mission Statement was reviewed in February 2020*

Part 2: Program and Services

Overall average (1.25).

Areas Requiring Follow-Up:

- *Yearly reviews and updates on all training material for training advisors*
- *Campaign/Outreach calendar needs to be documented*
- *Additional Resources for Academic Advising especially in growing programs (ie., Exercise Science and TAP)*

Action Item:

- *Advising Leads need to determine how and when training material will be reviewed/ revised on a yearly basis*
- *Documented calendar on Global Share*
- *Discuss with the Dean what can be done to have additional resources available for growing programs*

Achievements:

- *None at this time*

Part 3: Student Learning, Development, and Success

Overall average (2.0).

- **See evidence for Student Learning Outcomes and Assessment**

Areas Requiring Follow-Up:

- *None required*

Action Item:

- *N/A*

Achievements:

- *N/A*

Part 4: Assessment

Overall average **(1.66)**.

Areas Requiring Follow-Up:

- *Professional Development goals and campaign calendar needed on the CAS server. Explanation of decisions that were made in the annual report.*

Action Item:

- *Document decisions made using SSC or WSU reporting data.*
- *Written goals for professional development for each advisor*
- *Campaign calendar on CAS server*

Achievements:

- *None at this time*

Part 5: Access, Equity, Diversity, and Inclusion

Overall average **(1.66)**.

Areas Requiring Follow-Up:

- *Student Assistants Training Manual update, Job description and evaluations*

Action Item:

- *The Administrative Specialist needs to update Student Training Manual on an annual basis.*
- *Written job description for student assistants in Training Manual*
- *Yearly evaluations on server for Student Assistants*

Achievements:

- *None at this time*

Part 6: Leadership, Management, and Supervision

Overall average **(1.66)**.

- *Sherena Langley, Director College of Applied Studies Advising*
- *See evidence for Organizational Chart*

Areas Requiring Follow-Up:

- *Accountability for Professional Development*

Action Item:

- *Evidence of Professional Development for Advisors on Server*

Achievements:

- *None at this time*

Part 7: Human Resources

Overall average (1.75).

- *See resumes for each advisor and the Advising Search Ad., giving job description.*

Areas Requiring Follow-Up:

- *Evidence needed for hiring student employees, their job description and annual evaluation*

Action Item:

- *Evidence needed for hiring student employees*
- *Student employee job description and annual evaluation on CAS server*

Achievements:

- *Job Descriptions and evaluations for staff are in place but none at this time for Student Employees*

Part 8: Collaboration and Communication

Overall average (2.0).

3. Department/Agencies important to the success of CAS/A

- *See Collaboration Document*
- *Institutional Committees that are served by members of CAS/A*
 - *Academic Advising Council (AAC)*
 - *Academic Consortium (AC)*
 - *College Exceptions*
 - *CAS Leadership Team*
 - *Dean's Team*
 - *Diversity*
 - *Initial Licensure Teacher Ed Program Committee (ILTTC)*
 - *Professional Education Exceptions*
 - *University Exceptions*

Areas Requiring Follow-Up:

- *None Required*

Action Item:

- *N/A*

Achievements:

- *N/A*

Part 9: Ethics, Law, and Policy

Overall average **(2.0)**.

College of Applied Studies Overview: (Core Values, Strategic Plans, Policies and Procedures)

4. https://www.wichita.edu/academics/applied_studies/Deans_Office/About/index.php

College of Applied Studies Academic Advising Syllabus

5. https://www.wichita.edu/academics/applied_studies/CAS_Advising/Services/Advising.php

Areas Requiring Follow-Up:

- None Required

Action Item:

- N/A

Achievements:

- N/A

Part 10: Financial Resources

Overall average **(1.66)**.

6. *See copy of CAS/A Funds Budget: GU and RU*

Areas Requiring Follow-Up:

- *Discussion on resources needed for professional development*

Action Item:

- *Discussion on resources needed for professional development*

Achievements

7. *None at this time*

Part 11: Technology

Overall average (2.0).

Areas Requiring Follow-Up:

- *None required*

Action Item:

- *N/A*

Achievements:

- *N/A*

Part 12: Facilities and Infrastructure

Overall average (1.0).

Areas Requiring Follow-Up: Limited privacy and space due to Frank Lloyd Wright Building

8. *Limited privacy and space due to Frank Lloyd Wright Building*

Action Item:

- *Discussion and Follow up with the Dean.*

Achievements:

- *No action required at this time*

List Actions Taken with Completion Dates

1. February 2020: Mission Statement was reviewed and updated by CASA
2. July 3, 2020: An agenda item was added to the next AAC meeting to discuss a review process of for Annual Advisor Training
3. July 3, 2020: An agenda item was added to the next CASA meeting to discuss this review and follow up.

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

9. Team #1 Collection of Evidence

1. Once a team is put together, establish a time the group can meet each month for 2 hours. A six-month timeframe is ideal.
2. Between the “team meetings” each month, individuals should also find time every week to gather evidence. All evidence should be placed in the specific folder for the standard it is meeting. Many standards will contain the some of the same evidence.
3. Create a file for CAS Standard Review on the Server. Within the file place folders for each standard and a document showing a table of each standard listing the goals, objectives, inputs, activities, and evidence. (see Example #1).
4. Create a Google docs form and give each member access to make edits (see example #2 below):

Example #1

Part 2: Program and Services

GOAL	2.1 Program and Services Goals
OBJECTIVES	<ul style="list-style-type: none"> ● Academic Advising Programs (AAP) is guided by a set of written goals and objectives that are directly related to the stated mission. ● The AAP goals are aligned with institutional priorities and expectations of the functional area. ● AAP regularly develops, reviews, evaluates, and revises its goals. ● AAP communicates goals and progress toward achievement to appropriate constituents.
INPUTS/RESOURCES	<ul style="list-style-type: none"> ● University Supervisor Checklist for New Advisors ● CASA Advising Syllabus ● Degree Works audit ● SSC Analytics and Overview- by request of the committee (individual student)
ACTIVITIES	<p>University Supervisor Checklist for New Advisors:</p> <ul style="list-style-type: none"> ● The Supervisor Checklist was developed in 2018, in order to improve the consistency of training for new advisors. ● The goals and objectives listed on the Supervisor Checklist are based on University priorities and expectations. Several of them require participation and/or access from other offices on campus. ● New advisors are given clear time frames within which to complete a set of written goals and objectives. <p>CASA Advising Syllabus:</p>

	<ul style="list-style-type: none"> • The CASA Advising Syllabus is posted on the website, with goals and objectives articulated. • The Advising Syllabus was updated to an accessible format in 2019. • The Advisors' Goals listed on the Advising Syllabus utilized campus resources and are aligned with institutional priorities. • The Advising Syllabus lists both Advisors' Goals and Student Learning Outcomes. <p>Degree Works audit:</p> <ul style="list-style-type: none"> • Advisors teach students how to track their progress in the Degree Works audit. <p>Vision Statement:</p> <ul style="list-style-type: none"> • The CASA vision is articulated on the webpage.
<p>EVIDENCE</p>	<ul style="list-style-type: none"> • CASA Advising Syllabus: https://www.wichita.edu/academics/applied_studies/CAS_Advising/Services/Advising.php • Student Education Plan (SEP): mywsu.wichita.edu > My Classes > View My Degree Evaluation/Audit (requires login) <p>In folder:</p> <ul style="list-style-type: none"> • Supervisor Checklist

Example #2 on Google Docs

Shared with me > CAS Advising Review > Part 2 Program and Services

Folders

- Collaborations
- Org Chart
- Student Success Collabora...

Files

- Biology612DegreePlan.pdf
- Part 2: PROGRAM AND SE...
- Schedule of Courses_SI se...
- Supervisor Checkli...

of 15 GB used

5. For the first meeting together as a team, discuss the purpose of the review, assign who will set up the google docs, files and evidence. If time allows, brainstorm what evidence is needed for Standard 1 and possibly Standard 2.
6. Consider assigning Team members with 1-3 sub-standards that they will be responsible for in collecting the evidence before the next meeting. Any evidence collected should be placed on the server in the specific folder.
7. Until all 12 standards are reviewed, consider the first hour of each meeting dedicated to reviewing the evidence collected, discussing any additional documentation and providing comments. The second hour could then be dedicated to looking at the next standard, discussing possible evidence, and assigning sub-standards to each team member.

Team #2 Review Team

1. Each team member should be given access to the Google Docs. Allow approximately one month for each member to go through each standard and rate them individually.
2. After each team member has completed their own rating, establish a time each week during a four-week process to discuss the review and come to a consensus of the rating. Allow 10-12 hours for this review process.
3. It's a good idea to have the Director of Advising as a member of Team #1, but also a convener of Team #2. As a member of the review process, this person can easily answer questions as well as listen to recommendations and understand the follow-up and actions needed.

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 learn how to navigate the following University platforms: myWSU portal and SSC/Degree Works
2. Students will learn the essential skills for Career Planning
3. Students will create and use Graduation Academic plans for Matriculation towards Graduation

Program Outcomes

1. Number of Students that attended Advising Appointments
2. Graduation Survey Results
3. Advising Survey Results

Final Comments

This process was time consuming but very informative. CASA will be meeting next week to begin discussing changes that need to be implemented.