



Council for the Advancement of Standards in
Higher Education

**College of Health Professions Advising Center
Final Report**

Presented By:
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**CAS Program Review and Self-Assessment
Final Report
College of Health Professions Advising Center**

Executive Summary of Review Process

During the months of March-June 2020, a review team met to conduct a self-study using the *College of Health Professions (CHP) Advising Center's 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 within Student Affairs. Although not a unit of Student Affairs, the CHP Advising Center and other advising units were included. The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of academic advising programs and to plan for improvement opportunities within the CHP Advising Center.

Mandy Konecny, Director, CHP Advising Center, 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 CHP Advising Center 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 CHP Advising Center consisted of four members. Members were recommended by Mandy Konecny and submitted to Kaye Monk-Morgan. Thad Henderson, Academic Advisor, representing staff member within the unit, Elizabeth Tew, representing the faculty, Jennifer Ramirez, student representative, and Jessi Raburn, staff representative from outside the area. All team members were given training opportunities 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 Services Self-Assessment Guide (SAG): Introduction and Instructions.
- CAS SGA for Advising Services.
- Describe how data and evidence were supplied to the rating team.
- CAS Work Forms.

The review team received the CAS document and evidence in a zip folder via email. The reviews were done independently with scores and comments being sent to the review team lead. The review team lead

compiled the scores, identified areas of rating discrepancies, and met with the review team to identify a consensus on the ratings. The following rating scale was used during the assessment:

CAS Raters Definitions

- DNA Does Not Apply
- IE– Insufficient Evidence/Unable to rate
- 0 – Does not meet
- 1 - Partially Met
- 2 - Meets

Summary of Initial Findings

- The CHP Advising Center demonstrates good practices in the Mission, Human Resources, Collaboration & Communication, and Technology scoring a 2 in these areas.
- The areas of improvements with recommendations include: Programs & Services; Student Learning, Development, & Success; Assessment; Access, Equity, Diversity & Inclusion; Leadership, Management, & Supervision; and Ethics, Law, & Policy.
- This is the first CAS review completed by the CHP Advising Center. There is no base line of comparison to previous reviews.

Recommendations

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

- 1.) Create a list of Goals and Objectives for the Advising Center that not only aligns with the University, but what we as CHP advisors want to accomplish.
- 2.) Clearly outline the services we commit to providing our students and create a plan for assessing the services.
- 3.) Administer surveys after advising sessions to assess the services provided by the CHP Advising Center. Conduct an end of the semester survey on how we can improve or better serve students.

Self-Assessment

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

This was the first self-study conducted by the College of Health Professions Advising Center. The department has a strong reputation of providing excellent services. However, the self-study indicated the department lacks in documentation and data to connect their work to the success the department has providing services to students and CHP programs. Additionally, clear objectives and goals need to be identified and published. It is anticipated the identification of the goals and objectives will help align the department and contribute to the collection of data and documentation.

Part 1: Mission

Overall average 2.

[CHP Advising Center web page](#): We are here to assist students who are pursuing undergraduate majors in the College of Health Professions. We are dedicated to quality academic advising and helping students reach their goals.

Areas Requiring Follow-Up:

- Mission statement lacks visibility.

Action Item:

- Increase visibility of mission statement.

Achievements:

Meets the criteria of a mission statement. States commitment to students and their engagement through both the advising mission and the College of Health Professions mission.

Part 2: Program and Services

Overall average 1.

- Provide support and advocacy as necessary to assure that students receive the assistance needed.
- Help students navigate the university system.
- Meet with students and their families who are visiting the campus to provide academic, program and university information.
- Provide Shocker Connection appointments to new health professions students.
- Assure that each assigned student is provided with clear and accurate information about general education requirements, program prerequisites, selection criteria for programs, and an academic plan is developed with each student.
- Provide transcript analysis for students transferring from other colleges and universities.
- Participate in the Kansas Community College Dual Advising program.
- Maintain documentation for assigned students.
- Provide intrusive advising for at risk students.
- Provide primary transcript evaluation for CHP program applications.
- Review application transcripts to assure document is complete and contains all necessary information to qualify candidate for applicant review.
- Evaluate transcripts to identify professional program prerequisites for undergraduate programs in CHP. Transcripts may include those from Kansas colleges and universities, out of state institutions and international.
- Review student records for degree audits and WSU graduation requirements.

Areas Requiring Follow-Up:

- Identify Goals and Objectives.

Action Item:

- Create a list of Goals and Objectives for the Advising Center that not only aligns with the University, but what we as CHP advisors want to accomplish.
- Make the list accessible to students/everyone by posting it online/website and posting it within the Advising Center.

Achievements:

- Resources for students to be successful are available on the website.

Part 3: Student Learning, Development, and Success

Overall average 1.

The CHP Advising Center does not measure student learning outcomes therefore they are not identified. If we are to measure student learning outcomes, we need guidance from upper administration on the outcomes and the tools to measure. It will also be important to tie these outcomes to purpose for Advising, as faculty/instructors measure learning outcomes in different ways.

Areas Requiring Follow-Up:

- Better communication and collaboration with CHP instructors and faculty regarding the use of the SEAS (Student Early Alert System).

Action Item:

- Develop outreach plan to communicate with CHP faculty and instructors each semester.

Achievements:

- Daily use of the Student Success Collaborative (SSC) and Student Education Plans (SEP) to track progression to graduation.

Part 4: Assessment

Overall average 0.

Overall, the CHP Advising Center does not currently participate in assessment plans.

Areas Requiring Follow-Up:

- Identify assessment goals and outcomes for the department.

Action Item:

- Clearly outline the services we commit to providing our students and create a plan for assessing the services.
- Administer surveys after advising sessions to assess the services provided by the CHP Advising Center. Conduct an end of the semester survey on how we can improve or better serve students.

Achievements:

- The CHP Advising Center submits annual reports regarding goals they have worked on and overall advising numbers.
- The CHP Advising Center does review current practices and procedures. Upon review adjustments or new approaches are developed and implemented. A new initiative is to use the Navigate platform to invite students in for advising sessions earlier than normal with a goal to alleviate traditionally heavy traffic months. Data will be reviewed after completion of the campaigns.

Part 5: Access, Equity, Diversity, and Inclusion

Overall average 1.

The CHP Advising Center adheres to the College of Health Professions' guiding principles which includes "Promote and sustain a culturally diverse environment, which respects the values and perspectives of individuals and professional disciplines."

Areas Requiring Follow-Up:

- More visibility of our policy regarding access, equity, diversity, and inclusion.

Action Item:

- Provide signage in Advising Center saying we are a department committed to diversity and inclusion.
- Provide same statements on the Advising website.

Achievements:

- The CHP Advising Center is in the process of removing PDF documents housed on the website as they are not ADA compliant. The materials will be reformatted to deliver the information in compliance with the ADA.
- Personnel in the CHP Advising Center complete trainings which include: Introduction to Diversity in Action; Ability Ally; Diversity and Inclusion in the Workplace; Gender Diversity; Preventing Harassment and Discrimination; Safe Zone; Engaging a Multigenerational Workforce; First Generation.

Part 6: Leadership, Management, and Supervision

Overall average 1.

Goals are outlined in team meetings between leadership and the Advising Center. Performance evaluations are conducted in-line with university policy. These have not been clearly identified with college and university strategic plan areas.

See Appendix A: CHP Organizational Chart

Areas Requiring Follow-Up:

- Clearly identified goals and objectives for the department and advising office.

Action Item:

- Create a list of Goals and Objectives for the Advising Center that not only aligns with the University, but what we as CHP advisors want to accomplish.
- Make the list accessible to students/everyone by posting it online/website and posting it within the Advising Center.
- The list of Goals and Objectives will be incorporated into performance evaluations.

Achievements:

- The CHP Advising Center Director reports to the Dean of the College of Health Professions. Goals are identified that align with the college's and university's strategic plans. These goals are communicated to team members via weekly meetings and daily emails.

- The CHP Advising Center Director is a member of the Academic Advisor Council and Advisor Consortium.
- The CHP Advising Center Director provides feedback to employees via monthly one-on-one meetings. Annual performance evaluations are conducted.

Part 7: Human Resources

Overall average 2.

The Advising Center has a strong work force that provide expertise and guide students and CHP programs to achieve goals.

See Appendix B: CHP Advisor Position Description

Resumes available upon request.

Areas Requiring Follow-Up:

- N/A

Action Item:

- N/A

Achievements:

- Agreed upon and adjusted work schedules are established to cover the lunch hour and allow for the office to remain open for student services.
- Thorough checklist exists to prepare advisors and maintain accountability.

Part 8: Collaboration and Communication

Overall average 2.

The Advising Center Director and staff participate on various college, university and professional committees to collaborate on best practices and improve services. These include:

- University Exceptions Committee
- Advisor Council
- The Revision Committee
- The Advising Network (TAN) Steering Committee
- Scholarship Exceptions Committee
- Living Learning Community (LLC)
- Advisor Consortium

Areas Requiring Follow-Up:

- N/A

Action Item:

- N/A

Achievements:

- The CHP Advising Center works with the Content Developer for the College of Health Professions regarding all communication with media, publications, promotional items, and social media.

Part 9: Ethics, Law, and Policy

Overall average 1.

The CHP Advising Center follows university policy. Please see reference links below.

- https://www.wichita.edu/about/policy/ch_03/
- https://www.wichita.edu/about/policy/ch_03/ch3_04.php
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php

Areas Requiring Follow-Up:

- Clearly identified goals and objectives for the department and advising office.

Action Item:

- Create a list of Goals and Objectives for the Advising Center that not only aligns with the University, but what we as CHP advisors want to accomplish.
- Make the list accessible to students/everyone by posting it online/website and posting it within the Advising Center.

Achievements:

- The department adheres to policies established by HR but needs to have a method to demonstrate.

Part 10: Financial Resources

Overall average DNA.

The CHP Advising Center does not have a separate budget. The budget is housed in the CHP Dean's Office.

Areas Requiring Follow-Up:

- N/A

Action Item:

- N/A

Achievements:

- N/A

Part 11: Technology

Overall average 2.

The Advising Center has access to technology through the university Information Technology Services and within the college. The college Office of Technology Services provides support for both hardware and software issues.

Areas Requiring Follow-Up:

- N/A

Action Item:

- N/A

Achievements:

- Usage of platforms like Banner 9, Degree Works, and Student Success Collaborative/Navigate. These programs make delivery of services much easier and facilitate the process of gathering student data for advising and appointment purposes.

Part 12: Facilities and Infrastructure

Overall average DNA.

The Advising Center is located in Ahlberg Hall, College of Health Professions which supports access for students and CHP Programs.

Areas Requiring Follow-Up:

- N/A

Action Item:

- N/A

Achievements:

- N/A

Additional Information:

List Actions Taken with Completion Dates

1. N/A

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

1. Assign the collection of data to additional individuals.

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. N/A

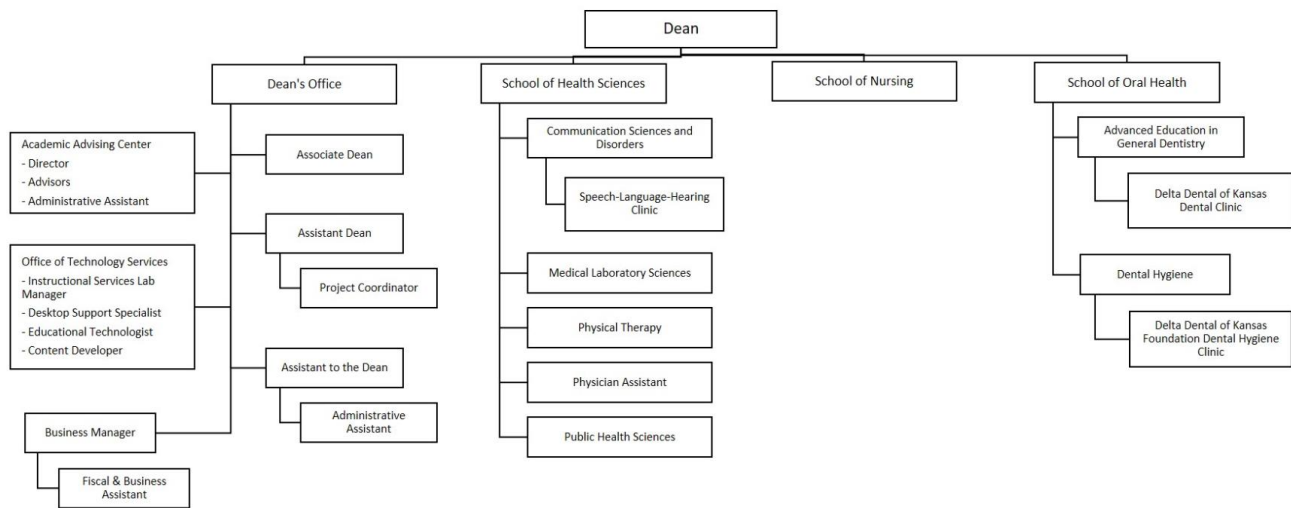
Program Outcomes

1. Better collection of data to document the work completed by the department. See survey and assessment action items in above areas.

Final Comments

The review team provided unique insight on the areas the department is lacking. The department is positive about implementing the action items and how the items will impact their work with students.

Appendix A: CHP Organizational Chart





Unclassified Professional Position Description

(beneficial for Faculty positions)

Rev. 10/09/2012

Employee Name (leave blank if position vacant): _____

Employee's myWSU ID#: _____

Classification Title: Academic Advisor

Position Type: Unclassified Prof Exempt E-class: UE

Position Title (vanity/directory title): Academic Advisor

Position Number: _____ FTE: 1.0

Supervisor of this Position (by title): Director of CHP Advising Center

Employee's Supervisor (name & myWSU ID): Amanda Konecny, D478W282

Position #(s) this Position Supervises (if applicable): N/A

Division: Academic Affairs

Department: College of Health Professions Student Services Org. #: 102110

Campus Address (room number & building): 402 Ahlberg Hall

Campus Phone Number (format: xxx-xxx-xxxx): _____

Regular Hours of Work (i.e. hours, days, exceptions):
8 hrs/day between 8am-7pm, Monday-Friday. Weekend or Evening hours as needed to meet position requirements and responsibilities.

For Human Resources Use Only:

FLSA Designation: _____

SOC Code: _____

Human Resources Signature: _____ Date: _____

Summary of Responsibilities:

Works under the general supervision of the Director of the CHP Advising Center. Responsible for accurate academic advising for pre-program students declaring a major in the College of Health Professions; undergraduate degree check out process; administration of specific college scholarship funds and application process; managing the course transfer equivalency process for CHP majors; event coordination and planning for assigned college events; provide mentoring and leadership for CHP student organizations; transcript evaluation for applicants to CHP programs; and provide support of College/University recruitment events.

Minimum Education Requirements:

Bachelor Degree Completed

Minimum Experience Requirements: (If more lines are needed, go to the last line in this table and tab to create the next numbered bullet.)

1.	1-2 years of successful experience in university advising or student services support role (i.e., advising, financial aid, admissions, registration, and student accounts).
2.	Experience evaluating academic transcripts in a college setting.
3.	Successful experience working in an office environment.

Required Licenses, Certificates & Registrations:

none

Required Knowledge, Skills and Abilities: (If more lines are needed, go to the last line in this table and tab to create the next numbered bullet.)

1.	Outstanding written/oral communications skills, along with critical thinking ability to interpret and respond appropriately to diverse groups of people in various situations.
2.	High level of service orientation, with outstanding customer service skills and attitude; responsive to customer needs with ability to provide prompt, courteous, accurate information.
3.	Ability to interpret University academic requirements/policies and implement them in a way that maintains the integrity of the University's degree programs.
4.	Ability to build and sustain effective professional and courteous interpersonal relationships with a diverse constituency of faculty, staff and students.
5.	Excellent computer skills, including thorough knowledge of Windows, Microsoft Office, database systems and other computer programs.
6.	Knowledge of FERPA rules for the release of student information to faculty, parents, students, etc.

Preferred Education Requirements:

Master's Degree

Preferred Experience Requirements: (If more lines are needed, go to the last line in this table and tab to create the next numbered bullet.)

1.	2 years' experience providing academic advising in a college setting including verifying academic records for degree requirements.
2.	Familiarity with research and best practices in student services.
3.	Experience working as an advisor or mentor to a student organization in a community college or university setting.
4.	Knowledge and understanding of an enterprise level student information system (Banner by Ellucian preferred).
5.	Experience planning and executing events.
6.	Experience working with scholarships and financial aid.

Job Duties: (If more lines are needed, go to the last line in this table and tab to create the next numbered bullet.)

	% of Duty	Responsibility/Duty should be grouped to indicate a minimum of 5% of time spent on each duty.	Importance Essential (E) Minimal (M)
1.	50%	<p>Academic Advisor for assigned pre-program students declaring a health profession's major is the primary responsibility of advisors. Duties may include but are not limited to:</p> <p>First contact for information to prospective health professions students.</p> <ul style="list-style-type: none"> • Provide support and advocacy as necessary to assure that students receive the assistance needed. • Help students navigate the university system. • Meet with students and their families who are visiting the campus to provide academic, program and university information. • Provide Shocker Connection appointments to new health professions students. • Assure that each assigned student is provided with clear and accurate information about general education requirements, program prerequisites, selection criteria for programs, and an academic plan is developed with each student. • Provide transcript analysis for students transferring from other colleges and universities. • Participate in the Kansas Community College Dual Advising program. • Maintain documentation for assigned students. • Provide intrusive advising for at risk students. • Provide primary transcript evaluation for CHP program applications. • Review application transcripts to assure document is complete and contains all necessary information to qualify candidate for applicant review. • Evaluate transcripts to identify professional program prerequisites for undergraduate programs in CHP. Transcripts may include those from Kansas colleges and universities, out of state intuitions and international. • Review student records for degree audits and WSU graduation requirements. 	E
2.	40%	<p>Additional responsibilities may include but are not limited to:</p> <ul style="list-style-type: none"> • Monitor the online application for degree (AFD) system for CHP undergraduates. • Review of student transcripts and degree audits prior to the end of each semester to confirm student progress toward intended AFD graduation date. • Maintain degree check sheets. • Coordinate commencement activities including accurate submission of names and honors ranking of CHP undergraduate candidates for inclusion in fall and spring commencement programs. • Process and track transfer equivalencies requests for non-evaluated coursework. • Serve as advisor for a CHP student group and mentor selected group with service-learning opportunities and exploration of careers in health care. 	E

<input checked="" type="checkbox"/> lifting	<u>15</u> pounds	<u>Periodically</u>	<input checked="" type="checkbox"/> hearing	<u>daily</u>
<input checked="" type="checkbox"/> sliding	<u>15</u> pounds	<u>periodically</u>	<input checked="" type="checkbox"/> sitting	<u>daily</u>
<input checked="" type="checkbox"/> carry	<u>15</u> pounds	<u>periodically</u>	<input type="checkbox"/> other:	_____

Explain Physical Job Requirements:

Ability to communicate clearly in person
 Ability to communicate clearly on the telephone
 Ability to communicate clearly in writing (email and letters)
 Ability to move recruiting materials weighing up to 40 pounds to meeting locations and set up display booth or table.

Environmental Factors: What hazards, risks or discomforts exist on the job or in the work environment (i.e. noise, temperature, dust, lighting, chemicals, etc.)?

This job is performed in a typical office setting. Duties require daily interaction with current and prospective students in person, via email and on the phone. Occasional public presentations to groups of 10 to 100 prospective students/parents/advisors are required. Duties will require some weekend or evening hours. Limited travel may be required. Sometimes interactions may be with students or parents who are confused, concerned, upset, or distraught about the student's academic performance or the admission/selection process for competitive health professions programs.

Employee's Signature

Date

Employee's Name (printed)

myWSU ID#

Supervisor's Signature

Date

Supervisor's Name

myWSU ID#