Council for the Advancement of Standards in
Higher Education

Fine Arts Advising
Final Report

Presented By:
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July 2020

CAS Program Review and Self-Assessment

Final Report
College of Fine Arts Advising

Executive Summary of Review Process

During the months of May and June 2020, a review team met to conduct a self-study of the College of Fine Arts Advising procedures using the Academic Advising *Self-Assessment Guide* developed by the Council for the Advancement of Standards in Higher Education (CAS) organization. The CAS self-assessment guide (SAG) was chosen by Dr. Kaye Monk-Morgan, Assistant Vice President of Academic Affairs as the tool to assess the departments within Academic Affairs. The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of Academic Advising and to plan for improvement opportunities within the College of Fine Arts Academic Advising Center.

The Fine Arts Advising Team (Benjamin Donals, Alicia Fullilove, Janet Ives and Sanya Wiles) gathered evidence between September 2019 and March 2020. 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 review. The CAS Standards and Guidelines used for the review of Fine Arts Academic Advising are as follows:

> Part 1: Mission
> Part 2: Program
> Part 3: Organization and Leadership
> Part 4: Human Resources
> Part 5: Ethics
> Part 6: Law, Policy and Governance
> Part 7: Diversity, Equity, and Access
> Part 8: Institutional and External Relations
> Part 9: Financial Resources
> Part 10: Technology
> Part 11: Facilities and Equipment
> Part 12: Assessment and Evaluation

The CAS review team for Fine Arts Academic Advising consisted of four members. Members were recommended by the CAS Lead along with the Director of Advising for Fine Arts and approved by the Assistant Vice President. The CAS review team included Benjamin Donals (Academic Advisor), Melissa Penkava Koza (Staff/Faculty), Megan Ewert (Staff/Adjunct Faculty), and Amber Nguyen (student). Team members were given training for the CAS review and then supplied provided access to a shared drive which held the following:

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

The committee received the evidence electronically on Thursday, May 7, 2020 for individual review. Once individual ratings were completed, the review team then met via Zoom on Friday, May 29, 2020 to discuss individual ratings, come to a consensus on a final rating and provide recommendations. Following this meeting, another Zoom meeting was conducted on Wednesday, June 3, 2020 between the CAS committee and Sanya Wiles, Director of Advising and Student Services to discuss the ratings and recommendations for the Fine Arts Advising Center.

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

- Describe conclusions (learned that is significant):
    a. During the collection of evidence and review process, it became evident there were several standards where documentation was very limited and reviewers were unable rate the standard appropriately.
    b. Student satisfaction and learning outcomes assessment needs to be implemented immediately.
    c. Further documentation needs to be developed on advising center procedures and the Fine Arts Advising website needs to be updated to include a revised mission statement, student/advisor responsibilities, expectations and learning outcomes.
- Describe the primary strengths of the functional area:
    a. The Fine Arts Advising Center operates under university best practices (i.e., working with Office of Disability Services, HR/University policies and procedures, hiring process, employee annual reviews, FERPA and ITS training.
- Describe the innovative programs/services/practices that the functional area has initiated with respect to "best practices" in the field:
    a. The College of Fines Arts adopted a centralized advising model and the advising staff moved to a renovated advising suite in October 2017 that houses the Director of Advising and Student Services, three academic advisors and an academic success coach.
    b. Student appointments, registration outreach and communication is tracked through one platform, SSC Navigate. In addition, reports can be created to monitor student progress and track student appointments, reason for visit, registration, and detailed usage reports on advisors.
    c. Microsoft Teams, Zoom and telephone advising appointments were implemented due to the COVID-19 pandemic and has proven to be successful even during our peak advising period in March and April.

Recommendations
Refer to pages 30-31

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
Suggested Evidence and Documentation for Part 1:

1. Current mission statement, brief description of how it was developed, and date of last review
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
6. Institutional demographics, description of student population served, and information about community setting

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	1

Justification for 1.1 Rating: Very succinctly states WSU's take on Fine Art education as well as indicating what all students can expect from advising and why it is necessary to connect everyone (student, faculty, staff) in this process. Vague statement in regards to how it advances its mission. CFA advising center functions well within CFA mission and advances CFA's mission, but does not appear to have its own mission statement. If the explanation of advising under the CFA mission statement is meant to be the mission statement, it does not read as such.

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: This section clearly lays out expectations on all parties and informs the student of the full extent of their personal responsibilities when it comes to advising in order to experience a positive advising interaction. CFA advising center functions well within CFA mission and advances CFA's mission, but does not appear to have its own mission statement. If the explanation of advising under the CFA mission statement is meant to be the mission statement, it does not read as such.

Overview Questions:

1. How does the mission embrace student learning and development?
2. In what ways does the AAP mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?

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: Section 2.1 indicated in the documents does not cover or indicate a developing or revised version, but does indicate the date of current document 5.28.20. Section does have written goals and objectives that do relate to the Advising mission that are aligned. Not sure on final point as wording is not clear—however, current documentation listing separate responsibilities implies this in other sections.

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	2

Justification for 2.2 Rating: Clear information offered of student services and academic advising information and resources.

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	2

Justification for 2.3 Rating: Evidence 2.7 addresses flowcharts. Goals and outcomes as well as policies and procedures addressed in Advising Guide Document. Collaboration document evidence implies adequate resources as to the number of departments available to students to assist based on need. Description of career services in expected learning outcomes achieves point five in above list. Point six referenced via Career Services.

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:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	IE

Justification for 2.4 Rating: No labeled documentation for this section "2.4". Section possibly does not apply to advising at all. There could be some indication of the availability of zoom conference or online advising sessions or online signups for advising. Ties to student theory/research.

Overview Questions:
1. What are the goals and objectives of AAP?
2. To what extent does the AAP structure allow it to be effective?
3. What are the key programs, services, and resources offered by AAP?
4. How does AAP contribute to the student experience?

Part 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS
Suggested Evidence and Documentation for Part 3:
1. Program student learning and development outcomes, and brief description of how they were developed

2. Program student learning, development, and success outcomes and related assessment data
3. List of current collaborations across the institution that facilitate student learning, development, and success
4. Map of program activities and ways they connect to student learning, development, and success outcomes

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:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 3.1 Rating: PDF goes over all operational and institutional strategies and statistics regarding student success while advising guide addresses more specific student concerns.

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	2

Justification for 3.2 Rating: Exit surveys and data suggest a review and analysis of student opinion of outcomes/success as compared to the expectations laid out in advising guide.

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	1

Justification for 3.3 Rating: While exit survey is comprehensive as a whole, it does not evaluate many of the CFA Advising Center's Expected learning outcomes. In addition, there is no evidence given of strategies to improve learning, development, or success.

Overview Questions:
1. What are the most significant student learning, development, and success outcomes of AAP?
2. What is the demonstrated impact of AAP on student learning, development, and success?

Part 4. ASSESSMENT
Suggested Evidence and Documentation for Part 4:
1. Functional area goals, key indicators, outcomes, and related assessment data
2. Assessment data related to student learning, development, and success outcomes
3. Assessment plans and annual reports
4. Minutes of meetings at which assessment activities and results are discussed
5. Professional development activities to improve assessment competence

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: Exit Data and ADF Assessment helps achieve the first point as it documents student opinion of advising progress in helping students achieve their personal goals via scheduling and advice. Evidence 4.3 Advising Assessment addresses an ongoing cycle of activities. Point three achieved via 4.5 Professional Development evidence.

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: Goals, outcomes, and objectives exist and are made clear.

4.1 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	1

4.2 *Justification for 4.3 Rating: Exit survey and enrollment data are provided, but many of the goals, outcomes, and objectives are not addressed in the exit survey. No comprehensive assessment plan is provided*.

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	2

Justification for 4.4 Rating: Data is collected through exit survey and enrollment/appointment percentages.

4.3 *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: Exit survey data is clear, but it's relation to assessment goals is not.

4.4 *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: Although implied in evidence of data collection in 4.2 documents—no descriptive breakdown of changes made as a result of data collection are available and would be valuable.

Overview Questions:
1. What is the comprehensive assessment strategy for AAP?
2. What are priorities for assessment of AAP and how are those developed?
3. How are tangible, measurable learning, development, success, and program outcomes determined to ensure achievement of mission and goals?
4. How does AAP use assessment results to inform improvement? What changes, adjustments, or improvements have been made as a result of assessment activities?
5. How does AAP share assessment results with relevant constituencies?
6. How does AAP support ongoing development of assessment competencies for personnel?

Part 5. ACCESS, EQUITY, DIVERSITY, AND INCLUSION
Suggested Evidence and Documentation for Part 5:
1. Vision statements, goals, and objectives related to access, equity, diversity, and inclusion
2. Training plans and agendas for personnel and/or students
3. Lists of programs and curriculums related to access, equity, diversity, and inclusion
4. Policies, procedures, and/or handbooks (specifically statements against harassment or discrimination)
5. Facilities accessibility audit
6. Assessment results such as participation rates, demographics, campus climate, and student needs

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: Policies are clear that discrimination and harassment will not be tolerated.

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: Further detail on disability based resources and access could be better detailed.

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	1

Justification for 5.3 Rating: Although no clear discussion of how employees/staff will proceed with scheduled or required professional development—evidence of training including Ally-ship is present in document 5.2 Training.

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	1

Justification for 5.4 Rating: Appropriate policies and culture are in place, but no evidence provided of "interactive process to determine reasonable accommodations."

Overview Questions:
1. How does AAP ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does AAP identify barriers to and advocate for access, equity, diversity, and inclusion?
3. How does AAP address imbalances in participation among selected populations of students?
4. How does AAP address imbalances in staffing patterns among selected populations of program personnel?
5. How does AAP ensure cultural competence of its personnel to foster inclusion in the program?

Part 6. LEADERSHIP, MANAGEMENT, AND SUPERVISION
Suggested Evidence and Documentation for Part 6:
1. Periodic reports, contracts, and personnel memos
2. Annual reports by program leaders

3. Program leader resumes, including additional professional involvement
4. Strategic and operating plans
5. Needs assessment of program constituents

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:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	IE

Justification for 6.1 Rating: A lot of these points are implied as a department, not necessarily in the evidence provided. Leader focus in point eight is not specifically mentioned, nor the building of alliances (?). A risk management plan is the main thing that is currently missing that seems relevant to advising—maybe the discrimination document from the last section (5) or something detailing confidentiality.

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:
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	2

Justification for 6.2 Rating: Clear evidence of strong internal goals and decision-making.

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	1

Justification for 6.3 Rating: Evidence of conflict management and complaints not present in evidence

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	2

Justification for 6.4 Rating: University Strategic plan can easily be applied to CFA Advising Center's daily functions.

Overview Questions:

1. To what extent are AAP leader(s) viewed as and held responsible for advancing the departmental mission?
2. What opportunities and barriers are present for AAP leader(s) as they seek to fulfill the functional area mission?
3. How do AAP leaders advance the organization?
4. How do AAP leaders encourage collaboration across the institution?
5. How are AAP leaders accountable for their performance?
6. How have AAP leaders empowered personnel and engaged stakeholders?

Part 7. HUMAN RESOURCES
Suggested Evidence and Documentation for Part 7:
1. Operating policy and procedure manuals/statements for program and institution
2. Organizational chart(s)
3. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates
4. Annual reports, including data on student utilization and staff-to-student ratios
5. Association or benchmark reports on operations and staffing
6. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience
7. Reports on personnel, including student employees and volunteers, employment experiences
8. Training agendas and schedules
9. Statement of staffing philosophy
10. Professional development activities
11. Minutes from staff meetings at which human resources related standards were discussed and addressed

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	IE

Justification for 7.1 Rating: Lack of Evidence.

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	IE

Justification for 7.2 Rating: Personnel evaluations and reviews are clear and with succinct performance goals, but positions descriptions, and resumes/CVs are not provided.

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	IE

Justification for 7.3 Rating: More evidence needed for professional development. Move from 4.5 perhaps?

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	DNA

Justification for 7.4 Rating: Does not apply. CFA Advising Center does not utilize Paraprofessionals.

Overview Questions:
1. In what ways are personnel qualifications examined, performance evaluated, and recognition provided for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of the AAP mission, and how do they prepare and educate staff on relevant information?
3. How has the staffing model been developed to ensure successful functional area operations?
4. How does AAP engage graduate interns and assistants, student employees, and volunteers?

Part 8. COLLABORATION AND COMMUNICATION
Suggested Evidence and Documentation for Part 8:
1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks)
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners
4. Minutes from meetings/interactions with key constituents

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: Clear evidence of collaboration and engagement with faculty, staff, and students.

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: CFA Advising Center has clear strategies and timelines for communications with students.

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	1

Justification for 8.3 Rating: No available evidence concerning policies regarding external communication.

Overview Questions:
1. With which relevant individuals, campus offices, and external agencies must AAP maintain effective relationships? Why are these relationships important, and how are they mutually beneficial?
2. How does AAP maintain effective relationships with program constituents?
3. How does AAP assess the effectiveness of its relations with individuals, campus offices, and external agencies?

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: Evidence provided that institutional policies cover these ethical designations.

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: Evidence provided from NACADA encourages ethical practice in personnel.

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: WSU Policies and procedural guides support these assertions.

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	1

Justification for 9.4 Rating: WSU Policies and procedural guides support these assertions.

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	IE

Justification for 9.5 Rating: No evidence provided to explain how these policies are communicated.

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: Institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence are followed.

Overview Questions:
1. What is the AAP strategy for managing student and personnel confidentiality and privacy issues?
2. How are ethical dilemmas and conflicts of interest identified and addressed?

3. How are ethics incorporated into the daily management and decision-making processes of AAP?
4. What are the crucial legal, policy and, governance issues faced by AAP, and how are they addressed?
5. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
6. How are personnel informed about internal and external governance systems?

Part 10. FINANCIAL RESOURCES
Suggested Evidence and Documentation for Part 10:
1. Budgets and the budget process
2. Financial policies and procedures
3. Financial statements and audit reports
4. Student fee administration and allocation process (if applicable)
5. Financial statements for grants, gifts, and other external 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	IE

Justification for 10.1 Rating: No evidence provided of whether available funding is enough to accomplish necessary mission and goals.

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	IE

Justification for 10.2 Rating: No evidence of financial reports being used to plan and/or determine unmet needs.

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	IE

Justification for 10.3 Rating: No evidence of procurement procedures or funds management policies.

Overview Questions:
1. What is the funding strategy for AAP, and why is this the most appropriate approach?
2. How does AAP ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does AAP go about increasing financial resources?
4. What structures exist to ensure compliance and responsible stewardship, management, and use of fiscal resources? How are limitations or gaps in these structures mitigated?

Part 11. TECHNOLOGY
Suggested Evidence and Documentation for Part 11:
1. Information technology policies and procedures
2. Equipment and hardware inventory and replacement cycle
3. Software inventory and update cycle
4. Back-up plan and systems failure emergency protocol(s)
5. Contracts, manuals, and user guides for internet, telephone, database, application, and other systems vendors
6. Technology needs assessment; usage and access data

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	IE

Justification for 11.1 Rating: Current technology appears sufficient, but no evidence of systems failure emergency protocols or back-up plans.

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	1

Justification for 11.2 Rating: No current explanation of programs and how they benefit constituents, but just a list stating software. More info needed re how remote sessions are available as well as online scheduling.

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: Institutional policies are in place for compliance and information security.

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	IE

Justification for 11.4 Rating: No evidence of CFA advising center website or social media platform pages.

Overview Questions:
1. How is technology inventoried, maintained, and updated?
2. How is information security maintained?
3. How does AAP ensure that relevant technology is available for all who are served by the program?
4. How does AAP use technology to enhance the delivery of programs, resources, services, and overall operations?
5. How does AAP utilize technology to foster its learning, development, and success outcomes?

Part 12. FACILITIES AND INFRASTRUCTURE
Suggested Evidence and Documentation for Part 12:
1. Facilities and equipment inventory and usage data
2. Facilities audit and plans for renovations, additions, and enhancements
3. Facilities use agreements or memoranda of understanding (MOUs)
4. Capital projects, if applicable
5. Structural designs or maps to show space allocation
6. Images of the space

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	2

Justification for 12.1 Rating: Clear evidence of thoughtful facility design.

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	2

Justification for 12.2 Rating: Clear evidence of well-equipped, private workspaces.

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	IE

Justification for 12.3 Rating: No evidence of this provided.

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	IE

Justification for 12.4 Rating: No evidence of this provided.

Overview Questions:
1. How are facilities inventoried and maintained?
2. How does AAP integrate sustainable practices?
3. How does AAP ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is AAP intentional about space allocation and usage?

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	1.2	1
2. Program and Services	2.1 2.4	1 IE
3. Student Learning, Development, and Success	3.3	1
4. Assessment	4.1 4.3 4.5 4.6	2 1 1 IE
5. Access, Equity, Diversity, and Inclusion	5.2	1
6. Leadership, Management, and Supervision	6.1	IE
7. Human Resources		
8. Collaboration and Communication	8.3	
9. Ethics, Law, and Policy	9.5	IE
10. Financial Resources	10.1, 10.2, 10.3	IE
11. Technology	11.1 11.2	IE 1
12. Facilities and Infrastructure		

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	
2. Program and Services	2.2, 2.3
3. Student Learning, Development, and Success	3.1, 3.2
4. Assessment	4.1, 4.4
5. Access, Equity, Diversity, and Inclusion	5.1,
6. Leadership, Management, and Supervision	6.2, 6.4
7. Human Resources	
8. Collaboration and Communication	8.1, 8.2
9. Ethics, Law, and Policy	9.1, 9.2, 9.3, 9.6
10. Financial Resources	
11. Technology	11.3
12. Facilities and Infrastructure	12.1, 12.2

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	1.1 1.2	More clarity on what the actual advising center mission statement is. Vagueness of connection between college and advising center statement.
2. Program and Services	2.1 2.4 (IE)	No evidences of evaluation of services, lacking information on distance services, or use of theory/research.
3. Student Learning, Development, and Success	3.3	Prepare an assessment that pertains to specific advising center outcomes. Show evidence of strategies used.
4. Assessment	4.1, 4.3, 4.5, 4.6	Create a clearly stated plan of assessment that includes dispersion, use of data, and involvement of other faculty, staff, and students.
5. Access, Equity, Diversity, and Inclusion	5.2, 5.3, 5.4	Provide accessibility audit. Provide documents showing evidence of interactive process of implementing reasonable accommodations. More detailed info on programs of professional development in this area for advisors.
6. Leadership, Management, and Supervision	6.1 (IE) 6.3	Provide evidence of risk management, sustainable practices, and conflict resolution.
7. Human Resources	7.1, 7.2, 7.3 - IE	Provide job descriptions, current resumes, cv's, evidence for possible/completed professional development.

8. Collaboration and Communication	8.3	Provide/create policies regarding external communications other than social media.
9. Ethics, Law, and Policy	9.4, 9.5 (IE)	Timeline for reviewing policies and procedures. Evidence of supplying personal liability insurance options.
10. Financial Resources	10.1, 10.2, 10.3 - IE	Evidence of what budget is necessary to complete goals of the AAP, analysis of data, policies regarding purchasing and procurement would also cover this section.
11. Technology	11.1 (IE), 11.2, 11.4 (IE)	Evidence of replacement/sustainability of technology. Technology life cycle plan. Evidence of different methods of communication, explanation of the use software programs.
12. Facilities and Infrastructure	12.3, 12.4 - IE	Technology life cycle plan. Evidence of ability to place work orders for improvements and repairs. Determine if there are facilities and equipment goals. Security precaution procedures.

Part 1: Mission
Overall average **(1)**.
https://www.wichita.edu/academics/fine_arts/dean/fine_arts_advising.php
Areas Requiring Follow-Up:
- Evidence of advising center mission and connection to college mission statement.

Action Item:
- Review/revise advising center purpose statement to reflect/connect the college's mission statement.

Achievements:
- N/A

Part 2: Program and Services
Overall average **(2)**.
See attached Advising Guide
Areas Requiring Follow-Up:
- No evidence of evaluation, information on distance services or use of theory/research.

Action Item:
- Create annual assessment plan. Revise advising guide, including student learning outcomes, NACADA core values and make information accessible to students. Provide information on service delivery options

Achievements:
- AAP provides information, services, and resources consistent with its mission and goals. Student learning outcomes show shared responsibility of advising and information is current.

Part 3: Student Learning, Development, and Success
Overall average **(2)**.
Areas Requiring Follow-Up:
- No evidence of student learning outcomes

Action Item:
- Develop a comprehensive advising assessment with measureable learning outcomes

Achievements:
- AAP promotes student learning, development, personal growth and self-sufficiency. AAP contributes to progression of degree completion and advocates resources. AAP has required advising each semester – allows advisor to monitor academic progress and student success.

Part 4: Assessment
Overall average **(1)**.
Areas Requiring Follow-Up:
- Evidence of Program/Services Assessment Plan

Action Item:
- Develop and implement annual/semi-annual advising survey.

Achievements:
- AAP has identifiable goals, outcomes and objectives.

Part 5: Access, Equity, Diversity, and Inclusion
Overall average **(1).**
Areas Requiring Follow-Up:

- Evidence of accessibility/accommodations and staff training in this area.

Action Item:

- Complete accessibility audit and document staff training related to diversity and inclusion.

Achievements:

- AAP maintains an environment that is welcoming, accessible, equitable and inclusive.

Part 6: Leadership, Management, and Supervision
Overall average **(2).**
Sanya Wiles, Director of Advising and Student Services - See attached Organizational Chart
Areas Requiring Follow-Up:

- Evidence of risk management, sustainable practices and conflict resolution

Action Item:

- Provide strategic plan

Achievements:

- AAP demonstrates effective management and set goals and objectives based on the needs of students served, and intended student learning and development outcomes.

Part 7: Human Resources
Overall average **(IE).**
See attached Job Descriptions and Resumes. *Resume not available for Janet Ives
Areas Requiring Follow-Up:

- Evidence of staff qualifications and completion of professional development.

Action Item:

- Provide job descriptions for each advising position, resumes/cv's for advising staff and document professional development completions and opportunities.

Achievements:

- N/A

Part 8: Collaboration and Communication
Overall average **(2).**

See attached Resource Directory for departments important to the success of CFA. Institutional Committees that are served by members of CFA are: Academic Advising Council (AAC), Academic Consortium (AC), College Exception Committee, CFA Executive Council and Institutional Review Board (IRB).

Areas Requiring Follow-Up:
- Evidence of internal and external collaboration and communication.

Action Item:
- Update/develop communication plan that details outreach to students and how/when to contact internal departments.

Achievements:
- AAP collaborates with institutional leaders, faculty and departments across campus.

Part 9: Ethics, Law, and Policy
Overall average **(2).**

Areas Requiring Follow-Up:
- Evidence of policy review timeline.
- Evidence of statement of Ethics

Action Item:
- Annual Compliance, Information and Privacy Policy review

Achievements:
- AAP employs ethical practices and adheres to university policies and procedures regarding workplace misconduct.

Part 10: Financial Resources
Overall average **(IE).**

Areas Requiring Follow-Up:
- Evidence of budgetary requirements for the advising center.

Action Item:
- Document anticipated expenses for advising center and purchasing/procurement policies.

Achievements:
- AAP has the necessary funding to achieve goals.

Part 11: Technology
Overall average **(IE).**
Areas Requiring Follow-Up:
- Evidence of replacement/sustainability of technology, methods of communication and use of software programs.

Action Item:
- Create a technology life cycle plan and provide a detailed list of software programs and how they are being used.

Achievements:
- AAP technology usage is appropriate, clear and accessible.

Part 12: Facilities and Infrastructure
Overall average **(2).**
Areas Requiring Follow-Up:
- Evidence of safety and security precautions/procedures, facility and equipment maintenance and repair.

Action Item:
- Post university emergency/safety procedure in the advising center. Security procedures for advising center

Achievements:
- AAP personnel have equipped and well maintained workspaces and in a centralized location.

List Actions Taken with Completion Dates

1. Implemented online/virtual advising services - March 2020
2. Revised CFA Advising mission statement to reflect the college's mission statement – July 2020
3. Student Learning Outcome Assessment - In progress
4. Student Satisfaction Survey – In progress
5. Developing additional advising content for website

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

1. More training is needed for advising leads and review team members
2. Need more specific expectations from University Leadership
3. Need to digitize and organize evidence more efficiently

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 know how to contact their academic advisor for semester advising appointments, questions and concerns.
2. Students know how to access all Wichita State University resources.

3. Students know how to use their myWSU portal, SSC Navigate and Degree Works which provides access course schedules, registration, academic records, student tools, and financial aid and student accounts.

Program Outcomes
1. Develop and implement a comprehensive advising assessment and plan
2. Revise CFA advising guide and student learning outcomes
3. Update website to provide more accessible information and advising resources
4. Develop CFA Advising Handbook with policies and procedures for advising staff

Final Comments

Many of the standards in the CAS AAP Assessment are not applicable to the academic advising program. This is a University level assessment and does not address the core values of advising. In addition, the assessment should allow narrative explanations for evidence, and more training for CAS lead and review team members. Although this was very time consuming and tedious task, it provided a closer look at day to day operations and areas where improvement is needed.