

# CAS

## Self-Assessment Guide

### College Union and Campus Activities Combined Instrument for Webster University Center and Student Activities

#### Part 1: MISSION

**The Campus Activities Program (CAP) and College Union (CU) in higher education must incorporate student learning and student development in its mission. The program and service must enhance overall educational experiences. The program and service must develop, record, disseminate, implement and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. The program and service must operate as an integral part of the institution's overall mission.**

**The primary goals of the CU must be to maintain facilities, provide services, and promote programs that are responsive to student developmental needs and to the physical, social, recreational, and continuing education needs of the campus community.**

The CU is a center for the campus community and, as such, is an integral part of the institution's educational environment. The union represents a building, an organization, and a program; it provides services, facilities, and educational and recreational programs that enhance the quality of college life.

Through the work of its staff and various committees the CU can be a "laboratory" where students can learn and practice leadership, programming, management, social responsibility, and interpersonal skills. As a center for the academic community, the union provides a place for increased interaction and understanding among individuals from diverse backgrounds.

To meet its goals, College Unions should provide:

- food services
- leisure time and recreational opportunities
- social, cultural, and intellectual programs
- continuing education opportunities
- retail stores
- service agencies that are responsive to campus needs
- student leadership development programs and opportunities
- student employment
- student development programs

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>PART 1. MISSION</b> <i>(Criterion Measures)</i>	<b>Rating Scale</b>	<b>NOTES</b> List Criterion Number
1.1 A program mission and goals statement is in place and is reviewed periodically.	ND 1 2 3 4 NR	3.43
1.2 Student learning, development, and educational experiences are incorporated in the mission statement.	ND 1 2 3 4 NR	3.43
1.3 The mission is consistent with that of the host institution and the CAS standards.	ND 1 2 3 4 NR	3.57
1.4 The program functions as an integral part of the host institution's overall mission.	ND 1 2 3 4 NR	3.0 1NR

1.5 The primary goals are to maintain facilities, provide services, and promote programs that are responsive to student development needs and to the physical, social, recreational, and continuing needs of the campus community.	ND 1 2 3 4 NR	3.43
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**Part 1: MISSION**

**The CAP must complement the institution’s academic programs. The purposes must enhance the overall educational experiences of students through development of, exposure to, and participation in social, cultural, multicultural, intellectual, recreational, community service, and campus governance programs.**

Campus activities programs should provide environments in which students and student organizations are afforded opportunities and are offered assistance to:

- participate in co-curricular activities; participate in campus governance
- develop leadership abilities
- develop healthy interpersonal relationships
- use leisure time productively
- explore activities in individual and group settings for self-understanding and growth
- learn about varied cultures and experiences, ideas and issues, art and musical forms, and life styles
- design and implement programs to enhance social, cultural, multi-cultural, intellectual, recreational, community service, and campus governance involvement –comprehend institutional policies and procedures and their relationship to individual and –group interests and activities; and learn of and use campus facilities and other resources

Campus activities programs should be planned and implemented collaboratively by students, professional staff, and faculty. Such programs should reflect the institution’s ideals and should serve to achieve its goals. These programs especially serve to enhance the appropriate recruitment and retention of students, to strengthen campus and community relations, and to reinforce accurate images of the institution. Programs should be comprehensive and should reflect and promote the diversity of student interests and needs, allowing especially for the achievement by students of a sense of self-worth and pride.

<b>ND</b> Not Done	<b>1</b> Not Met	<b>2</b> Minimally Met	<b>3</b> Well Met	<b>4</b> Fully Met	<b>NR</b> Not Rated
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<b>PART 1. MISSION</b> ( <i>Criterion Measures</i> )	<b>Rating Scale</b>	<b>NOTES</b> List Criterion Number
1.5 The stated mission and goals are used to guide implementation of the program and activities.	ND 1 2 3 4 NR	2.71
1.6 The program goals are disseminated on a regular basis.	ND 1 2 3 4 NR	2.8 2NR
1.7 Program goals and objectives are consistent with the CAS Standards in this document.	ND 1 2 3 4 NR	3.14
1.8 The program complements the institution’s academic programs.	ND 1 2 3 4 NR	2.71
1.9 The program enhances student educational experiences through development of, exposure to, and participation in...		
1.9a social programs	ND 1 2 3 4 NR	3.57
1.9b cultural programs	ND 1 2 3 4 NR	2.71
1.9c multicultural programs	ND 1 2 3 4 NR	2.83 1NR

1.9d intellectual programs	ND 1 2 3 4 NR	2.43
1.9e recreational programs		2.25 3NR
1.9f community service programs		1ND 2 3NR
1.9g campus governance programs	ND 1 2 3 4 NR	3.43

**Part 1: Mission Overview Questions**

1.1 What is the program mission?

1.2 How does the mission embrace student learning and development?

1.3 In what ways does the program mission complement the mission of the institution?

**Part 2: PROGRAM**

**The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. The College Union (CU) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.**

**Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.**

**The CU must provide evidence of its impact on the achievement of student learning and development outcomes. The table below offers examples of evidence of achievement of student learning and development. Programs and services may use the examples from the table below or identify other more germane examples.**

**The Campus Activities Program (CAP) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.**

The table below offers examples of evidence of achievement of student learning and development. (see table other document)

**Relevant, Desirable  
Student Learning  
and Development  
Outcomes**

**Examples of Evidence of Achievement**

<b>Social Responsibility</b>	Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities
<b>Leadership Development</b>	Articulates leadership philosophy or style; Serves effectively in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes
<b>Collaboration</b>	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills
<b>Satisfying and Productive Lifestyle</b>	Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives
<b>Effective Communication</b>	Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances
<b>Meaningful Interpersonal Relationships</b>	Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect
<b>Enhanced Self-Esteem</b>	Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others
<b>Independence</b>	Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively
<b>Realistic Self-Appraisal</b>	Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences
<b>Clarified Values</b>	Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making
<b>Appreciating Diversity</b>	Understands ones own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulate the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one's own society
<b>Intellectual Growth</b>	Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences
<b>Personal and Educational Goals</b>	Sets, articulates, and pursues individual goals; Articulate personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and educational goals on others
<b>Career choices</b>	Articulate career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education
<b>Healthy Behavior</b>	Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life long

	goals; Exhibits behaviors that advance a healthy community.
<b>Spiritual Awareness</b>	Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors

**Programs must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.**

**The CU activities and services must be appropriate to the size and diversity of the campus and must provide opportunities for student, staff, and faculty participation, interaction, and collaboration on policy establishment, facility operation, and program activities. The CU must strive to enhance intellectual and behavioral learning.**

The program of College Unions includes services, facilities and activity events. The CU should provide, in varying degrees, food services, meeting rooms student and administrative offices an information-reception center, lounge(s), a merchandise counter or store, a lobby, public telephones, recreation facilities, and rest rooms.

Additional services and facilities provided by most unions include music listening rooms, table game rooms, space for exhibits, parking facilities, and conference rooms. The union should include a balanced variety of activities, such as art, performing arts, music, cinematic arts, games and tournaments, outdoor recreation, lecture and literary events, crafts and hobbies, social and dance events, and activities addressing social responsibility and human relations. Program events should be diverse reflecting the richness of the community's cultures.

## **Part 2: PROGRAM**

**The CAP must include social, cultural, multicultural, intellectual, recreational, governance, leadership, group development, campus and community service, and entertainment programs. Effective administrative support and individual and group advising must be provided.**

The CAP should be based on valid indicators of student needs and interests, such as results of needs assessment surveys, research findings, professional literature, and judgments of professionals.

The CAP should be of broad scope, inclusive of all educational domains for student learning and development. Representative programming includes activities that:

- reinforce classroom instruction and complement academic learning
- offer instruction and experience in social skills and social interactions
- provide opportunities for individual participation in group membership and leadership
- develop citizenship through participation in campus and community affairs
- foster campus and community inter-group participation in common concerns and interests
- promote physical and psychosocial well-being
- stimulate the cultural, intellectual, and social life of the campus community
- promote understanding of people of varied cultures and ethnic backgrounds
- raise awareness about and address the needs of women, persons with disabilities and other special populations
- develop and disseminate activities calendars, organizational directories, student handbooks, and other materials on public events
- foster meaningful interactions between students and members of the faculty, administration, and staff

The CAP should be promoted and produced according to professional practices and protocols. They should blend into the fabric of the institution, adding richness and texture to on-going and integral functions. Programs may evolve from student self-governing bodies which may conduct a wide variety of activities and services, including executive, judicial, legislative, business functions, and educational programs consistent with institutional values and mission.

The CAP may involve recruiting, negotiating, and contracting with performers by students. Entertainment should reflect the values stated in the campus activities mission statement. Admission fees for activities should be maintained at levels that encourage wide-spread student attendance at events. Policies should discourage hospitality requirements allowing for the provision of alcohol for entertainers. A constituency-based advisory system should be in place for activities planning, execution, and evaluation.

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>PART 2. PROGRAM</b> <i>(Criterion Measures)</i>	<b>Rating Scale</b>	<b>Notes</b> List Criterion Number
2.1 The program promotes student learning and development that is purposeful and holistic.	ND 1 2 3 4 NR	2.5 1NR
2.2 The program has identified student learning and development outcomes that are relevant to its purpose	ND 1 2 3 4 NR	2.83 1NR
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.	ND 1 2 3 4 NR	2.8 2NR
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked		
<i>List student learning and/or developmental outcomes in spaces provided</i>		
2.4.16 Intellectual Growth	ND 1 2 3 4 NR	2.29
2.4.16 Effective Communication	ND 1 2 3 4 NR	1ND 2.6 1NR
2.4.16 Enhanced Self-Esteem	ND 1 2 3 4 NR	2.71
2.4.16 Realistic Self-Appraisal	ND 1 2 3 4 NR	2.3 1NR
2.4.16 Clarified Values	ND 1 2 3 4 NR	2.5 1NR
2.4.16 Career Choices	ND 1 2 3 4 NR	1ND 2.6 1NR

2.4.16	Leadership Development	ND 1 2 3 4 NR	3.3 1NR
2.4.16	Healthy Behavior	ND 1 2 3 4 NR	1ND 2.8 1NR
2.4.16	Meaningful Interpersonal Relationships	ND 1 2 3 4 NR	1ND 3 1NR
2.4.16	Independence	ND 1 2 3 4 NR	1ND 3.2 1NR
2.4.16	Collaboration	ND 1 2 3 4 NR	3.3 1NR
2.4.16	Social Responsibility	ND 1 2 3 4 NR	2.67 1NR
2.4.16	Satisfying and Productive Lifestyle	ND 1 2 3 4 NR	2.8 2NR
2.4.16	Appreciate Diversity	ND 1 2 3 4 NR	3.3 1NR
2.4.16	Spiritual Awareness	ND 1 2 3 4 NR	1ND 2 3NR
2.4.16	Personal and Educational Goals	ND 1 2 3 4 NR	2.5 1NR
2.5	Program offerings are intentional, coherent and based on theories of learning and human development	ND 1 2 3 4 NR	2 3NR
2.6	Program offerings are designed to meet the developmental needs of relevant student populations and communities	ND 1 2 3 4 NR	3.14
2.7	The College Union is appropriate to the size and diversity of the	ND 1 2 3 4 NR	1.71

campus.		
2.8 The College Union provides opportunities for student, staff, and faculty participation, interaction, and collaboration on policy establishment, facility operation, and program activities.	ND 1 2 3 4 NR	2.86
2.9 The CU strives to enhance intellectual and behavioral learning.	ND 1 2 3 4 NR	2.8 2NR

**Part 2: Program Overview Questions**

2.1 What are the primary elements of the program?

2.2 What evidence exists that confirms the program contributes to student learning and development?

2.3 What evidence is available to confirm program goals' achievement?

**Part 3: LEADERSHIP**

**Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.**

**The College Union (CU) and CAP leader must exercise authority over resources for which they are responsible to achieve their respective missions.**

**Leaders must:**

- **articulate a vision for their organization**
- **set goals and objectives based on the needs and capabilities of the population served**
- **promote student learning and development**
- **prescribe and practice ethical behavior**
- **recruit, select, supervise, and develop others in the organization**
- **manage financial resources**
- **coordinate human resources**
- **plan, budget for, and evaluate personnel and programs**
- **apply effective practices to educational and administrative processes**
- **communicate effectively**
- **initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area**

**Leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement. Leaders must promote campus environments that result in multiple opportunities for student learning and development.**

**Leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.**

**CU leaders must promote campus environments that result in multiple opportunities for student learning and development.**

**CU leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.**

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>PART 3. LEADERSHIP (Criterion Measures)</b>	<b>Rating Scales</b>	<b>NOTES: List Criterion Number</b>
3.1 The host institution has selected, positioned, and empowered a program leader.	ND 1 2 3 4 NR	4
3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.	ND 1 2 3 4 NR	3.83 1NR
3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.	ND 1 2 3 4 NR	3 1NR
3.4 Clearly defined leader accountability expectations are in place.	ND 1 2 3 4 NR	2.8 2NR
3.5 Leader performance is fairly assessed on a regular basis.	ND 1 2 3 4 NR	2.8 2NR
3.6 The leader exercises authority over program resources and uses them effectively.	ND 1 2 3 4 NR	3.6 2NR
3.7 The program leader . . .		
3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served.	ND 1 2 3 4 NR	3.3 1NR
3.7b prescribes and practices appropriate ethical behavior.	ND 1 2 3 4 NR	3.5 1NR
3.7c recruits, selects, supervises, instructs, and coordinates staff members.	ND 1 2 3 4 NR	3.4 2NR
3.7d manages fiscal, physical, and human resources effectively.	ND 1 2 3 4 NR	3.5 1NR
3.7e applies effective practices to educational and administrative processes.	ND 1 2 3 4 NR	3.25 3NR
3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.	ND 1 2 3 4 NR	3.67 1NR
3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.	ND 1 2 3 4 NR	3.67 1NR
3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.	ND 1 2 3 4 NR	3.67 1NR
3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.	ND 1 2 3 4 NR	3.67 1NR
3.12 The leader promotes campus environments that result in multiple	ND 1 2 3 4 NR	3.67 1NR

opportunities for student learning and development.		
3.13 The leader continuously improves programs, services in response to changing needs of students and other constituents, and evolving institutional priorities.	ND 1 2 3 4 NR	3.5 1NR

**Part 3: Leadership Overview Questions**

3.1 In what ways are program leaders qualified for their roles?

3.2 In what ways are program leaders positioned and empowered to accomplish the program mission?

3.3 How are program leaders accountable for their performance?

3.4 What leadership practices best describe program leaders?

**Part 4: ORGANIZATION and MANAGEMENT**

**Guided by an overarching intent to ensure student learning and development, programs and services must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.**

**Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. The College Union (CU) and CAP must provide channels within the organization for regular review of administrative policies and procedures.**

**The CU must be organized to maintain its physical plant, to provide for cultural, intellectual, and recreational programming, to operate its business enterprises, and to deliver successfully the services inherent in the union's mission.**

A variety of facilities, programs, and services may be incorporated within the building and operation. These include: food service; store and other revenue producing services; leisure time activities; social, cultural, and intellectual activities; building operations; and continuing education.

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>PART 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)</b>	<b>Rating Scale</b>	<b>NOTES: List Criterion Number</b>
4.1 The College Union is structured purposefully and managed effectively.	ND 1 2 3 4 NR	3.43
4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.	ND 1 2 3 4 NR	3.17 1NR

4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.	ND 1 2 3 4 NR	3 1NR
4.4 Channels are in place for regular review of administrative policies and procedures.	ND 1 2 3 4 NR	1ND 3.25 2NR
4.5 The College Union is organized to maintain its physical plant.	ND 1 2 3 4 NR	3ND 2.5 2NR
4.6 The College Union provides for cultural, intellectual, and recreational programming according to the union's mission.	ND 1 2 3 4 NR	3.14
4.7 The College Union operates business enterprises and delivers services according to its mission.	ND 1 2 3 4 NR	1ND 3.17

#### Part 4: Organization and Management Overview Questions

4.1 What are the institutional organizational structures that define, enable, or restrain the program?

4.2 What protocols or processes are in place to insure effective management of the program?

#### Part 5: HUMAN RESOURCES

**The College Union (CU) and CAP must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, programs and services must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. The CU must strive to improve the professional competence and skills of all personnel it employs.**

Staff should include persons providing the necessary professional leadership to assume responsibility for the entire union as well as for specific programs. Specific aspects of the union's mission for which staff should be assigned include business operations (e.g., operations, program activities, cultural, recreational, theater, and arts and crafts), and special events.

Desirable qualities of staff members should include: (a) knowledge of and ability to use, management principles, including the effective management of volunteers; (b) skills in assessment, planning, training, and evaluation; (c) interpersonal skills; (d) technical skills; (e) understanding of union philosophy; (f) commitment to institutional mission; and (g) understanding of, and the ability to apply student development theory.

**Professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.**

**Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.**

Graduate students pursuing advanced degrees in student development, business administration, higher education institutional management, and recreation are among those to whom an internship or practicum

in the CU can be valuable. Such experiences should provide a variety of opportunities within the union operation. Graduate assistantships also may allow persons pursuing careers in specific areas of the union field to expand their expertise. Graduate students frequently serve as program advisors or assist operations, recreation or other department supervisors while pursuing advanced degrees. Others such as paraprofessional staff and volunteers may fulfill specific needs. The union should utilize volunteers in a manner consistent with its mission.

**Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.**

Student employees and volunteers may be an important part of the union's operation. Their work experience can be an important part of their educational experience as well as a source of income. A thorough training program should be provided for part-time student helpers and volunteers and, depending on their assigned duties, might include leadership training, group facilitation skills, and communication skills. Volunteers should be adequately supervised and evaluated.

**The CU and CAP must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.**

There should be adequate technical and clerical personnel to provide the services and maintain the facilities of the union. Included may be cooks, dishwashers, projectionists, stage hands, maintenance personnel, secretaries, bookkeepers, typists, attendants, receptionists, housekeepers, scheduling clerks, sales clerks, and cashiers.

**Salary levels and fringe benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.**

**The CU and CAP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.**

**The CU and CAP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.**

**The CU and CAP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.**

## **Part 5: HUMAN RESOURCES**

Joint ventures in staff development should be encouraged by colleagues in allied programs such as recreational sports, residence hall programming, programming for students of traditionally under-represented groups and international students, regardless of whether they are administratively connected

with campus activity programs. Students should be trained in leadership concepts and skills, organizational development, ethical behavior, and other skill training particular to distinctive programming requirements, such as contracting for entertainment. Training should emphasize mutual sensitivity, recognizing diverse and special student or community population needs.

Individuals such as part-time professionals, graduate assistants, practicum and internship students, hourly wage employees and volunteers may support full-time professional staff and assist with campus activity programs.

Depending upon the scope of campus activities programs, the activities staff may include an activities director, a program coordinator, organization and program advisors, orientation and leadership specialists, and a financial officer.

The primary functions of full-time professional staff members include the administration and coordination of campus activities programs; assessment of student interests and needs, planning implementing, and evaluating programs for students; advising student groups; and advising student governance organizations.

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>PART 5. HUMAN RESOURCES (Criterion Measures)</b>	<b>Rating Scale</b>	<b>NOTES</b> List Criterion Number
5.1 The program is staffed adequately with personnel qualified to accomplish its mission.	ND 1 2 3 4 NR	2.83 1NR
5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.	ND 1 2 3 4 NR	3.17 1NR
5.3 The program strives to improve the professional competence and skills of all staff members.	ND 1 2 3 4 NR	3 1NR
5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.	ND 1 2 3 4 NR	3.5 1NR
5.5 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.	ND 1 2 3 4 NR	3 1NR
5.6 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.	ND 1 2 3 4 NR	3.17 1NR
5.7 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.	ND 1 2 3 4 NR	3.17 1NR
5.8 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology	ND 1 2 3 4 NR	1ND 3 1NR

are in place to carry out essential program functions.		
5.9 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.	ND 1 2 3 4 NR	2.33 1NR
5.10 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.	ND 1 2 3 4 NR	1.5 3NR
5.11 Hiring and promotion practices are fair, inclusive, and non-discriminatory.	ND 1 2 3 4 NR	3.3 1NR
5.12 A diverse program staff is in place that provides readily identifiable role models for students.	ND 1 2 3 4 NR	3.14
5.13 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.	ND 1 2 3 4 NR	2.33 1NR
5.14 The program has a system for regular staff evaluation.	ND 1 2 3 4 NR	3.17 1NR
5.15 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.	ND 1 2 3 4 NR	2.5 1NR

**Part 5: Human Resources Overview Questions**

5.1 What is the strategic plan for staffing the program?

5.2 In what ways are staff members' qualifications insured and their performance judged?

5.3 In what ways does the program train, supervise, and evaluate staff members?

**Part 6: FINANCIAL RESOURCES**

**The College Union (CU) and CAP must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.**

**The CU must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.**

The institution's budget commitment to the union should be sufficient to support the achievement of its mission and to provide appropriate services, facilities, and programs deemed necessary to maintain standards and diversity of services commensurate with the image and reputation of the institution.

The CU should have adequate financial resources to ensure reasonable pricing of services, adequate programming, adequate staffing, proper maintenance and professional development.

The institution should consider various methods and sources of financial support including, but not limited to: (a) income from sales, services, and rentals; (b) student activities or program fees; (c) fees for operation or debt service; and (d) direct institutional support (e.g., utilities subsidy, salary assistance, cleaning and maintenance, operating subsidy, and membership fees).

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>PART 6. FINANCIAL RESOURCES (Criterion Measures)</b>	<b>Rating Scale</b>	<b>NOTES</b> List Criterion Number
6.1 The program has adequate funding to accomplish its mission and goals.	ND 1 2 3 4 NR	1.43
6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.	ND 1 2 3 4 NR	2 1NR
6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.	ND 1 2 3 4 NR	2.83 1NR

### Part 6: FINANCIAL RESOURCES

**The CAP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols. Methods for collecting and allocating fees must be clear and equitable. The authority and processes for decisions relevant to campus activities fees must be clearly established and funds be spent consistent with established priorities.**

Funds for campus activities programs may be provided through state appropriations, institutional budgets, activities fees, user fees, membership and other specialized fees, revenues from programming or fund-raising projects, grants, and foundation resources. Funds may be supplemented by income from ticket sales, sales of promotional items, and individual or group gifts consistent with institutional policies.

**Students who have fiscal responsibility must be provided with information and training regarding institutional regulations and policies that govern accounting and handling of funds.**

Adequate funding should be available for CAP including social, cultural, multicultural, intellectual, recreational, and campus governance programs.

Authority for decisions relevant to campus activities fees should rest in large part with students. Because of the amounts of money generated by campus activities and because of the transience of the student population, good business practice dictates that reasonable safeguards be established to ensure responsible management of and accounting for the funds involved. Student organizations may be required to maintain their funds with the institution's business office in which an account for each group is established and where bookkeeping and auditing services are provided. When possible, it is recommended that processes be established to permit individual student organizations to keep account of their own business transactions. Within this framework, the campus activities office works collaboratively with student organizations on matters of bookkeeping and budgeting, and other matters of fiscal accountability, including contract negotiations, consistent with institutional practices.

Mandatory activities fees normally are initiated by a vote of the student body. The fees, once approved through institutional processes, may be managed and allocations distributed by representative student governing bodies or by another allocations board or committee.

Finance committees of student organizations or student governments should work collaboratively with staff members to establish campus activities fees and priorities. Students and staff members should share responsibility for budget development and implementation according to mutually established

program priorities. Specialized fees, generally applicable to college unions and residence halls governing groups and administered by their representative governing bodies, can be considered as part of the overall funding of the range of student activities available. In addition, professional staff members should educate students about the basics of financial management.

<b>ND</b> Not Done	<b>1</b> Not Met	<b>2</b> Minimally Met	<b>3</b> Well Met	<b>4</b> Fully Met	<b>NR</b> Not Rated
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<b>PART 6. FINANCIAL RESOURCES (Criterion Measures)</b>	<b>Rating Scale</b>	<b>NOTES</b> List Criterion Number
6.3 Methods for collecting and allocating fees are clear and equitable.	ND 1 2 3 4 NR	1ND 2.5 4NR
6.4 The authority and processes for decisions relevant to campus activities fees are clearly established.	ND 1 2 3 4 NR	3ND 3 2NR
6.5 The program provides students with information about activities fiscal responsibilities.	ND 1 2 3 4 NR	1ND 3 3NR
6.6 The program provides students with training about regulations and policies governing the accounting and handling of funds.	ND 1 2 3 4 NR	2ND 3.5 1NR

**Part 6: Financial Resources Overview Questions**

6.1 What is the funding strategy for the program?

6.2 What evidence exists to confirm fiscal responsibility and cost-effectiveness?

**Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT**

**The College Union (CU) and CAP must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.**

The physical plant should be proportional in size to the campus population. Generally a college union should contain approximately 10 square feet of gross space for each student enrolled. Smaller colleges may require more square feet per student; large colleges may require less. Also to be considered is the nature of the student body. Colleges with a large number of commuter and/or part time students or members of a special population might adjust facility requirements accordingly.

**Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT**

Facilities should be located conveniently and designed with flexibility to serve the wide variety of functions associated with campus activities. Appropriate facilities, accessible to all clients, should be provided including student organization offices and adequately equipped public performance spaces.

The CAP may occur in college unions. [See Standards and Guidelines for College Unions.] In addition to their traditional programming, social and service facilities, unions typically house campus activities programs, student organization offices, and related meeting and work and storage rooms. Campus activities functions also may take place in the residence halls, recreation centers, fraternity and sorority

houses, sports facilities, and other campus locations. Staff and student space should be designed to encourage maximum interaction among students and between staff members and students.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT</b> ( <i>Criterion Measures</i> )	<b>Rating Scale</b>	<b>NOTES</b> List Criterion Number
7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.	ND 1 2 3 4 NR	1.86
7.2 Program facilities, technology, and equipment is evaluated regularly.	ND 1 2 3 4 NR	1.83 1NR
7.3 Facilities, technology, and equipment is in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.	ND 1 2 3 4 NR	3 3NR

**Part 7: Facilities, Technology, and Equipment Overview Questions**

7.1 How are facilities, technology, and equipment inventoried and maintained?

7.2 What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

**Part 8: LEGAL RESPONSIBILITIES**

**Staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution's policies.**

**Staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.**

**The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities.**

**The institution must inform staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.**

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>PART 8. LEGAL RESPONSIBILITIES</b> ( <i>Criterion Measures</i> )	<b>Rating Scale</b>	<b>NOTES</b> List Criterion Number
8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.	ND 1 2 3 4 NR	3

8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.	ND 1 2 3 4 NR	2.83 1NR
8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.	ND 1 2 3 4 NR	3.17 1NR
8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.	ND 1 2 3 4 NR	2.67 1NR
8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.	ND 1 2 3 4 NR	2ND 3.2
8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.	ND 1 2 3 4 NR	2 1NR

**Part 8: Legal Responsibilities Overview Questions**

8.1 What are the crucial legal issues faced by the program?

8.2 How are staff members instructed, advised, or assisted with legal concerns?

**Part 9: EQUITY and ACCESS**

**Staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. Each program and service must adhere to the spirit and intent of equal opportunity laws.**

**The program must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.**

**Consistent with their mission and goals, the College Union must take affirmative action to remedy significant imbalances in student participation and staffing patterns.**

**As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.**

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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<b>PART 9. EQUITY AND ACCESS</b> <i>(Criterion Measures)</i>	<b>Rating Scale</b>	<b>NOTES</b> List Criterion Number
	ND 1 2 3 4 NR	3.86
9.1 All programs and services are provided on a fair and equitable basis.		

9.2 All program facilities and services are accessible to prospective user	ND 1 2 3 4 NR	3.71
9.3 Program operations and delivery are responsive to the needs of all students and other users.	ND 1 2 3 4 NR	3.57
9.4 All services adhere to the spirit and intent of equal opportunity laws.	ND 1 2 3 4 NR	3.71
9.5 Program policies and practices do not discriminate against any potential users.	ND 1 2 3 4 NR	4
9.6 The program acts to remedy imbalances in student participation and staffing	ND 1 2 3 4 NR	3.17 1NR
9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.	ND 1 2 3 4 NR	2.83 1NR

### Part 9: Equity and Access Overview Questions

9.1 How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

9.2 What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

### Part 10: CAMPUS and EXTERNAL RELATIONS

**The College Union (CU) and CAP must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.**

**The success of the CU is dependent on the maintenance of good relationships with students, faculty, administrators, alumni, the community at large, contractors, and support agencies. Staff members must encourage participation in union programs by relevant groups.**

Each member of the campus community is a potential patron of the union's services, a potential member of the union organization, including its governing board, and a potential participant in the union's programming.

Students are the principle constituency of the union. Much of the vitality, variety, and spontaneity of the union's activities stem from student boards and committees.

Student government and other groups should have ongoing involvement with the union's programs, services, and operations.

Student publications also may be important for communicating information about union programs. Communications with students should be continuous.

The involvement of faculty, staff, and alumni is essential to the vitality of union programs and services.

Faculty members should be involved in policy-making processes and program efforts of the union.

Alumni are potential sources of support and involvement financial and otherwise.

The administrative staff of the institution is important to day-to-day operations of the union. In some instances important union services such as food, cleaning, repairs, bookstore, or accounting may be administered by a department of the college rather than by union staff; relations with those department heads and their representatives must be cultivated carefully. The support of other student affairs agencies as well as chief campus officials is important.

Technical and clerical staff members can be important as customers, members of the various committees, and members of the governing board.

Positive relations with lessees and contractors, (e.g., barbershops, boutiques, food services, bookstores) require close and continuing attention.

**Part 10: CAMPUS and EXTERNAL RELATIONS**

Campus activities programs should encourage faculty and staff members throughout the campus community to be involved in campus activities. Faculty members should serve as valuable resources related to their academic disciplines, especially as lecturers, performers, artists, and workshop facilitators. Faculty and staff members who serve as administrative advisors may work directly with organizations in program and leadership development and should be supported by the activities staff. Faculty, staff members, and administrators external to the program or institution may be important resources for activities programs. Faculty and staff members, administrators, and students may serve together on advisory boards to provide leadership for important initiatives.

Campus activities programs are highly visible to persons on and off campus and may be influential in forming public opinion about the institution and creating a positive environment for both communities. Cooperation between governmental and social organizations and campus activities programs on matters of mutual community concern strengthens the institution's role in the community, expands the resources available to both communities, and provides valuable developmental opportunities for students.

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>PART 10. CAMPUS and EXTERNAL RELATIONS</b> ( <i>Criterion Measures</i> )		<b>Rating Scale</b>	<b>NOTES</b> List Criterion Number
10.1	The CU and CAP has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.	ND 1 2 3 4 NR	3
10.2	The CU maintains good relationships with students, faculty, administrators, alumni, the community at large, contractors, and support agencies.	ND 1 2 3 4 NR	3.14
10.3	Staff members encourage participation in union programs by relevant groups.	ND 1 2 3 4 NR	3.5 1NR

**Part 10: Campus and External Relations Overview Questions**

10.1 With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?

10.2 What evidence confirms effective relationships with program constituents?

**Part 11: DIVERSITY**

**Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, programs and services must nurture environments where commonalities and differences among people are recognized and honored.**

**The College Union (CU) and CAP must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others. Programs and services must educate and promote respect about commonalities and differences in their historical and cultural contexts.**

**The CU and CAP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.**

**Part 11: DIVERSITY**

**The CAP must provide educational activities that sensitize all constituencies to an appreciation and understanding of cultural diversity among people. Activities programs must emphasize self-assessment and personal responsibility for improving intercultural relations.**

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>PART 11. DIVERSITY</b> <i>(Criterion Measures)</i>	<b>Rating Scale</b>	<b>NOTES</b> List Criterion Number
11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored.	ND 1 2 3 4 NR	3.43
11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.	ND 1 2 3 4 NR	3.29
11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.	ND 1 2 3 4 NR	3.43
11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	ND 1 2 3 4 NR	3.29

**Part 11: Diversity Overview Questions**

11.1 In what ways does the program contribute to the nurturing of diversity?

11.2 How does the program serve the needs of diverse populations?

**Part 12: ETHICS**

**All persons involved in the delivery of programs and services in the College Union (CU) and CAP must adhere to the highest principles of ethical behavior. The CU and CAP must develop or adopt and implement appropriate statements of ethical practice. The CU and**

**CAP must publish these statements and ensure their periodic review by relevant constituencies.**

**Staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.**

**All staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.**

**Staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.**

**Staff members must strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.**

**When handling institutional funds, all staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.**

**Staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.**

**Staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.**

**Staff members must be knowledgeable about and practice ethical behavior in the use of technology.**

## **Part 12: ETHICS**

Applicable statements may include principles and standards pertaining to:

- civil and ethical conduct
- accuracy of information (i.e., accurate presentation of institutional goals, services, and policies to the public and the college or university community, and fair and accurate representation in publicity and promotions)
- conflict of interest
- role conflicts
- fiscal accountability
- fair and equitable administration of institutional policies; effective disclosure of and respect for relevant civil and criminal law
- student involvement in related institutional decision
- free and open exchange of ideas through campus activities programs
- fulfillment of contractual arrangements and agreements

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>PART 12. ETHICS</b> ( <i>Criterion Measures</i> )		<b>Rating Scale</b>	<b>NOTES</b> List Criterion Number
12.7	All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.	ND 1 2 3 4 NR	3.4 2NR
12.7	The program has a written statement of ethical practice that is reviewed periodically.	ND 1 2 3 4 NR	4ND 3NR
12.7	Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.	ND 1 2 3 4 NR	3.2 2NR
12.7	Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.	ND 1 2 3 4 NR	3.17 1NR
12.7	Information judged to be of an emergency nature when an individual's safety or that of others is involved is disclosed to appropriate authorities.	ND 1 2 3 4 NR	3.5 1NR
12.6	All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.	ND 1 2 3 4 NR	3.5 1NR
12.7	Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.	ND 1 2 3 4 NR	3.2 2NR
12.8	Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.	ND 1 2 3 4 NR	3.29
12.9	Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.	ND 1 2 3 4 NR	3.57
12.10	All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.	ND 1 2 3 4 NR	3.3 1NR
12.11	Staff members confront and otherwise hold accountable others who exhibit unethical behavior.	ND 1 2 3 4 NR	3.2 2NR
12.12	Staff members practice ethical behavior in the use of technology.	ND 1 2 3 4 NR	3.17 1NR

**Part 12: Ethics Overview Questions**

12.1 What ethical principles, standards, statements, or codes guide the program and its staff members?

12.2 What is the program's strategy for managing student and staff member confidentiality issues?

12.3 How are ethical dilemmas and conflicts of interest managed?

12.4 In what ways are staff members informed and supervised regarding ethical conduct?

**Part 13: ASSESSMENT and EVALUATION**

**The College Union (CU) and CAP must conduct regular assessment and evaluations. The CU must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.**

**The CU and CAP must evaluate periodically how well they complement and enhance the institution’s stated mission and educational effectiveness.**

**Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.**

Evaluation may include goal-related progress on such considerations as attendance at programs, cash flow, appearance of facilities, and vitality of volunteer groups.

Periodic reports, statistically valid research, and outside reviews should be utilized.

**Part 13: ASSESSMENT and EVALUATION**

The CAP should be evaluated regularly and the findings should be disseminated to appropriate campus agencies and constituencies. Evaluation procedures should yield evidence relative to student success and retention, the achievement of program goals, quality and scope of program offerings, responsiveness to expressed interests, program attendance and effectiveness, cost effectiveness, quality and appearance of facilities, equipment use and maintenance, and staff performance. Data sources should include students, staff, alumni, faculty, administrators, community members, and relevant documents and records. Instrumentation and methods should be scientifically designed and implemented. Records of program evaluations should be maintained in the office of the administrative leader of campus activities programs and should be accessible to planners of subsequent programs.

<b>ND</b> Not Done	<b>1</b> Not Met	<b>2</b> Minimally Met	<b>3</b> Well Met	<b>4</b> Fully Met	<b>NR</b> Not Rated
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<b>PART 13. ASSESSMENT AND EVALUATION</b> <i>(Criterion Measures)</i>	<b>Rating Scale</b>	<b>NOTES</b> List Criterion Number
13.1 The CU conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.	ND 1 2 3 4 NR	2 1NR
13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.	ND 1 2 3 4 NR	1.8 2NR

13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.	ND 1 2 3 4 NR	2.2 2NR
13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.	ND 1 2 3 4 NR	2.5 1NR

**Part 13: Assessment and Evaluation Overview Questions**

13.1 What is the grand assessment strategy for the program?

13.2 How are tangible, measurable outcomes determined to ensure program mission and goal achievement?

13.3 How are student learning and development outcomes determined to ensure their level of achievement?