Council for the Advancement of Standards in Higher Education

CAS Self-Assessment Guide

CAMPUS ACTIVITIES PROGRAMS

2015

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CAMPUS ACTIVITIES PROGRAMS

CAS Contextual Statement

One of the first noted formal campus organizations established for the purpose of bringing students together, primarily for debating important issues of the day, was the Oxford Union founded in 1823. The Union's clubs also provided educational opportunities beyond the classroom through such group activities as discussions of literature and poetry and involvement in hobbies and recreational activities. Today, numerous clubs and organizations (hundreds on some campuses) offer students opportunities to learn through their involvement in campus life. There is little debate now that the collegiate experience involves what occurs outside the classroom and that a college education includes more than what goes on in the classroom.

Campus activities describes in part the combined efforts of clubs and organizations established for and/or by students, including, but not limited to, governance, leadership, service, cultural, social, diversity, recreational, artistic, political and religious activities. Many of these efforts focus on programs that serve to educate, develop, or entertain club, organization, or group members, their guests, and the campus community.

Theory of involvement contends that the amount of energy—both physical and psychological—that students expend at their institution positively affects their development during college. Studies indicate that students who are involved in campus life devote considerable energy to their academic programs, spend considerable time on campus, participate actively in student organizations, and interact frequently with other students (Astin, 1996; Kuh, Douglas, Lund, Ramin-Gyurmek, 1994). The campus activities program is one of the vehicles for involving students with the institution.

Although students' efforts are the backbone of campus activities, campus activity advisors serve as the catalysts for these efforts. They plan and implement training for student leaders and group members to assist them in attaining their goals, primarily regarding working with others; provide continuity for student clubs and organizations from year to year; educate students about institution policy, related legal matters, and fiscal responsibility; mediate conflicts between individuals and groups; encourage innovation and responsibility in program implementation; provide opportunities to practice leadership and organizational skills; integrate knowledge gained in the classroom with actual practice; and instruct about ethics, diversity, and other critical values.

The role of campus activity advisors is certainly linked to the quality of a student's involvement experience and thus a student's development. The CAS Standards and Guidelines that follow offer direction for campus activity advisors to create quality campus activity programs that are engaging, developmental, and experiential.

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INTRODUCTION AND INSTRUCTIONS

CAS Self-Assessment Guide

The *Self-Assessment Guides* (SAG) translate functional area CAS standards and guidelines into tools for conducting self-study. Educators can use this SAG to gain informed perspectives on the strengths and deficiencies of their programs and services as well as to plan for improvements. Grounded in the reflective, self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional, divisional, departmental, and unit leaders with a tool to assess programs and services using currently accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to complete a programmatic self-study, and is organized into three sections:

I. Self-Assessment Guide Organization and Process
II. Rating Examples
III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The introduction is followed by the *Self-Assessment Worksheet*, which presents the CAS standards for the functional area and incorporates a series of criterion measures for rating purposes.

I. Self-Assessment Guide and Process

CAS developed and has incorporated a number of common criteria that have relevance for each and every functional area, no matter what its primary focus. These common criteria are referred to as "General Standards," which form the core of all functional area standards. CAS standards and guidelines are organized into 12 components, and the SAG workbook corresponds with the same sections:

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

For each set of standards and guidelines, CAS provides a Self-Assessment Guide (SAG) that includes a recommended comprehensive self-study process for program evaluation. Seven basic steps to using a SAG are suggested for implementing a functional area self-study. The following self-study process is recommended.

1. Plan the Process Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study	5. Develop an Action Plan Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)
2. Assemble and Educate the Self-Assessment Team Determine who should be on the team and how to educate the team about the self-study process	6. Prepare a Report Identify audience for report(s); describe the self-study process, evidence gathering, rating process, and evaluations; summarize strengths and weaknesses; describe the action plan; and draft an executive summary
3. Identify, Collect, and Review Evidence	7. Close the Loop

Define what constitutes evidence; then gather, collect, manage, and review evidence	Put action plans into practice; work to navigate politics and secure resources; identify barriers to overcome; and build buy-in to the program review results
4. Conduct and Interpret Ratings Using Evaluative Evidence Clarify team's rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings	

The first four steps in conducting self-assessment will lead you through planning your process, preparing your team, gathering evidence, and assigning ratings to the criterion measures.

A. Plan the self-study process
B. Assemble and educate self-study team(s)
C. Identify, collect, and review documentary evidence
D. Conduct ratings using evaluative evidence

Step A: Plan the Self-Study Process

Prior to beginning a program review, division and functional area leaders need to determine the area (or areas) to be evaluated and the reasons for the project. This may be dictated by institutional program review cycles or planning for accreditation processes, or it may result from internal divisional goals and needs. Explicitly identifying desired outcomes and key audiences for a self-study will help leaders facilitate a process that makes the most sense for the project.

Critical first phases of a program review include mapping out the planned steps for a program review and developing timelines. Leaders will also want to build buy-in with stakeholders of the functional area. In the initial planning stage of the self-study process it is desirable to involve the full functional area staff, including support staff members, knowledgeable students, and faculty members when feasible. This approach provides opportunity for shared ownership in the evaluation.

Step B: Assemble and Educate the Self-Assessment Review Team

The second step is to identify an individual to coordinate the self-assessment process. CAS recommends that the coordinator be someone other than the leader of the unit under review; this facilitates honest critique by the review team and enhances credibility of the final report. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, students] need to be identified and invited to participate. Whether a sole functional area or a full division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

In preparing the team for the self-study, it is imperative to train the team on the CAS standards, as well as self-assessment concepts and principles. CAS standards and guidelines are formulated by representatives of 41 higher education professional associations concerned with student learning and development. The CAS standards represent essential practices; the CAS guidelines, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines—presented as an appendix to the self-assessment instrument—are formatted so that standards (i.e., essentials of quality practice) are printed in bold type. Guidelines, which complement the standards, are printed in light-face type. Standards use the auxiliary verbs "must" and "shall" while guidelines use "should" and "may."

In this self-assessment instrument, the CAS standards have been translated into criterion measures and grouped into subcategories for rating purposes. The criterion measures are not designed to focus on discrete ideas; rather, the measures are designed to capture the major ideas and elements reflected in the standards. For each of the 12 component parts, team members will rate clusters of criterion measures. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly translated into a measurable statement to facilitate rating.

As a group, the review team should examine the standards carefully and read through the entire self-assessment guide before beginning to assign ratings. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment.

Step C: Identify, Collect, and Review Documentary Evidence

Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs to collect and file relevant data routinely, which can then be used to document program effectiveness over time. Available documentation should be assembled by the unit under review and provided to the review team at the outset of the study. The team may request additional information as needed as the review is conducted.

Documentary evidence often used to support evaluative judgments includes:

- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations

- *Program Documents:* mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos

- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports

- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports

- *Staff Activity Reports*: annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession

- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

In the SAG, each section provides recommended evidence and documentation that should be collected and compiled prior to conducting ratings. The evidence collected is likely applicable across numerous sections.

Raters can best make judgments about the program expectations articulated in the standards when they have a variety of evidence available. Multiple forms of evidence should be reviewed and reported in the narrative section of the SAG worksheets. Through the rating process, a self-study team may identify a need to obtain additional

information or documentation before proceeding, in order to lend substance to judgments about a given assessment criterion. Evidence and documentation should be appended and referenced in the final self-assessment report.

Step D: Conduct and Interpret Ratings Using Evaluative Evidence
When the program review team has gathered and reviewed necessary evidence, they will be able to assign and interpret ratings to individual criterion measures, following three steps.

1) Rate Criterion Measures
   a) Team members individually rate criterion measures based on their understanding of the evidence.
   b) Team discusses and assigns collective ratings for criterion measures.

2) Provide Narrative Rationale
   a) Document the reasoning and evidence for the rating assigned to each subsection, in the space provided for *Rationale*.
   b) Explain what evidence has been collected and reviewed to support individual and/or team ratings and judgments.
   c) Provide information for follow-up and relevant details about ratings (e.g., if *Partly Meets* is assigned as a rating, what aspects of the program or service do and do not meet which standards statements).

3) Answer Overview Questions (In the Instrument)
   a) Respond, in writing in the space provided, to the *Overview Questions* that immediately follow the rating section of each of the 12 components.
   b) Use answers to the *Overview Questions*, which are designed to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings and development of the self-study report.

Assessment criterion measures are used to judge how well areas under review meet CAS standards. These criterion measures are designed to be evaluated using a 4-point rating scale. In addition to the numerical rating options, *Does Not Apply* (DNA) and *Insufficient Evidence/Unable to Rate* (IE) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, raters may use a DNA rating and, in the self-study report, describe their rationale for excluding the practice in the criterion measure. The IE response can be used when relevant data are unavailable to support a judgment. When either the DNA or the IE ratings are used, an explanatory note should be provided in the report. Items rated with 0 should generate careful group consideration and appropriate follow-up action.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS guidelines or other rating scales, into the procedures before the self-assessment process begins. Such practice is encouraged, and the SAG instrument can be amended to incorporate additional criterion measures for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding with individual ratings.

CAS suggests a two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS standard. First, the self-assessment team members (and functional area staff members, if desired) individually should rate the clusters of criterion measures using separate copies of the CAS Self-Assessment Guide. In addition, they will need to document their reasoning and evidence for the rating assigned to each subsection in the space provided for *Rationale*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

The individual ratings should be reviewed, discussed, and translated into a collective rating by the team; then the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection.

After the team review is completed, a meeting with relevant administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan. This step is best done by the unit staff, informed by the results of the review and, when feasible, in consultation with the review team. The Work Forms will guide this process.

II. Rating Examples

Rating Standard Criterion Measures

All CAS standards, printed in bold type, are viewed as being essential to a sound and relevant program or service that contributes to student learning and development. Many of the statements contained in CAS standards incorporate multiple criteria that have been grouped for rating purposes. Consequently, raters may need to judge several standards statements through a single criterion measure. Using the "Ethics" standards as an example, the following illustrates how criterion measures are grouped into subcategories for rating.

Part 5. ETHICS

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 handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 5.1 Ethical Standards

- Programs and services review applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice.
- Programs and services publish and adhere to statements of ethical practice, ensure their periodic review, and orient new personnel to relevant statements of ethical practice and related institutional policies.

Rationale:

☐ 5.2 Statement of Ethical Standards

- Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.

Using Guidelines to Make Judgments about the Program

As discussed above, program leaders may wish to include selected *CAS Guidelines* to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered in compliance with the standards especially can benefit by using guidelines because guidelines typically call for enhanced program quality.

Not all programs under review will incorporate guidelines to be rated as part of their self-studies. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When *CAS Guidelines* or other criterion measures are rated, they should be treated as if they were standards.

III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The final three steps in the self-assessment process help a review team and unit plan for and take action using the information garnered through the review of documentary evidence and rating process.

Step E: Formulating an Action Plan

Typically, the assessment process will identify areas where the program is not in compliance with the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur. Following is an outline of recommended steps for establishing a comprehensive plan of action using the CAS self-assessment work forms. Space is provided in the SAG for recording relevant information.

1) Resolve Rating Discrepancies (Work Form A)
   a) Identify criterion statements for which there is a substantial rating discrepancy.
   b) Discuss these items and come to a resolution or final decision. Note any measures where consensus could not be reached.

2) Identify Areas of Program Strength (Work Form B)
   a) Identify criterion measure ratings where *strength* in performance or accomplishment was noted (i.e., program exceeds criterion with a rating of 4).

3) Identify Areas for Improvement (Work Form B)
   a) Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures, and received a rating of 0 or 1) were noted.

4) Recommend Areas for Unit Action (Work Form C)
   a) Note items that need follow-up action for improvement and indicate what requires action.
   b) This is the last form to be completed by the review team.

5) Prepare the Action Plan (Work Form D)
   a) This step should be completed by the unit being reviewed.
   b) Use the items requiring attention listed in Work Form C to formulate a brief action plan. The focus and intended outcomes of the next steps to be taken should be identified.

6) Write Program Action Plan (Work Form E)
   a) List each specific action identified in the self-study that would enhance and strengthen services.
   b) Determine the actions needed to improve for each practice.
   c) Identify responsible parties to complete the action steps.
   d) Set dates by which specific actions are to be completed.

7) Prepare Report
   a) Prepare a comprehensive action plan for implementing program changes.
   b) Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
   c) Set tentative start-up date for initiating a subsequent self-study.

Step F: Preparing a Report

To complete the process, a summary document should be produced that (a) explains the mission, purpose, and philosophy of the program; (b) reviews the outcome of the assessment; and (c) recommends specific plans for action.

In addition, depending on the report's audience, describe the process, evidence gathering, ratings, and evaluations, and summarize strengths and weaknesses.

Step G: Closing the Loop

Finally, to close the loop on a program's self-study process, functional area staff members must implement the recommended changes to enhance the quality of their program. In this final step, the staff endeavors to put action plans into practice. In some cases, there will be institutional politics to be navigated; continued support from functional area leaders remains essential. Staff members will want to work collectively to secure resources, identify barriers to implementation, and build stakeholder buy-in to the results. CAS recommends that closing the loop on a self-study process be integrated into regular staff meetings, individual supervision, trainings, and annual reports. A key to successfully using program review in post-secondary student services is weaving the entire process, from planning through taking action, into the fabric of the functional area, departmental, and divisional culture.

CAMPUS ACTIVITIES PROGRAMS

CAS Self-Assessment Guide

Part 1: MISSION

Suggested Evidence and Documentation:

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

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 1.1 Program Mission and Goals

- The purpose of Campus Activities Programs (CAP) is to enhance the overall educational experience of students through development of, exposure to, and participation in programs and activities that improve student cooperation and leadership while preparing students to be responsible advocates and citizens and complementing the institution's academic programs.
- CAP provides opportunities for students to participate in co-curricular activities and campus governance; advocate for their organizations and interests; develop leadership abilities, healthy interpersonal relationships, and ethical decision-making skills; and use leisure time purposefully.

Rationale:

☐ 1.2 Mission Implementation and Review

- CAP develops, disseminates, implements, and regularly reviews its mission.

Rationale:

☐ 1.3 Mission Statement

- The mission statement is consistent with that of the institution and with professional standards; is appropriate for student populations and community settings; and references learning and development.

Rationale:

Overview Questions:

1. How does the mission embrace student learning and development?
2. In what ways does CAP mission complement the mission of the institution?

3. To what extent is the mission used to guide practice?

Part 2: PROGRAM

Suggested Evidence and Documentation:

1. Program student learning and development outcomes, and brief description of how they were developed
2. List of current collaborations across the institution that facilitate student learning and development
3. Map of program activities and ways they connect to student learning and development outcomes
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement
6. Specifications or requirements (if applicable)

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 2.1 Program Contribution to Student Learning and Development

- Campus Activities Programs (CAP) contributes to students' formal education (the curriculum and co-curriculum), learning, and development.
- CAP contributes to students' progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
- CAP identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.
- CAP is of broad scope, inclusive of all educational domains for student learning and development.

Rationale:

☐ 2.2 Assessment of Learning and Development

- CAP engages in outcomes assessment, documents evidence of its impact, and articulates the role it plays in student learning and success.
- CAP uses evidence to create strategies for improvement of programs.

Rationale:

☐ 2.3 Program Design

- CAP bases its work on intentional student learning and development outcomes.
- CAP reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
- CAP is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.
- CAP is comprehensive and reflects and promotes the diversity of student interests and needs, allowing especially for the achievement of a sense of self-esteem and community pride.
- CAP offers and encourages student participation in student-led campus activities.
- CAP includes these fundamental functions: implementing campus programs that add vibrancy to the campus, advising student organizations that implement programs or services, advising student governing organizations, ensuring the proper and efficient stewardship of funds

including the student activity fee and institutional allocation, and implementing training, development, and educational opportunities.

Rationale:

☐ 2.4 Collaboration

- CAP collaborates with others across the institution in ways that benefit students.

Rationale:

☐ 2.5 Policies, Practices, and Procedures

- CAP ensures that the institution has a policy for the registration and recognition of student organizations.
- Programs sponsored by CAP are produced and promoted according to professional and institutional practices and protocols.
- Contracts are signed by an appropriate authority identified by institutional policies and procedures.

Rationale:

☐ 2.6 Advising Student Organizations

- CAP provides effective administrative support for student organizations. Every student organization has an advisor. The criteria for who may serve as an advisor and the role and responsibilities of advisors are defined by the institution.
- Advisors are knowledgeable of legal issues and institutional policies, especially regarding risk management.
- CAP provides information and training opportunities for advisors.

Rationale:

☐ 2.7 Student Governance

- Student governance groups have a written mission, purpose, and process for continuity of leadership that is regularly reviewed.
- Criteria for student involvement are clear, widely publicized, easily accessible, and consistently followed.
- Budgeting and fiscal procedures are clearly defined and follow all applicable laws.
- Clearly defined grievance procedures exist to settle disagreements regarding continuity of leadership, budgeting procedures, and ethics violations by student leaders.
- Student governance groups are encouraged to operate in accordance with institutional values, mission, and policies, and be informed of possible consequences for failure to do so.
- The institution has policies and procedures for providing an advisor to student governance organizations.

Rationale:

☐ 2.8 Training, Education, and Development

- CAP ensures there are training, education, and development opportunities for students involved in student organizations.
- CAP training, education, and development activities are delivered by a diverse range of faculty members, students, and staff, using diverse pedagogies, and take place in a variety of ways.
- CAP training, education, and development opportunities take into account differing student developmental levels.

Rationale:

Overview Questions:

1. What are the most significant student learning and development outcomes of CAP?
2. What difference does CAP make for students who engage with it?
3. What is the demonstrated impact of CAP on student learning, development, and success?
4. How has collaboration in program development and delivery affected its impact or outcomes?
5. What changes or adjustments have been made as a result of assessment activities?

Part 3: ORGANIZATION AND LEADERSHIP

Suggested Evidence and Documentation:

1. Program goals and outcomes
2. Operating policies, procedures and/or handbook
3. Personnel and student handbook(s), policies and procedures, and organizational chart(s)
4. Personnel position descriptions, expectations, and performance review templates
5. Periodic reports, contracts, and personnel memos
6. Annual reports by program leaders
7. Program leader resumes, including additional professional involvement
8. Strategic and operating plans
9. Needs assessment of program constituents
10. Report of professional development activities

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 3.1 Organization Documents

- Campus Activities Programs (CAP) has clearly stated and current goals and outcomes, policies and procedures, descriptions of personnel responsibilities and expectations, and clear organizational charts.

Rationale:

☐ 3.2 Actions of Leaders

- Leaders model ethical behavior and institutional citizenship.
- Leaders with organizational authority provide strategic planning, management and supervision, and program advancement.

Rationale:

☐ 3.3 Strategic Planning

- CAP leaders articulate a vision and mission, as well as set goals and objectives based on the needs of populations served, intended student learning and development outcomes, and program outcomes.
- CAP leaders facilitate continuous development, implementation, and assessment of effectiveness and goal attainment congruent with institutional mission and strategic plans.
- CAP leaders promote environments that provide meaningful opportunities for student learning, development, and engagement.
- CAP leaders develop, adapt, and improve programs and services for populations served and institutional priorities.
- CAP leaders include diverse perspectives to inform decision making.

Rationale:

☐ 3.4 Management

- CAP leaders plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources.
- CAP leaders manage human resource processes including recruitment, selection, performance planning, and succession planning.
- CAP leaders use evidence to inform decisions, incorporate sustainability practices, understand and integrate appropriate technologies, and are knowledgeable about relevant codes and laws.
- CAP leaders assess and take action to mitigate potential risks.

Rationale:

☐ 3.5 Supervision

- CAP leaders manage human resource processes including professional development, supervision, evaluation, recognition, and reward.
- CAP leaders empower personnel to become effective leaders and to contribute to the effectiveness and success of the unit.
- CAP leaders encourage and support collaboration across the institution and scholarly contributions to the profession.
- CAP leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.

Rationale:

☐ 3.6 Program Advancement

- CAP leaders advocate for and actively promote the mission and goals of CAPs and services.
- CAP leaders inform stakeholders about issues affecting practice.
- CAP leaders facilitate processes to reach consensus where wide support is needed.
- CAP leaders advocate for representation in strategic planning initiatives at divisional and institutional levels.

Rationale:

Overview Questions:

1. Explain the extent to which CAP leader(s) are viewed as and held responsible for advancing the departmental mission.
2. Explain the opportunities and limitations present for CAP leader(s) as they seek to fulfill the program mission.
3. How do CAP leaders advance the organization?
4. How do CAP leaders encourage collaboration across the institution?
5. How are CAP leaders accountable for their performance?
6. How have CAP leaders empowered personnel and engaged stakeholders?

Part 4: HUMAN RESOURCES

Suggested Evidence and Documentation:

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

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 4.1 Adequate Staffing and Support

- Campus Activities Programs (CAP) is staffed adequately to accomplish mission and goals.
- CAP has access to technical and support personnel adequate to accomplish the mission.

Rationale:

☐ 4.2 Recruitment, Supervision, and Professional Development

- CAP establishes procedures and expectations for personnel recruitment and selection, training, supervision, performance, and evaluation.
- CAP provides personnel access to education and professional development opportunities to improve their competence, skills, and leadership capacity.
- CAP considers work/life options available to personnel to promote recruitment and retention.

Rationale:

☐ 4.3 Employment Practices

- Administrators of CAP maintain personnel position descriptions, implement recruitment and hiring strategies that produce an inclusive workforce, and develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.
- Institutions clearly identify CAP personnel with the authority to enter into binding contracts, and disseminate and explain this information to students and advisors.
- Personnel responsible for delivery of programs and services have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance and update them regularly.
- 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 programs and services.

Rationale:

☐ 4.4 Personnel Training

- Personnel, including student employees and volunteers, receive appropriate and thorough training when hired and throughout their employment.
- Personnel have access to resources or receive specific training on institutional and governmental policies; procedures and laws pertaining to functions or activities they support; privacy and confidentiality; access to student records; sensitive institutional information; ethical and legal uses of technology; and technology used to store or access student records and institutional data.
- Personnel are trained on how and when to refer those in need of additional assistance to qualified personnel.
- Personnel are trained on systems and technologies necessary to perform their assigned responsibilities.
- Personnel engage in continuing professional development activities to keep abreast of research, theories, legislation, policies, and developments that affect programs and services.
- Administrators ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response, including identification of threatening conduct or behavior, and incorporate a system for responding to and reporting such behaviors.
- Personnel are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

Rationale:

☐ 4.5 Professional Personnel

- Professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate confirmation of educational credentials and related work experience.

Rationale:

☐ 4.6 Interns and Graduate Assistants

- Degree- or credential-seeking interns or graduate assistants are qualified by enrollment in an appropriate field of study and by relevant experience.

- Degree- or credential-seeking interns or graduate assistants are trained and supervised by professional personnel who possess applicable educational credentials and work experience, have supervisory experience and are cognizant of the dual roles of interns and graduate assistants as students and employees.
- Supervisors of interns or graduate assistants adhere to parameters of students' job descriptions, articulate intended learning outcomes in student job descriptions, adhere to agreed-upon work hours and schedules, and offer flexible scheduling when circumstances necessitate.
- Supervisors and students both agree to suitable compensation if circumstances necessitate additional hours.

Rationale:

☐ 4.7 Student Employees and Volunteers

- Student employees and volunteers are carefully selected, trained, supervised, and evaluated; have access to a supervisor; and are provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Rationale:

Overview Questions:

1. In what ways are personnel qualifications examined, performance evaluated, and personnel recognized for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of CAP mission, and how do they prepare and educate staff on relevant information?
3. How has the staffing model been developed to ensure successful program operations?
4. Describe CAP philosophy toward engaging graduate interns and assistants, and student employees and volunteers in CAP human resource pool.

Part 5: ETHICS

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 handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 5.1 Ethical Standards

- Campus Activities Programs (CAP) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- CAP publishes and adheres to statements of ethical practice, ensures their periodic review, and orients new personnel to relevant statements of ethical practice and related institutional policies.

Rationale:

☐ 5.2 Statement of Ethical Standards

- Statements of ethical standards specify that CAP personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.
- Statements of ethical standards specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities.
- Statements of ethical standards address conflicts of interest, or appearance thereof, by personnel in the performance of their work and reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others.
- Statements of ethical standards reference management of institutional funds, appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, students' rights and responsibilities, and issues surrounding scholarly integrity.
- Statements of ethical standards include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior.

Rationale:

☐ 5.3 Ethical Obligations

- Program personnel employ ethical decision making in the performance of their duties.
- Program personnel inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- Program personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- Program personnel perform their duties within the scope of their position, training, expertise, and competence and make referrals when issues presented exceed the scope of the position.

Rationale:

Overview Questions:

1. What is CAP's 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 CAP?

Part 6: LAW, POLICY, AND GOVERNANCE

Suggested Evidence and Documentation:

1. Emergency procedures
2. Operating policies and procedures
3. Personnel policies, procedures and/or handbook
4. Institutional codes of conduct
5. Contracts
6. Copies of related laws and legal obligations
7. Resources of professional liability insurance

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 6.1 Legal Obligations and Responsibilities

- Campus Activities Programs (CAP) is in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.
- CAP has access to legal advice needed for personnel to carry out their assigned responsibilities.
- CAP informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- CAP informs personnel about professional liability insurance options and refers them to external sources if the institution does not provide coverage.

Rationale:

☐ 6.2 Policies and Procedures

- CAP has written policies and procedures on operations, transactions, or tasks that have legal implications.
- CAP regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
- CAP has procedures, systems and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations and disseminates timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

Rationale:

☐ 6.3 Harassment and Hostile Environments

- Program personnel neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

Rationale:

☐ 6.4 Copyright Compliance

- CAP purchases or obtains permission to use copyrighted materials and instruments and includes appropriate citations on materials and instruments.

Rationale:

☐ 6.5 Governance

- CAP informs personnel about internal and external governance organizations that affect programs and services.

Rationale:

Overview Questions:

1. What are the crucial legal, policy and, governance issues faced by CAP, and how are they addressed?
2. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
3. How are personnel informed about internal and external governance systems?

Part 7: DIVERSITY, EQUITY, AND ACCESS

Suggested Evidence and Documentation:

1. Diversity statements
2. Goals and objectives related to diversity, equity, and access
3. Training plans and agendas for personnel
4. Lists of programs and curriculums related to diversity, equity, and access
5. Personnel policies, procedures, and/or handbook (specifically statements against harassment or discrimination)
6. Facilities audit
7. Assessment results such as participation rates, demographics, campus climate, and student needs

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 7.1 Inclusive Work Environments

- Campus Activities Programs (CAP) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
- CAP does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

Rationale:

☐ 7.2 Structural Aspects of Equity, Access, and Inclusion

- CAP ensures physical, program, and resource access for all constituents; modifies or removes policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities; and ensures that when facilities and structures cannot be modified, they do not impede access.
- CAP responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- CAP recognizes the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources.
- CAP personnel designs and implements strategies for involving and engaging diverse student populations.

Rationale:

☐ 7.3 Ensuring Diversity, Equity, and Access

- CAP supports and participates in creating a welcoming and nurturing educational environment for all students.

- CAP advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- CAP establishes goals for diversity, equity, and access; fosters communication and practices that enhance understanding of identity, culture, self-expression, and heritage; and promotes respect for commonalities and differences among people within their historical and cultural contexts.
- CAP addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- CAP provides personnel with diversity, equity, and access training and holds personnel accountable for applying the training to their work.
- CAP provides educational programs that emphasize self-assessment and personal responsibility for creating and improving relationships across differences.

Rationale:

Overview Questions:

1. How does CAP ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does CAP address imbalance in participation among selected populations of students?
3. How does CAP address imbalance in staffing patterns among selected populations of program personnel?
4. How does CAP ensure cultural competence of its personnel to ensure inclusion in CAP?
5. How does CAP encourage and provide opportunities for ongoing professional development for its personnel?

Part 8: INTERNAL AND EXTERNAL RELATIONS

Suggested Evidence and Documentation:

1. Promotional material (brochures/sources of information about CAP, 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 stakeholders

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 8.1 Internal and External Populations

- Campus Activities Programs (CAP) reaches out to internal and external populations to establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services.
- CAP reaches out to internal and external populations to garner support and resources for programs and services, collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes, and engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents.

- CAP reaches out to internal and external populations to disseminate information about the programs and services.

Rationale:

☐ 8.2 Marketing

- Promotional and descriptive information is accurate and free of deception and misrepresentation.

Rationale:

☐ 8.3 Procedures and Guidelines

- CAP has procedures and guidelines consistent with institutional policy to communicate with the media; distribute information through print, broadcast, and online sources; contract with external organizations for delivery of programs and services; cultivate, solicit, and manage gifts; and apply to and manage funds from grants.

Rationale:

Overview Questions:

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

Part 9: FINANCIAL RESOURCES

Suggested Evidence and Documentation:

1. Budgets and the budget process
2. Financial statements and audit reports
3. Student fee process and allocation (if applicable)
4. Financial statements for grants, gifts, and other external resources

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 9.1 Adequate Funding

- Campus Activities Programs (CAP) has funding to accomplish its mission and goals.

Rationale:

☐ 9.2 Financial Planning and Implementation

- CAP conducts a comprehensive analysis to determine unmet needs, relevant expenditures, external and internal resources, and impact on students and the institution.

- CAP uses the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.
- 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.
- Methods for establishing, collecting, and allocating student and user fees are clear and equitable. The authority and processes for decisions relevant to campus activities fees are clearly established and funds are spent consistent with established priorities.
- Students who have fiscal responsibility are provided with information and training regarding institutional regulations and policies that govern accounting and the appropriate handling of funds.

Rationale:

☐ 9.3 Policies, Procedures, and Protocols

- CAP administers funds in accordance with established institutional accounting procedures.
- CAP demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.
- In conjunction with students, CAP establishes clear policies and procedures for funding and managing major campus events and entertainment programs necessitating large financial commitments, including concerts, athletic rivalries, homecoming, alumni days, campus traditions, and family weekend.
- Procurement procedures are consistent with institutional policies, ensure purchases comply with laws and codes for usability and access, ensure the institution receives value for the funds spent, and consider information available for comparing the ethical and environmental impact of products and services purchased.

Rationale:

Overview Questions:

1. What is the funding strategy for CAP, and why is this the most appropriate approach?
2. How does CAP ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does CAP go about increasing financial resources?

Part 10: TECHNOLOGY

Suggested Evidence and Documentation:

1. Technology policies and procedures
2. Equipment inventory

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 10.1 Current and Adequate Technology

- Campus Activities Programs (CAP) has adequate technology to support achievement of its mission and goals.

- Use of technology complies with institutional policies and procedures and relevant codes and laws.

Rationale:

☐ 10.2 Use of Technology

- CAP uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
- CAP uses current technology to provide an avenue for students and other constituents to communicate sensitive information in a secure format, and enhance the delivery of programs and services for all students.

Rationale:

☐ 10.3 Data Protection and Upgrades

- CAP backs up data on a regular basis.
- CAP articulates and adheres to policies and procedures regarding ethical and legal use of technology, as well as for protecting the confidentiality and security of information.
- CAP implements a replacement plan and cycle for all technology with attention to sustainability and incorporates accessibility features into technology-based programs and services.

Rationale:

☐ 10.4 Student Technology Access

- CAP has policies on student use of technology that are clear, easy to understand, and available to all students.
- CAP provides information or referral to support services for those needing assistance in accessing or using technology, provides instruction or training on how to use the technology, and informs students of implications of misuse of technologies.

Rationale:

Overview Questions:

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

Part 11: FACILITIES AND EQUIPMENT

Suggested Evidence and Documentation:

1. Equipment inventory
2. Facilities audit and plans for renovations, additions, and enhancements
3. Capital projects, if applicable
4. Structural design or maps to show space allocation

5. Images of the space

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 11.1 Design of Facilities

- Campus Activities Programs (CAP) facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support CAP's mission and goals.
- Facilities are designed to engage various constituents and promote learning.
- The design of the facilities guarantees the security and privacy of records and ensures the confidentiality of sensitive information and conversations.

Rationale:

☐ 11.2 Work Space

- Personnel have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.
- Personnel are able to secure their work.

Rationale:

☐ 11.3 Equipment Acquisition and Facilities Use

- CAP incorporates sustainable practices in use of facilities and purchase of equipment.
- Facilities and equipment are evaluated on an established cycle and are in compliance with codes, laws, and accepted practices for access, health, safety, and security.
- When acquiring capital equipment, CAP takes into account expenses related to regular maintenance and life-cycle costs.

Rationale:

Overview Questions:

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

Part 12: ASSESSMENT

Suggested Evidence and Documentation:

1. Program goals, key indicators, outcomes, and related assessment data
2. Program student learning and development outcomes and related assessment data
3. Description of assessment cycle
4. Assessment plans and annual assessment reports
5. Minutes of meetings at which assessment activities and results discussed
6. Professional development activities to improve assessment competence

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 12.1 Assessment Plan and Practice

- Campus Activities Programs (CAP) develops an ongoing cycle of assessment plans, processes, and activities.
- CAP identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- CAP documents progress toward achievement of goals and outcomes.
- CAP employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- CAP employs ethical practices in the assessment process.
- CAP has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Rationale:

☐ 12.2 Reporting and Implementing Results

- CAP interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- CAP reports aggregated results to respondent groups and stakeholders.
- CAP assesses effectiveness of implemented changes and provides evidence of improvement of programs and services.

Rationale:

Overview Questions:

1. What is the comprehensive assessment strategy for CAP?
2. What are priorities of the assessment program, and how are those developed?
3. How does CAP integrate assessment and evaluation into all aspects of daily operations (e.g., advising, event planning)?
4. How are tangible, measurable learning and program outcomes determined to ensure program achievement of mission and goals?
5. How effective is the assessment strategy in demonstrating goal achievement and student learning?
6. How does CAP use assessment results to inform program improvement?
7. How does CAP share assessment results with relevant constituencies?
8. How does CAP support ongoing development of assessment competencies for personnel?

General Standards revised in 2014.
Campus Activities content developed/revised in 1986, 1997, & 2006

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		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		
10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form B – Strengths and Areas for Improvement

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:

- Strengths: Item number(s) for which all participants have given a rating of 3, indicating agreement that the criterion *exceeds* the standard.
- 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.

Note – Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated a 2, which indicates agreement that the criterion *meets* the standard.

Part	Strengths: Items that exceed the standard (consensus ratings = 3)	Areas for Improvement: Items that do not meet or partly meet the standard (consensus ratings = 0, 1)
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		

10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form C – Recommendations for Unit Action

INSTRUCTIONS:
This is the last form to be completed by the review team. 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	Item Requiring Attention
1. Mission	
2. Program	
3. Organization and Leadership	
4. Human Resources	
5. Ethics	
6. Law, Policy, and Governance	
7. Diversity, Equity, and Access	
8. Internal and External Relations	
9. Financial Resources	
10. Technology	
11. Facilities and Equipment	
12. Assessment	

Work Form D – Beginning the Action Plan

INSTRUCTIONS:

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

Part 1. Mission

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. Internal and External Relations

Part 9. Financial Resources

Part 10. Technology

Part 11. Facilities and Equipment

Part 12. Assessment

Work Form E – Action Plan

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

Current Practice Description	Corrective Action Needed	Task Assigned To	Timeline/ Due Dates

CAMPUS ACTIVITIES PROGRAMS

CAS Standards and Guidelines

Part 1. MISSION

The purpose of Campus Activities Programs (CAP) must be to enhance the overall educational experience of students through development of, exposure to, and participation in programs and activities that improve student cooperation and leadership while preparing students to be responsible advocates and citizens and complementing the institution's academic programs.

These activities could be intellectual, social, recreational, cultural, multicultural, and spiritual in nature. Programs could pertain to leadership, governance, community service, healthy lifestyles, and organizational development.

CAP must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

CAP must provide opportunities for students to

- participate in co-curricular activities
- participate in campus governance
- advocate for their organizations and interests
- develop leadership abilities
- develop healthy interpersonal relationships
- use leisure time purposefully
- develop ethical decision-making skills
- advocate for student organizations and interests

Part 2. PROGRAM

To achieve their mission, Campus Activities Programs (CAP) must contribute to

- students' formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals
- preparation of students for their careers, citizenship, and lives
- student learning and development

To contribute to student learning and development, CAP must

- identify relevant and desirable student learning and development outcomes
- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions
- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes

- articulate contributions to or support of student learning and development in the domains not specifically assessed
- use evidence gathered to create strategies for improvement of programs and services

STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS

Domain: knowledge acquisition, integration, construction, and application

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

Domain: cognitive complexity

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

Domain: interpersonal competence

- Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership

Domain: humanitarianism and civic engagement

- Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

Domain: practical competence

- Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Development Outcomes* statement for examples of outcomes related to these domains and dimensions.]

CAP must be

- intentionally designed
- guided by theories and knowledge of learning and development
- integrated into the life of the institution
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, populations with distinct needs, and relevant constituencies
- delivered using multiple formats, strategies, and contexts

- designed to provide universal access

CAP must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

CAP must be comprehensive and reflect and promote the diversity of student interests and needs, allowing especially for the achievement of a sense of self-esteem and community pride.

A comprehensive CAP program should include offerings that vary in type, size, scheduling, and cost.

CAP must be of broad scope, inclusive of all educational domains for student learning and development.

Programs should include activities that

- complement classroom instruction and academic learning
- offer instruction and experience in leadership and working in groups
- promote physical and psychosocial well-being
- promote understanding of and interaction with people of one's own culture and other cultures
- foster meaningful interactions between students and members of the faculty, staff, and administration
- build specific group communities and identity with the campus community

CAP must offer and encourage student participation in student-led campus activities.

Additional encouragement can come from club advisors, faculty members, staff, parents, peers, administrators, and others.

CAP should create environments in which students can

- explore activities in individual and group settings for self-understanding and growth
- learn about diverse cultures and experiences
- explore ideas and issues through the arts
- design and implement programs to enhance social, cultural, multicultural, social justice, intellectual, recreational, service, and campus governance involvement
- comprehend institutional policies and procedures and their relationship to individual and group interests and activities
- learn of and use campus facilities and other resources
- plan, market, implement, and assess programs

CAP should enhance the retention and graduation of students and strengthen campus and community relations. Programs and events should be planned and implemented collaboratively by students, professional staff, and faculty members.

CAP must ensure that the institution has a policy for the registration and recognition of student organizations.

CAP must include these fundamental functions: implementing campus programs that add vibrancy to the campus, advising student organizations that implement programs or services, advising student governing

organizations, ensuring the proper and efficient stewardship of funds including the student activity fee and institutional allocation, and implementing training, development, and educational opportunities.

Programs may evolve from CAP office or from student organizations and student governing bodies and should add richness to the institution and its integral functions. The CAP should strive to build student institutional loyalty and allegiance while promoting citizenship and civility.

Student and student organizations' awards programs should be based on fair and equitable criteria.

These functions may be achieved directly or in collaboration or consultation with other campus entities.

Programs sponsored by CAP must be produced and promoted according to professional and institutional practices and protocols.

Promotion methods CAP may use include the creation and dissemination, either in print or on-line, of activities calendars, organizational directories, student handbooks, and programming and financial management guides.

Entertainment programs should

- reflect the values stated in the institution and CAP mission statements
- maintain admission fees at levels that encourage widespread student attendance
- implement hospitality requirements that prohibit the provision of alcohol to entertainers where appropriate
- include a constituency-based advisory system for activities planning, implementation, and evaluation, to ensure coordination within the larger campus academic calendar

Contracts must be signed by an appropriate authority identified by institutional policies and procedures.

CAP should provide guidance and training that enables students to recruit, negotiate with, and select performers.

Advising

CAP must provide effective administrative support for student organizations. Every student organization must have an advisor. The criteria for who may serve as an advisor and the role and responsibilities of advisors must be defined by the institution.

Responsibilities of advisors can include attending organization meetings, meeting with organization officers as a group or individually, overseeing budget and financial transactions, serving as an advocate for the organization, serving as a liaison between the institution and students, assisting the organization in problem-solving, and overseeing the election and/or appointment of new officers. Advising can take place through face-to-face meetings or via telephone, email, instant messaging, or other communication methods.

Advisors should be institutional faculty members, staff, or graduate student employees.

Advisors must be knowledgeable of legal issues and institutional policies, especially regarding risk management.

CAP must provide information and training opportunities for advisors.

CAP staff should be available to provide oversight and to consult and problem-solve with advisors. Advisors who volunteer their time should be recognized by the institution for their contributions.

Advisors should

- be knowledgeable of student development theory and philosophy to appropriately support students and also to encourage learning and development.
- have adaptive advising styles in order to be able to work with students with a variety of skill and knowledge levels
- have interest in the students involved in the organization
- have expertise in the topic for which the student group is engaged
- understand organizational development processes and team building

Student Governance

Student governance groups must have a written mission, purpose, and process for continuity of leadership that is regularly reviewed. Criteria for student involvement must be clear, widely publicized, easily accessible, and consistently followed. Budgeting and fiscal procedures must be clearly defined and must follow all applicable laws. Clearly defined grievance procedures must exist to settle disagreements regarding continuity of leadership, budgeting procedures, and ethics violations by student leaders.

Student governance groups could include undergraduate and graduate student government associations, residence hall associations, campus center governing boards, sports club councils, fraternity and sorority governance councils, media boards, and college councils.

Student governance groups must be encouraged to operate in accordance with institutional values, mission, and policies, and be informed of possible consequences for failure to do so.

Student governance groups may conduct a wide variety of activities and services, including executive, judicial, legislative, business or service functions, and educational or entertainment programming.

Institutions must have policies and procedures for providing an advisor to student governance organizations.

Training, Education, and Development

CAP must ensure that there are training, education, and development opportunities for students involved in student organizations.

Many CAP are responsible for the training, education, and development of students who are involved in student organizations. As outlined in the CAS Standards for Student Leadership Programs, training involves those activities designed to prepare students to assume leadership positions, improve performance of the individual in the role presently occupied, and enhance participants' knowledge and understanding of specific

leadership theories, concepts, models, and institutional policies and procedures needed to work effectively. Successful developmental opportunities often occur in an environment that empowers students to mature and develop toward greater levels of leadership complexity.

CAP training, education, and development activities must be delivered by a diverse range of faculty members, students, and staff, using diverse pedagogies, and take place in a variety of ways.

Training, education, and development activities may take the form of retreats; one-on-one conversations; manuals, handbooks, and other publications; workshops and conferences; seminars; mentoring; and for-credit courses.

CAP training, education, and development opportunities must take into account differing student developmental levels.

Students should be trained in leadership concepts and skills, organizational development, ethical behavior, and other skills particular to distinctive programming requirements, such as contracting for entertainment.

Additional information on leadership programs for students can be found in the CAS Student Leadership Programs standards and guidelines.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Campus Activities Programs (CAP) must be purposefully structured for effectiveness. CAP must have clearly stated and current

- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

Leaders must model ethical behavior and institutional citizenship.

Leaders with organizational authority for CAP must provide strategic planning, management and supervision, and program advancement.

Strategic Planning

- articulate a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans
- promote environments that provide opportunities for student learning, development, and engagement
- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities

- include diverse perspectives to inform decision making

Management and Supervision

- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements
- assess and take action to mitigate potential risks

Program Advancement

- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice
- facilitate processes to reach consensus where wide support is needed
- advocate for representation in strategic planning initiatives at divisional and institutional levels

Opportunities for student learning and development could include activities boards; student governance bodies; academic, performance, cultural, arts, religious, recreational, and special interest organizations; program boards; theatrical productions; and media boards.

The CAP should be aware of the institutional strategic plan and be ready to respond to contemporary conditions and emergency preparedness. These conditions could include response to natural disasters, celebrations of notable achievements, and the changing nature of the student population.

CAP may be organized as an autonomous unit or may be organized in the same unit as the campus union or other programming units.

Part 4. HUMAN RESOURCES

Campus Activities Programs (CAP) must be staffed adequately by individuals qualified to accomplish mission and goals.

CAP must have access to technical and support personnel adequate to accomplish their mission.

Within institutional guidelines, CAP must

- establish procedures for personnel recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance
- provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity
- consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel

Administrators of CAP must

- ensure that all personnel have updated position descriptions
- implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

Personnel responsible for delivery of CAP must have written performance goals, objectives, and outcomes **for each year's performance cycle to be used to plan, review, and evaluate work and performance. The** performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

CAP personnel, when hired and throughout their employment, must receive appropriate and thorough training.

CAP personnel, including student employees and volunteers, must have access to resources or receive specific training on

- institutional policies pertaining to functions or activities they support
- privacy and confidentiality policies
- laws regarding access to student records
- policies and procedures for dealing with sensitive institutional information
- policies and procedures related to technology used to store or access student records and institutional data
- 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
- systems and technologies necessary to perform their assigned responsibilities
- ethical and legal uses of technology

CAP personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

Appropriate continuous training opportunities should be offered for all CAP staff members. This can include training in leadership, organizational planning, diversity, ethical decision making, and communication skills. Staff members should seek to enhance their resourcefulness, empathy, creativity, and openness to serving diverse student populations. Staff members should also seek to increase their knowledge of current issues. Training and development opportunities could be achieved through participation with professional organizations.

Administrators of CAP must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

CAP personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

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

PROFESSIONAL PERSONNEL

Professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

Relevant fields may include college student affairs, higher education administration, organizational development, or other related programs. Graduate studies should include courses in the behavioral sciences, management, recreation, student affairs, student development, and research techniques. The CAP may require particular training and experience appropriate to serving distinct campus populations and specialized campus or community needs.

The primary functions of full-time professional staff members may include the administration and coordination of campus activities programs; assessment of student interests and needs; planning, implementing, and evaluating programs with students; assisting student organizations in planning and implementing their programs; advising student groups; advising student governance organizations; and providing training, education, and development opportunities for students and advisors involved in student organizations.

Campus activities staff members should include the following additional qualifications:

- ability to collaborate with faculty members, administrators, staff colleagues, students, and all other constituencies
- capacity to interpret or advocate student concerns and interests to the campus community
- expertise in the development of students
- ability to create and deliver programs, activities, and services to students and to student groups
- experience in promoting student leadership

- capability of serving as a role model for ethical behavior
- commitment to professional and personal development
- knowledge of group dynamics and ability to work effectively with groups
- ability to supervise a variety of staff including students, support staff, and professional staff
- knowledge of contracting procedures and contract negotiations
- skills in working with agents and performers
- experience in effectively managing budgets
- appropriate expertise in the use of technology
- ability to supervise student staff members
- ability to balance the role of student advocate and the interest of the institution

At least one professional staff member should be assigned responsibility for campus activities programs.

INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

Supervisors must

- adhere to parameters of students' job descriptions
- articulate intended learning outcomes in student job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling when circumstances necessitate

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.

STUDENT EMPLOYEES AND VOLUNTEERS

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Thorough training should be provided for student employees and volunteers to enable them to carry out their duties and responsibilities and to enhance their personal experiences with campus activities programs.

Joint staff development efforts should be encouraged with colleagues in allied programs such as recreational sports, residence hall programming, and special programs for international students and students from traditionally under-represented groups.

Identification of staff with authority to enter into binding contracts must be made by the institution and clearly disseminated and explained to students and advisors.

Part 5. ETHICS

Campus Activities Programs (CAP) must

- review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice
- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies

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
- student involvement in relevant institutional decisions
- free and open exchange of ideas through campus activities programs
- fulfillment of contractual arrangements and agreements
- role modeling of ethical leadership practices

Statements of ethical standards must

- specify that CAP personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities
- address conflicts of interest, or appearance thereof, by personnel in the performance of their work
- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, **confidentiality of research and assessment data, and students' rights and responsibilities**
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior
- address issues surrounding scholarly integrity

CAP personnel must

- employ ethical decision making in the performance of their duties

- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

Part 6. LAW, POLICY, AND GOVERNANCE

Campus Activities Programs (CAP) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

CAP must have access to legal advice needed for personnel to carry out their assigned responsibilities.

CAP must inform personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

CAP must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

CAP must have written policies and procedures on operations, transactions, or tasks that have legal implications.

CAP must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

CAP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

Personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

CAP must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

CAP must inform personnel about internal and external governance organizations that affect programs and services.

CAP staff members should be well informed about current campus and student legal issues, including risk management, free speech, organization recognition and registration procedures, contractual issues, and student fees.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Campus Activities Programs (CAP) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

CAP must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status; or any other basis included in institutional policies and codes and laws.

CAP must

- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources
- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work
- respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources
- recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

Outreach efforts could include electronic voting for student elections and student fee assessments and online communities.

CAP staff must design and implement strategies for involving and engaging diverse student populations.

CAP must provide educational programs that emphasize self-assessment and personal responsibility for creating and improving relationships across differences.

CAP must support and participate in creating a welcoming and nurturing educational environment for all students.

Part 8. INTERNAL AND EXTERNAL RELATIONS

Campus Activities Programs (CAP) must reach out to individuals, groups, communities, and organizations internal and external to the institution to

- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
- garner support and resources for programs and services as defined by the mission
- collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents
- disseminate information about the programs and services

Promotional and descriptive information must be accurate and free of deception and misrepresentation.

CAP must have procedures and guidelines consistent with institutional policy for

- communicating with the media
- distributing information through print, broadcast, and online sources
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

CAP 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 advisors should work directly with organizations in program and leadership development and should be supported by CAP staff. Faculty and staff members, administrators, and students may serve together on advisory boards to provide leadership for important initiatives.

CAP is a highly visible operation both on and off campus and may be influential in forming public opinion about the institution and creating a positive environment for the entire community. In that regard, to build bridges and connections, CAP staff may volunteer for campus-wide or community-based committees, initiatives, and programs beyond the traditional student affairs areas.

Part 9. FINANCIAL RESOURCES

Campus Activities Programs (CAP) must have funding to accomplish the mission and goals.

In establishing and prioritizing funding resources, CAP must conduct comprehensive analyses to determine

- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

CAP must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

CAP must administer funds in accordance with established institutional accounting procedures.

CAP must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Procurement procedures must

- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

Methods for establishing, collecting, and allocating student and user fees must be clear and equitable. The authority and processes for decisions relevant to campus activities fees must be clearly established and funds must be spent consistent with established priorities.

Authority for decisions relevant to campus activities fees should rest in large part with students and are typically 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 other allocation boards or committees.

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.

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

CAP should provide educational programs and training to students about the basics of financial management.

Due to the large amounts of money generated by campus activities and 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 manage their own business transactions. Within this framework, CAP works collaboratively with student organizations on matters of bookkeeping, budgeting, and other matters of fiscal accountability, including contract negotiations, consistent with institutional practices.

Funds for CAP may be provided through state/provincial 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.

In conjunction with students, CAP must establish clear policies and procedures for funding and managing major campus events and entertainment programs necessitating large financial commitments, including concerts, athletic rivalries, homecoming, alumni days, campus traditions, and family weekend.

Part 10. TECHNOLOGY

Campus Activities Programs (CAP) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.

Technological capabilities should accommodate all common communication systems including email, on-line calendars, electronic portfolios, pod casts, instant messaging, web browsing, telephone and video conferencing, and other emerging technologies.

CAP must use technologies to

- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats
- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

CAP must

- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology
- articulate policies and procedures for protecting the confidentiality and security of information
- implement a replacement plan and cycle for all technology with attention to sustainability
- incorporate accessibility features into technology-based programs and services

When providing student access to technology, CAP must

- have policies on the use of technology that are clear, easy to understand, and available to all students

- provide information or referral to support services for those needing assistance in accessing or using technology
- provide instruction or training on how to use the technology
- inform students of implications of misuse of technologies

Part 11. FACILITIES AND EQUIPMENT

Campus Activities Programs' (CAP) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program's mission and goals.

Facilities must be designed to engage various constituents and promote learning.

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 members of the college community, should be provided, including student organization offices and adequately sized and equipped public performance spaces.

The CAP may be located in the college union. [See CAS 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, work, and storage rooms. Campus activities may also take place in residence halls, recreation centers, fraternity and sorority houses, sports facilities, worship centers, and other locations. CAP space should be designed to encourage maximum interaction among students and between staff members and students.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

CAP must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety, and security.

When acquiring capital equipment, CAP must take into account expenses related to regular maintenance and life cycle costs.

Part 12. ASSESSMENT

Campus Activities Programs (CAP) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

CAP must

- specify programmatic goals and intended outcomes
- identify student learning and development outcomes
- employ multiple measures and methods
- develop manageable processes for gathering, interpreting, and evaluating data
- document progress toward achievement of goals and outcomes
- interpret and use assessment results to demonstrate accountability
- report aggregated results to respondent groups and stakeholders
- use assessment results to inform planning and decision-making
- assess effectiveness of implemented changes
- provide evidence of improvement of programs and services

Assessment instrumentation and methods should be scientifically designed and implemented, and when possible, staff should seek advice and guidance and work collaboratively with institutional research offices.

The CAP should be evaluated regularly and the findings should be disseminated to appropriate campus agencies and constituencies including appropriate student organizations. Evaluation procedures should yield evidence relative to the achievement of program goals, student learning outcomes, quality and scope of program offerings, responsiveness to expressed interests, program attendance and effectiveness, cost effectiveness, quality and appearance of facilities, student success and retention, and equipment use and maintenance. Data sources should include students, staff, alumni, faculty members, administrators, community members, and relevant documents and records. Student self-assessment should be encouraged through the use of such techniques as electronic portfolios.

Records of program evaluations should be maintained in the office of the administrative leader of the CAP and should be accessible to planners of subsequent programs.

CAP must employ ethical practices in the assessment process.

CAP must have access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

General Standards revised in 2014.
Campus Activities content developed/revised in 1986, 1997, & 2006