

# CAS Self-Assessment Guide

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CAMPUS INFORMATION AND VISITOR SERVICES  
2015

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Council for the Advancement of Standards in Higher Education. (2015). *CAS self-assessment guide for campus information and visitor services*. Washington, DC: Author.

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## CAMPUS INFORMATION AND VISITOR SERVICES

### CAS Contextual Statement

The development of the campus information and visitor services field was a direct result of the increasing diversity, size, complexity, and specialization of institutions of higher learning during the 20<sup>th</sup> century. This pattern particularly occurred on campuses in the United States and necessitated the development of information centers to address the many informational needs of large and complex campus communities. Often these centers evolved into, or were combined with, visitor services to become comprehensive campus gateway operations providing entry points to institutions for all visitors, including prospective students, alumni, and others. The common objective of campus information and visitor services (CIVS) is to bring people, programs, and campus services and resources together through increased accessibility to information.

Some of the earliest examples of visitor services and centers include the establishment in 1951 of the Visitor Center at the U.S. Military Academy at West Point and the creation of the Visitor Information Center at the University of California at Berkeley in 1965. Historically, these programs originated as extensions of institutional recruitment activities and efforts. One of the earliest examples of specialized information and referral services can be traced to the 1970 establishment of the Campus Assistance Center at the University of Wisconsin-Madison. Specialized information and referral programs were often established as information and rumor control efforts responding to the rapid expansion of campuses and increasing lack of trust in traditional institutional communication methods. By providing inquirers with the information and services they needed, or referring them to the appropriate resources when necessary, these programs were quickly judged to be highly useful in providing improved communication opportunities and increasing the quality of campus life. These early campus information and visitor service programs quickly became permanent campus operations with philosophies focused on access and individualized service. Additionally, many of the programs established clear guidelines for assisting inquirers in a friendly, sensitive manner and assuring appropriate confidentiality. CIVS programs have had a profound impact on campus communities through commitment to the principle of providing inquirers with clear, concise, thorough, and nonjudgmental information and referrals in the most welcoming environment possible.

By the late 1980s, the increasing institutional pressure for better accountability, outreach, and service to the broader campus community resulted in an increase in the number of campus information and visitor services operations. Easy accessibility to appropriate and timely information is a critical component for institutions in reaching instructional, research, and outreach goals. For many constituents, especially during downtimes—evenings, weekends, and breaks—campus information and visitor services programs become the physical embodiment of an institution. Increasing emphasis on quality improvement and service within the higher education community has been another driving force in the growing number of campus information and visitor services programs. The importance of the Internet, mass communication (e.g., radio and cable television), and new media (e.g., streaming video, podcasts) in the provision of information, and the need for support services that can assure the accuracy and relevance of this information, have also served to increase the importance of campus information and visitor services programs. By having access to an easily available and credible information and visitor services program, inquirers are assisted in making well-informed choices, planning wise courses of action, and taking advantage of the available and/or unique resources of the institution and the surrounding community.

These standards and guidelines provide a framework for excellence in the provision of campus information and visitor services. CIVS is the process of linking people who have campus-related questions to the appropriate resources and services. Also, CIVS provides feedback to service providers and discovers gaps and duplication in campus programs and services that should be addressed. This feedback loop can lead to quality service improvements that make campus operations more efficient. Inquiries can comprise anything related to the campus

community, such as directions to a campus building or event; how to contact a department or a faculty or staff member; or whom to contact or where to go for issues of a personal nature, to resolve a problem, or to apply for admission. Inquirers may be current students, faculty or staff members, alumni, prospective students and their families, other visitors, or anyone needing information about the institution. CIVS programs serve as a gateway to the institution, providing one-on-one information to inquirers. When a direct answer is not possible, then the goal is to make a referral, paying careful attention to the needs of the inquirer, assessment of appropriate resources and response modes, identification of programs and services capable of meeting those needs, provision of sufficient information about each program and service to help inquirers make informed choices, location of alternative resources when services are unavailable, and active linking of the inquirer to needed services when necessary. The standards and guidelines that follow are intended to assist in the development of CIVS programs that make such high quality service possible.

#### References, Readings, and Resources

- Hefferlin, J.B. L. (1971). *Information services for academic administration*. San Francisco, CA: Jossey-Bass.
- Alliance of Information and Referral Systems. (n.d.). *Out of the shadows: Information and referral bringing people and services together*. Seattle, WA: Author.
- Alliance of Information and Referral Systems. (n.d.). *The ABC's of I & R: A self-study guide for information and referral staff*. Seattle, WA: Author.
- Collegiate Information and Visitor Services Association (CIVSA): <http://www.civsa.org>

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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.

<p style="text-align: center;">1. Plan the Process</p> <p>Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study</p>	<p style="text-align: center;">5. Develop an Action Plan</p> <p>Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)</p>
<p style="text-align: center;">2. Assemble and Educate the Self-Assessment Team</p> <p>Determine who should be on the team and how to educate the team about the self-study process</p>	<p style="text-align: center;">6. Prepare a Report</p> <p>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</p>
<p style="text-align: center;">3. Identify, Collect, and Review Evidence</p> <p>Define what constitutes evidence; then gather, collect,</p>	<p style="text-align: center;">7. Close the Loop</p> <p>Put action plans into practice; work to navigate politics and</p>

manage, and review evidence	secure resources; identify barriers to overcome; and build buy-in to the program review results
<p>4. Conduct and Interpret Ratings Using Evaluative Evidence</p> <p>Clarify team’s rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings</p>	

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.

<b>Part 5. ETHICS</b>					
<b>Suggested Evidence and Documentation:</b>					
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					
<b>Criterion Measures:</b>					
<b>DNA</b>	<b>IE</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds
<input type="checkbox"/> <b>5.1 Ethical Standards</b> <ul style="list-style-type: none"> <li>Programs and services review applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice.</li> <li>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.</li> </ul> <p><i>Rationale:</i></p>					
<input type="checkbox"/> <b>5.2 Statement of Ethical Standards</b> <ul style="list-style-type: none"> <li>Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.</li> </ul>					

### *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 INFORMATION AND VISITOR SERVICES

### 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 mission of Campus Information and Visitor Services (CIVS) is to facilitate welcome and access to the institution by providing timely and accurate information and appropriate referrals.
- CIVS offers a primary point of contact with and access to the institution by providing comprehensive contact information and general descriptions for institutional programs and services.
- CIVS meets the introductory informational needs of the campus community: students, faculty members, staff, prospective students and their family members, alumni, and general visitors.
- CIVS is accessible, provides a welcoming environment, emphasizes personal communication and interaction, and provides accurate information and referrals.
- CIVS has a strong commitment to student learning and development, contributes generally to institutional and other agency missions, and acknowledges that students play an integral part in mission delivery.

*Rationale:*

#### 1.2 Mission Implementation and Review

- CIVS 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.
- CIVS commitment to student learning and development is reflected in its mission statement and

demonstrated through quality supervision, staff development, and performance appraisals.

*Rationale:*

Overview Questions:

1. How does the mission embrace student learning and development?
2. In what ways does CIVS 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 Information and Services

- Campus Information and Visitor Services (CIVS) is responsive to the information and visitor needs and interests of all inquirers.
- CIVS offers an array of programs and services to ensure that accurate informational resources accommodate the needs of inquirers in a timely manner.
- Multiple media approaches are used to provide information, services, and programs.

*Rationale:*

### 2.2 Program Contribution to Student Learning and Development

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

*Rationale:*

### 2.3 Assessment of Learning and Development

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

*Rationale:*

2.4 Program Design

- CIVS bases its work on intentional student learning and development outcomes.
- CIVS reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
- CIVS is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.

*Rationale:*

 2.5 Collaboration

- CIVS collaborates with others across the institution in ways that benefit students.
- CIVS provides feedback to appropriate campus officials and proposes interventions to remedy conditions that may negatively influence an inquirer's interaction with the institution.

*Rationale:*

 2.6 Program Access and Approach

- CIVS programs are easily accessible to assist a diverse population of inquirers in making well-informed choices, planning appropriate courses of action, and taking advantage of available institutional resources.
- CIVS assists inquirers in a friendly, caring, sensitive, and non-judgmental manner and provides clear, concise information.
- CIVS is available at locations and times that meet the needs of the inquirers.
- CIVS protects the privacy of individuals within the campus community from inappropriate inquiry.

*Rationale:*

 2.7 Campus and Community Outreach and Resources

- CIVS establishes and maintains a program of activities to increase campus and community awareness of its services, mission, goals, and objectives.
- CIVS provides specific information and referral to existing campus programs and services or, when programs do not exist, links inquirers to alternative community and programs that can meet their needs.
- CIVS develops and maintains an accurate information retrieval and delivery system of campus and community resources which is updated regularly to ensure timeliness and comprehensiveness of information.

*Rationale:*

Overview Questions:

1. What are the most significant student learning and development outcomes of CIVS?
2. What difference does CIVS make for students who engage with it?
3. What is the demonstrated impact of CIVS 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 Information and Visitor Services (CIVS) 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
- CIVS 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.
  - CIVS leaders facilitate continuous development, implementation, and assessment of effectiveness and goal attainment congruent with institutional mission and strategic plans.
  - CIVS leaders promote environments that provide meaningful opportunities for student learning, development, and engagement.
  - CIVS leaders develop, adapt, and improve programs and services for populations served and institutional priorities.
  - CIVS leaders include diverse perspectives to inform decision making.

*Rationale:*



### 3.4 Management

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

*Rationale:*

### 3.5 Supervision

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

*Rationale:*

### 3.6 Program Advancement

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

*Rationale:*

### 3.7 Program Atmosphere

- CIVS is delivered in an atmosphere of staff teamwork, assessment, and continuous improvement.

*Rationale:*

### 3.8 Information Systems

- The CIVS information retrieval and delivery system is organized according to a standardized search system and has the capacity to accept changes in a short time frame for information modified between regularly scheduled updates.
- CIVS has well developed policies regarding the type, breadth, and currency of information contained in the information retrieval and delivery system.
- CIVS develops and maintains accurate, up-to-date information about available campus resources and procedures for verifying accuracy.
- CIVS establishes and uses a system of collecting and organizing inquirer data for appropriate

referral and feedback to the campus community.

*Rationale:*

Overview Questions:

1. Explain the extent to which CIVS leader(s) are viewed as and held responsible for advancing the departmental mission.
2. Explain the opportunities and limitations present for CIVS leader(s) as they seek to fulfill CIVS mission.
3. How do CIVS leaders advance the organization?
4. How do CIVS leaders encourage collaboration across the institution?
5. How are CIVS leaders accountable for their performance?
6. How have CIVS 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 Information and Visitor Services (CIVS) is staffed adequately to accomplish mission and goals.
- CIVS has access to technical and support personnel adequate to accomplish the mission.

*Rationale:*

#### 4.2 Recruitment, Supervision, and Professional Development

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

*Rationale:*



#### 4.3 Employment Practices

- Administrators of CIVS 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.
- 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.
- A formal training program is required for all staff, especially those providing direct service.
- 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.
- CIVS personnel positions are filled based on defined qualifications, such as level of education, work experience, and personal characteristics (e.g., integrity, communication skills, leadership ability).

*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:*

- 4.8 Expectations of Personnel
- Every CIVS staff member shows respect for all inquirers.

*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 CIVS 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 CIVS philosophy toward engaging graduate interns and assistants, and student employees and volunteers in CIVS 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
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Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds
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### 5.1 Ethical Standards

- Campus Information and Visitor Services (CIVS) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- CIVS 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 CIVS 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

- CIVS personnel employ ethical decision making in the performance of their duties.
- CIVS personnel inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- CIVS personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- CIVS 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 CIVS'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 CIVS?

## 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 Information and Visitor Services (CIVS) 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.
  - CIVS has access to legal advice needed for personnel to carry out their assigned responsibilities.
  - CIVS informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
  - CIVS informs personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

*Rationale:*

- 6.2 Policies and Procedures
- CIVS has written policies and procedures on operations, transactions, or tasks that have legal implications.
  - CIVS regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
  - CIVS has procedures, systems and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations and disseminate 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
- CIVS purchases or obtains permission to use copyrighted materials and instruments and include appropriate citations on materials and instruments.

*Rationale:*

- 6.5 Governance
- CIVS 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 CIVS, 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 Information and Visitor Services (CIVS) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
  - CIVS 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
- CIVS 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.
  - CIVS responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
  - CIVS recognizes the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources.

*Rationale:*

7.3 Ensuring Diversity, Equity, and Access

- CIVS advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- CIVS 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.
- CIVS addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- CIVS provides personnel with diversity, equity, and access training and holds personnel accountable for applying the training to their work.

*Rationale:*

Overview Questions:

1. How does CIVS ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does CIVS address imbalance in participation among selected populations of students?
3. How does CIVS address imbalance in staffing patterns among selected populations of program personnel?
4. How does CIVS ensure cultural competence of its personnel to ensure inclusion in CIVS?
5. How does CIVS 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 CIVS, 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 Information and Visitor Services (CIVS) 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.
- CIVS 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.

- CIVS 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

- CIVS 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 CIVS maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
2. How does CIVS maintain effective relationships with program constituents?
3. How does CIVS 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 Information and Visitor Services (CIVS) has funding to accomplish its mission and goals.

*Rationale:*

9.2 Financial Planning and Implementation

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

- CIVS 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.

*Rationale:*

9.3 Policies, Procedures, and Protocols

- CIVS administers funds in accordance with established institutional accounting procedures.
- CIVS demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.
- 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 CIVS, and why is this the most appropriate approach?
2. How does CIVS ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does CIVS 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 Information and Visitor Services (CIVS) 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

- CIVS uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
- CIVS 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
- CIVS backs up data on a regular basis.
  - CIVS 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.
  - CIVS 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
- CIVS has policies on student use of technology that are clear, easy to understand, and available to all students.
  - CIVS 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 CIVS ensure that relevant technology is available for all who are served by CIVS?
4. How does CIVS use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does CIVS 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 Information and Visitor Services (CIVS) facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program'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

- CIVS 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, CIVS 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 CIVS integrate sustainable practices?
3. How does CIVS ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is CIVS 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 Information and Visitor Services (CIVS) develops an ongoing cycle of assessment plans, processes, and activities.
- CIVS identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- CIVS documents progress toward achievement of goals and outcomes.

- CIVS employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- CIVS employs ethical practices in the assessment process.
- CIVS has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

*Rationale:*



#### 12.2 Inquirer Data

- CIVS maintains an on-going process to collect inquirer use and inquirer satisfaction information.

*Rationale:*



#### 12.3 Reporting and Implementing Results

- CIVS interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- CIVS reports aggregated results to respondent groups and stakeholders.
- CIVS 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 CIVS?
2. What are priorities of the assessment program, and how are those developed?
3. How does CIVS 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 CIVS use assessment results to inform program improvement?
7. How does CIVS share assessment results with relevant constituencies?
8. How does CIVS support ongoing development of assessment competencies for personnel?

*General Standards revised in 2014;  
CIVS content developed/revised in 2000 & 2010*

## 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



## CAMPUS INFORMATION AND VISITOR SERVICES

### CAS Standards and Guidelines

#### Part 1. MISSION

The mission of Campus Information and Visitor Services (CIVS) is to facilitate welcome and access to the institution by providing timely and accurate information and appropriate referrals. CIVS offers a primary point of contact with and access to the institution by providing comprehensive contact information and general descriptions for many programs and services of the institution. CIVS must meet the introductory informational needs of the campus community: students, faculty members, staff, prospective students and their family members, alumni, and general visitors.

To accomplish this mission, CIVS must

- be readily accessible
- provide a welcoming environment
- emphasize personal communication and interaction
- provide accurate information and referrals

CIVS must have a strong commitment to student learning and development, contributing generally to institutional and other agency missions, and acknowledging that students play an integral part in mission delivery. This commitment must be reflected in its mission statement and demonstrated through quality supervision, staff development, and performance appraisals.

CIVS 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.

#### Part 2. PROGRAM

Campus Information and Visitor Services (CIVS) must be responsive to the information and visitor needs and interests of all inquirers.

A broad array of programs and services must be available to ensure that accurate informational resources are provided in a timely manner that accommodates the needs of inquirers.

These services may include telephone or other electronic means of contact, or a walk-in facility, such as a visitor or information center, in which the inquirer has one-to-one, human contact and easy access to information resources such as catalogs, calendars, booklets, schedules, fliers, maps, books, and brochures. Additionally, this may include a variety of tour programs, presentation and conference facilities, and other information distribution methods across campus including video and Internet services.

Multiple media approaches must be used to provide information, services, and programs.

Such approaches may involve Internet-based resources including a website, virtual and downloadable applications, email, social networking, signage, maps, telephone information services, or emergency information devices.

To achieve their mission, CIVS 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, CIVS 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.]

CIVS 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

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

CIVS must provide specific information and referral to existing campus programs and services or, when such programs do not exist, actively link inquirers to alternative community and other programs that can meet their specific needs.

CIVS programs must be easily accessible to assist a diverse population of inquirers in making well-informed choices, planning appropriate courses of action, and taking advantage of available institutional resources.

CIVS must develop and maintain an accurate information retrieval and delivery system of available campus and community resources. This system must be updated regularly to ensure timeliness, accuracy, and comprehensiveness of information.

CIVS must be available at locations and times that meet the needs of the inquirers.

CIVS must provide feedback to appropriate campus officials regarding conditions that may negatively **influence an inquirer's interaction with the institution and propose interventions to remedy such** conditions.

Feedback topics may include statistics, data analysis, relevant documentation of service use (e.g., identifying unmet needs, gaps, and services duplication), service quality at other campus locations, and inquirer characteristics.

CIVS must strive to assist inquirers in a friendly, caring, sensitive, and non-judgmental manner and provide clear, concise information. CIVS must protect the privacy of individuals within the campus community from inappropriate inquiry.

CIVS must establish and maintain a planned program of activities to increase campus and community awareness of its services, mission, goals, and objectives.

Campus information and visitor services may include

- campus orientation and tour programs
- display and presentation space
- broadcast and electronic informational resources and support
- visitor reception space including appropriate support services and facilities adequate in size and scope to meet the volume of inquirers to be assisted

CIVS should be a principal provider of structure and content to the institution's on-line information systems.

A range of information should be provided to inquirers, including brief responses, such as names or phone numbers, as well as details about an organization's policies and procedures.

Program activities may include

- participation in training programs of other offices and departments
- provision of printed materials such as brochures, posters, directional information and exhibits
- public service announcements
- hosting informational tours and special events for diverse audiences
- information-based Web site
- role as a resource for other campus and community support services

### Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Campus Information and Visitor Services (CIVS) must be purposefully structured for effectiveness. CIVS 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 CIVS 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

Campus Information and Visitor Services (CIVS) must be delivered in an atmosphere of staff teamwork, assessment, and continuous improvement.

The information retrieval and delivery system used by CIVS must be organized according to a standardized search system. The information system must have the capacity to accept changes in a very short time frame for information that may change in between regularly scheduled updates.

CIVS must have well developed policies regarding the type, breadth, and currency of information contained in the information retrieval and delivery system.

CIVS must develop and maintain accurate, up-to-date information about available campus resources and procedures for verifying accuracy.

Informational resources should be profiled to include

- official name, common name, and acronym address (i.e., room, building name, street, city, zip code)
- e-mail address
- telephone number, fax number, hours and days of service
- Internet addresses
- type and description of service(s) provided
- population(s) served
- eligibility guidelines
- intake procedures
- required documents
- cost
- waiting period for service
- contact person
- auspices (i.e., city, state/province, private, social service, campus)
- date of last update

CIVS must establish and use a system of collecting and organizing inquirer data for appropriate referral and feedback to the campus community.

CIVS should pursue meaningful research to review and improve programs and services. Members of the campus community should be involved in the review of these findings, as well as in the design and governance of campus information and visitor services. Students, faculty members, staff, and appropriate external agencies should be involved through committees, councils, and boards.

#### Part 4. HUMAN RESOURCES

Campus Information and Visitor Services (CIVS) must be staffed adequately by individuals qualified to accomplish mission and goals.

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

Within institutional guidelines, CIVS 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 CIVS 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 CIVS 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.

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

CIVS 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

CIVS 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.

Continuing staff development experiences should include in-service training programs, professional conferences, workshops, and on-site training to enhance employee familiarization with the institution's visitor destinations, programs, services, and employees.

A formal training program must be required for all staff, especially those who will be providing direct service.

Training programs should include experiences for initial employee orientations as well as on-the-job training, in-service group training, supervisory coaching, and individualized training based on employee needs.

Staff-training programs should include

- emergency /crisis management

- strategies for understanding campus and community resources
- information retrieval, delivery and data collection
- overview of mission, vision, strategic goals, role, purpose, function, structure, policies, and procedures of the unit
- student development theory and practice
- customer service and basic communication skills such as interviewing, listening, empathy, clarification and problem-solving
- strategies for supporting persons with disabilities and language differences

Administrators of CIVS 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.

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

#### PROFESSIONAL PERSONNEL

CIVS 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.

CIVS staff positions must be filled based on a defined set of qualifications such as level of education, work experience, and personal characteristics (e.g., integrity, communication skills, leadership ability).

#### 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.

Every CIVS staff member must show respect for all inquirers.

## Part 5. ETHICS

Campus Information and Visitor Services (CIVS) 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

Statements of ethical standards must

- specify that CIVS 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

CIVS 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 Information and Visitor Services (CIVS) 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.

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

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

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

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

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

CIVS 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.

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

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

## 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 Information and Visitor Services (CIVS) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

CIVS 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.

CIVS 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

#### Part 8. INTERNAL AND EXTERNAL RELATIONS

Campus Information and Visitor Services (CIVS) 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.

CIVS 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

CIVS should collaborate closely with other campus offices and external agencies to ensure accuracy, timeliness, and reliability of information being provided to inquirers.

When appropriate, inquirers should be referred to other resources, and staff may actively participate in this linking process. This referral process is often integrated with information dissemination, intervention, and advocacy. Inquirers should be encouraged to re-contact the CIVS if additional information or assistance is needed.

Within institutional guidelines, CIVS should intervene and advocate for inquirers when information is inaccurate or misleading and/or inquirer needs have not been addressed satisfactorily. Follow-up on more complex problem situations should occur to determine the extent to which inquirer needs have been met.

## Part 9. FINANCIAL RESOURCES

Campus Information and Visitor Services (CIVS) must have funding to accomplish the mission and goals.

Institutional funds for CIVS should be allocated on a permanent basis.

In addition to institutional commitment of general funds, other funding sources may be considered including state/provincial appropriations, federal resources, fees and generated revenue, local community funding, and donations.

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

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

CIVS 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.

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

CIVS 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

Financial resources should be sufficient to provide inquirers with high quality personal interaction as well as print and electronic information.

#### Part 10. TECHNOLOGY

Campus Information and Visitor Services (CIVS) 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.

CIVS 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

CIVS 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, CIVS 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 Information and Visitor Services' (CIVS) 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.

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.

CIVS 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, CIVS must take into account expenses related to regular maintenance and life cycle costs.

CIVS must play an active role in the design and decision-making process for campus signage.

The CIVS facility should include space for confidential interviewing, display of materials, visitor reception, and information and referral operations. State-of-the-art telephone and computer capability should be included.

The CIVS facility should be accessible to and by public transportation and be at a location that can best represent the “front door” of the institution.

#### Part 12. ASSESSMENT

Campus Information and Visitor Services (CIVS) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

CIVS 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

CIVS must maintain an on-going process to collect inquirer use and inquirer satisfaction information.

CIVS must employ ethical practices in the assessment process.

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

*General Standards revised in 2014;  
CIVS content developed/revised in 2000 & 2010*