

# CAS Self-Assessment Guide

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## **CIVIC ENGAGEMENT AND SERVICE-LEARNING PROGRAMS**

2015

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## CIVIC ENGAGEMENT AND SERVICE-LEARNING PROGRAMS

### CAS Contextual Statement

From the inception of American colleges and universities, one of the purposes of higher education has been to serve society and promote democracy through the education of leaders (Ehrlich, 2000; Hartley, 2009). The growth and proliferation of civic engagement and service-learning programs over the past thirty years illustrate institutions' commitment to civic education for citizenship and the development of civic leadership skills for students (Saltmarsh & Hartley, 2011). Through service experiences coupled with learning activities and reflection, civic engagement and service-learning programs offer educators many pathways to help students develop dispositions toward responsible public service, citizenship, and civic agency (Schnaubelt, 2012; Gorgol, 2012). Civic engagement outcomes may be achieved through experiences within curricular-based learning, as in a service-learning course, or through a well-organized, one-time service activity, a community-based research project, intentional advocacy, or an alternative spring break trip. Civic engagement can be defined as follows:

Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivations to make that difference. It means promoting the quality of life in a community through both political and non-political processes. (Ehrlich, 2000, p. vi)

Of the pedagogies related to civic engagement, service-learning is the most widely-used, well-researched, and respected high-impact teaching practice (Finley, 2011). Service-learning is "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development" (Jacoby, 1996). Research shows that students who participate in service-learning integrate theory with practice, report academic gains, develop a deeper understanding of course material, demonstrate critical reflection skills, develop a sense of social responsibility, and demonstrate a greater ability to work collaboratively (Astin, Sax, & Avalos, 1999; Eyler & Giles, 1999; Gorgol, 2010; Kahne & Sport, 2008; Keen & Hall, 2009; Steinberg, Hatcher, & Bringle, 2011).

Civic engagement and service-learning programs offer many benefits to students, institutions, and communities making it a popular pedagogy and important institutional strategy (Sponsler & Hartley, 2013). To understand this current movement in higher education, it is valuable to look back fifty years. The partnership between higher education and the community became more pronounced as the civil rights movement and social activism of the 1960s and 1970s influenced the role of colleges and universities in civic life. Higher education institutions intentionally engaged with the social, political, and economic strife of their communities. In this period, many students and faculty emphasized diversity and outreach in their programming; these programs included neighborhood development and outreach programs in local communities, racial/ethnic studies, international education, and study abroad.

The 1980s ushered in a new period of activism led by students and college presidents. In 1984, two students formed COOL – The Campus Outreach and Opportunities League - to promote student involvement in community service and social activism. In 1985, three college presidents, from Brown, Georgetown, and Stanford University, with the president of the Education Commission of the States, formed Campus Compact, creating a coalition of college and university presidents who were committed to returning to and fulfilling the public purposes of higher education. These two organizations laid the groundwork for colleges and universities to institutionalize engagement efforts with resources, infrastructure, and technical support for students, faculty, and administrators.

With the support of external organizations like COOL and Campus Compact, the 1990s experienced a significant growth in the range of service-learning courses and civic engagement efforts. From the three founding campuses, Campus Compact membership grew to nearly 1000 by the year 2000. During this time, service-learning, with its

emphasis on combining coursework and community service, emerged as the most popular form of civic engagement in education (Gorgol, 2012). Higher education had renewed its commitment to community and democracy.

In the 2000s, there was a broadening of scope; campuses were continuing to offer service-learning courses and were adding an array of course-based strategies and high-impact pedagogies to educate students for citizenship. This was evident by the growth and development of community-based research, alternative spring breaks, campus-wide service days, community based research, activism, and political engagement efforts. These pedagogies and practices offered more opportunities for students to gain the knowledge, skills, and abilities necessary to serve as leaders in their communities. In addition, due to external accountability and awards such as the Carnegie Elective Classification for Community Engagement and the Presidential Honor Roll for Community Engagement, campuses began better documenting the work being accomplished. National associations and organizations such as The Bonner Program, The American Democracy Project of the American Association of State Colleges and Universities, the Democracy Commitment, and NASPA's Lead Initiative were developed to support the growing work of civic engagement on campuses. To accommodate this growth and meet the demands for assessment, campuses have developed a variety of organizational structures to support civic engagement and service-learning. These responsibilities may be housed in academic affairs, student affairs, or a joint structuring between the two; this structure varies from campus to campus (Sponsler & Hartley, 2013).

The growth, expansion and institutionalization of civic engagement and service-learning programs led to a movement--a social movement towards a more democratic form of education (Hartley, 2013). The report, *A Crucible Moment: College Learning and Democracy's Future*, sponsored by the Department of Education, furthered this idea (2012). This report was a national call to action that provided an agenda for civic engagement and education for the future, highlighting the need for a more democratic education (Osteen, 2012; Campus Compact, 2012).

In practice, civic engagement and service-learning programs are designed with service, learning, and the community in mind to be relational, not transactional; it is the relationship that grounds and supports the learning (Jacoby, 1996; Jacoby, 2014). In order to have a transformative experiential educational experience, civic engagement and service-learning programs must be grounded in reflection, based on reciprocal relationships, and designed to create a diverse community of learners.

At the heart of civic engagement and service-learning programs is reflection. "As a form of experiential education, service-learning is based on the pedagogical principle that learning and development do not necessarily occur as a result of the experience itself. Rather, they occur as a result of reflection intentionally designed to promote learning and development" (CAS, 2012). Reflection can take many forms for both students and community and can occur through formal channels (writing papers, presentations, or disciplinary research) or informal channels (conversation, journaling, debate, or discussion).

Mutually beneficial community partnerships, grounded in reciprocity, are critical components of effective civic engagement and service-learning programs (Jacoby, 2014). Reciprocal relationships guarantee that all parties are both educators and learners; the needs and interests to be addressed in a project should be defined by both campus and community. In developing, maintaining, and improving these relationships, asset-based models are preferred. Both campus and community should consider the strengths that each party brings to the relationship. This is not a "helping" relationship but, rather, a reciprocal relationship in which each is served.

The most successful civic engagement and service-learning programs create a diverse community of learners who together grow and develop as citizens while celebrating difference and diversity. Institutions develop, structure, and support civic engagement and service-learning programs in a variety of ways; some programs are housed in student

affairs, academic affairs, or in collaborative centers to serve the unique needs and resources of the institution (Sponsler & Hartley, 2013). This work is not a solitary, individual endeavor but is dependent upon interrelated parties--students, campus, and community partners--who come together to solve problems with innovation and creativity to meet the needs of their defined community (Colby, Beaumont, Ehrlich, & Corngold, 2007; Hartley, 2009; Saltmarsh & Hartley, 2011). This is the essence of a functioning, diverse democracy. Approaching civic engagement and service-learning in this way with a diverse lens affords the opportunity to reflect upon and activate our democracy and celebrate the contributions of all.

Civic engagement and service-learning programs are a powerful form of experiential education; they integrate practical, real-world service experiences with insightful and thoughtful education. As a result of participation, students develop the skills, knowledge, and capabilities to engage reciprocally with their communities through thoughtful reflection, integrated learning, and becoming empowered to work with others to lead, envision, and create change.

*The reader is encouraged to recognize that the CAS Civic Engagement and Service-Learning Programs standards compliment and support other CAS standards. Among others, the CAS standards for Academic Advising Programs, Career Services, College Honor Society Programs, Internship Programs and Education Abroad Programs include components supportive of and relevant to civic engagement and service-learning offerings in higher education.*

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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;"><b>1. Plan the Process</b></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;"><b>5. Develop an Action Plan</b></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;"><b>2. Assemble and Educate the Self-Assessment Team</b></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;"><b>6. Prepare a Report</b></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;"><b>3. Identify, Collect, and Review Evidence</b></p> <p>Define what constitutes evidence; then gather, collect,</p>	<p style="text-align: center;"><b>7. Close the Loop</b></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><b>4. Conduct and Interpret Ratings Using Evaluative Evidence</b></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.

**Part 5. ETHICS**

**Suggested Evidence and Documentation:**

1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

**Criterion Measures:**

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

**5.1 Ethical Standards**

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

*Rationale:*

**5.2 Statement of Ethical Standards**

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

### *Using Guidelines to Make Judgments about the Program*

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

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

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

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

#### ***Step E: Formulating an Action Plan***

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

#### **1) Resolve Rating Discrepancies (Work Form A)**

- a) Identify criterion statements for which there is a substantial rating discrepancy.
- b) Discuss these items and come to a resolution or final decision. Note any measures where consensus could not be reached.

#### **2) Identify Areas of Program Strength (Work Form B)**

- a) Identify criterion measure ratings where *strength* in performance or accomplishment was noted (i.e., program exceeds criterion with a rating of 4).

#### **3) Identify Areas for Improvement (Work Form B)**

- a) Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures, and received a rating of 0 or 1) were noted.

#### **4) Recommend Areas for Unit Action (Work Form C)**

- a) Note items that need follow-up action for improvement and indicate what requires action.
- b) This is the last form to be completed by the review team.

#### **5) Prepare the Action Plan (Work Form D)**

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

#### **6) Write Program Action Plan (Work Form E)**

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

#### **7) Prepare Report**

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

#### ***Step F: Preparing a Report***

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

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

***Step G: Closing the Loop***

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

# CIVIC ENGAGEMENT AND SERVICE-LEARNING PROGRAMS

## CAS Self-Assessment Guide

### Part 1: MISSION

**Suggested Evidence and Documentation:**

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

**Criterion Measures:**

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

**1.1 Program Mission and Goals**

- The mission of Civic Engagement and Service-Learning Programs (CES-LP) is to involve students in learning experiences that serve community needs through direct service, community-based research, advocacy, and engagement opportunities.
- CES-LP requires reciprocal relationships between the students, institutions, and the community in a mutually beneficial partnership.
- At the heart of CES-LP’s mission is reflection that is intentionally designed to promote student learning and development.

*Rationale:*

**1.2 Mission Implementation and Review**

- CES-LP develops, disseminates, implements, and regularly reviews its mission.

*Rationale:*

**1.3 Mission Statement**

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

*Rationale:*

**Overview Questions:**

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

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

**Part 2: PROGRAM**

**Suggested Evidence and Documentation:**

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

**Criterion Measures:**

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

2.1 Program Contribution to Student Learning and Development

- Civic Engagement and Service-Learning Programs (CES-LP) contributes to students’ formal education (the curriculum and co-curriculum), learning, and development.
- CES-LP contributes to students’ progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
- CES-LP identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.
- Whether service-learning is for academic credit or not, the focus is on learning and educational objectives, not on hours served.

*Rationale:*

2.2 Relationships with Communities

- CES-LP contributes to the well-being of the communities that host service-learners.
- CES-LP develops mutually beneficial partnerships with community-based organizations to meet organizations’ service needs and to achieve student learning and development outcomes.

*Rationale:*

2.3 Assessment of Learning and Development

- CES-LP engages in outcomes assessment, documents evidence of its impact, and articulates the role it plays in student learning and success.
- CES-LP uses evidence to create strategies for improvement of programs.
- CES-LP establishes mechanisms to regularly assess and evaluate civic, service, and learning outcomes for students and communities.
- CES-LP that focuses on collective action gathers and evaluates information from multiple perspectives in conducting critical inquiry and analysis.

*Rationale:*



## 2.4 Program Design

- CES-LP bases its work on intentional student learning and development outcomes.
- CES-LP articulates clear service and learning goals for everyone involved, including students, faculty and staff members, community agency personnel, and those being served.
- CES-LP reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
- The program is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.
- CES-LP is integrated into and enhances both the academic and co-curricular programs and the community.
- CES-LP ensures intellectual rigor within the design of service-learning experiences.
- CES-LP establishes criteria for selecting civic engagement and service-learning sites to ensure productive learning opportunities for everyone involved.
- CES-LP establishes and implements risk management procedures to protect students, the institution, and the community agencies.
- CES-LP offers alternatives to ensure that students are not required to participate in activities that violate a religious, spiritual, or moral belief.
- CES-LP provides on-going professional development and support to faculty and staff members.

*Rationale:*

## 2.5 Collaboration

- CES-LP collaborates with others across the institution in ways that benefit students.
- CES-LP initiates and maintains collaborative relations within the institution for the design and implementation of CES-LP experiences.

*Rationale:*

## 2.6 Student Engagement

- CES-LP offers a wide range of curricular and co-curricular experiences appropriate for students at varied developmental levels and with a variety of interests and abilities.
- CES-LP allows participants to define their needs and interests, engages students in responsible and purposeful actions to meet community-defined needs, and enables students to understand needs in the context of community resources.
- CES-LP educates students regarding the philosophy of service and learning, the particular community service site, the work they will do, and the people they will be serving in the community.
- CES-LP engages students in reflection designed to enable them to deepen their understanding of themselves, the community, and the complexity of social problems and potential solutions.
- CES-LP engages students in the examination of assumptions and biases.
- CES-LP raises student awareness of social systems at the root of community needs.
- CES-LP educates students to differentiate between perpetuating dependence and building capacity within the community.
- CES-LP educates students to analyze community action to differentiate acts of charity from transformative change.

*Rationale:*



2.7 Co-Curricular Planning

- Course credit offered for service-learning is for learning, not service.
- The course syllabus or plan for co-curricular experiences describes community-identified needs that the service will address, desired outcomes of the service and learning for all participants, activities or assignments that link service to academic content, and opportunities to reflect on one’s personal reactions to service and learning experiences.
- The course syllabus or plan for co-curricular experiences outlines logistics (e.g., time required, transportation, materials required, description of the setting), nature of the service work, roles and responsibilities of students and community members, risk management procedures, service and learning experiences evaluation, and assessment of the degree to which desired outcomes were achieved.

*Rationale:*

**Overview Questions:**

1. What are the most significant student learning and development outcomes of CES-LP?
2. What difference does CES-LP make for students who engage with it?
3. What is the demonstrated impact of CES-LP 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

- Civic Engagement and Service-Learning Programs (CES-LP) 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

- CES-LP 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.
- CES-LP leaders facilitate continuous development, implementation, and assessment of effectiveness and goal attainment congruent with institutional mission and strategic plans.
- CES-LP leaders promote environments that provide meaningful opportunities for student learning, development, and engagement.
- CES-LP leaders develop, adapt, and improve programs and services for populations served and institutional priorities.
- CES-LP leaders include diverse perspectives to inform decision making.

*Rationale:*



### 3.4 Management

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

*Rationale:*



### 3.5 Supervision

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

*Rationale:*



### 3.6 Program Advancement

- CES-LP leaders advocate for and actively promote the mission and goals of the programs and services.

- CES-LP leaders inform stakeholders about issues affecting practice.
- CES-LP leaders facilitate processes to reach consensus where wide support is needed.
- CES-LP leaders advocate for representation in strategic planning initiatives at divisional and institutional levels.

*Rationale:*

**Overview Questions:**

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

- Civic Engagement and Service-Learning Programs (CES-LP) is staffed adequately to accomplish mission and goals.
- CES-LP has access to technical and support personnel adequate to accomplish the mission.

*Rationale:*

4.2 Recruitment, Supervision, and Professional Development

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

*Rationale:*

#### 4.3 Employment Practices

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

*Rationale:*

#### 4.5 Professional Personnel

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

*Rationale:*

4.6 Interns and Graduate Assistants

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

*Rationale:*

4.7 Student Employees and Volunteers

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

*Rationale:*

**Overview Questions:**

1. In what ways are personnel qualifications examined, performance evaluated, and personnel recognized for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of CES-LP 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 CES-LP philosophy toward engaging graduate interns and assistants, and student employees and volunteers in the program human resource pool.

**Part 5: ETHICS**

**Suggested Evidence and Documentation:**

1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

**Criterion Measures:**

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

5.1 Ethical Standards

- Civic Engagement and Service-Learning Programs (CES-LP) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- CES-LP 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 CES-LP 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

- CES-LP personnel employ ethical decision making in the performance of their duties.
- CES-LP personnel inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- CES-LP personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- CES-LP 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.
- Faculty members, staff, and students involved in civic engagement and service-learning are held to the same ethical standards as the CES-LP staff members.
- Faculty and staff members responsible for supervising civic engagement and service-learning activities monitor student performance based on training expertise and competence and alter placements as needed.

*Rationale:*

5.4 Responsibility to Communities

- CES-LP values and respects the voice of the community in the co-creation of programs and initiatives.
- CES-LP creates sustained partnerships with community leaders to ensure candid feedback and mutuality in decision-making.

*Rationale:*

**Overview Questions:**

1. What is CES-LP’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 CES-LP?

**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

- Civic Engagement and Service-Learning Programs (CES-LP) 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.
- CES-LP has access to legal advice needed for personnel to carry out their assigned responsibilities.
- CES-LP informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- CES-LP informs personnel about professional liability insurance options and refers them to external sources if the institution does not provide coverage.

*Rationale:*

6.2 Policies and Procedures

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

*Rationale:*

6.3 Harassment and Hostile Environments



- CES-LP 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

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

*Rationale:*

6.5 Governance

- CES-LP 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 CES-LP, 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

- Civic Engagement and Service-Learning Programs (CES-LP) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
- CES-LP 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

- CES-LP 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.
- CES-LP responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- CES-LP 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

- CES-LP advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- CES-LP 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.
- CES-LP addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- CES-LP 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 CES-LP ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does CES-LP address imbalance in participation among selected populations of students?
3. How does CES-LP address imbalance in staffing patterns among selected populations of program personnel?
4. How does CES-LP ensure cultural competence of its personnel to ensure inclusion in the program?
5. How does CES-LP 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 the program, catalogs, brochures, staff and student handbooks)
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners
4. Minutes from meetings/interactions with key stakeholders

**Criterion Measures:**

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

	Unable to Rate				
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**8.1 Internal and External Populations**

- Civic Engagement and Service-Learning Programs (CES-LP) 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.
- CES-LP 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.
- CES-LP 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**

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

*Rationale:*

**Overview Questions:**

1. With which relevant individuals, campus offices, and external agencies must CES-LP maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
2. How does CES-LP maintain effective relationships with program constituents?
3. How does CES-LP 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
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Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds
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- 9.1 Adequate Funding
- Civic Engagement and Service-Learning Programs (CES-LP) has funding to accomplish its mission and goals.

*Rationale:*

- 9.2 Financial Planning and Implementation
- CES-LP conducts a comprehensive analysis to determine unmet needs, relevant expenditures, external and internal resources, and impact on students and the institution.
  - CES-LP 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
- CES-LP administers funds in accordance with established institutional accounting procedures.
  - CES-LP 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 CES-LP, and why is this the most appropriate approach?
2. How does CES-LP ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does CES-LP 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

- Civic Engagement and Service-Learning Programs (CES-LP) 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

- CES-LP uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
- CES-LP 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

- CES-LP backs up data on a regular basis.
- CES-LP 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.
- CES-LP 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

- CES-LP has policies on student use of technology that are clear, easy to understand, and available to all students.
- CES-LP 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 CES-LP ensure that relevant technology is available for all who are served by the program?
4. How does CES-LP use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does CES-LP 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
- Civic Engagement and Service-Learning Programs (CES-LP) 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
- CES-LP 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, CES-LP 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 CES-LP integrate sustainable practices?
3. How does CES-LP ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is CES-LP 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

- Civic Engagement and Service-Learning Programs (CES-LP) develops an ongoing cycle of assessment plans, processes, and activities.
- CES-LP identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- CES-LP documents progress toward achievement of goals and outcomes.
- CES-LP assesses the impact of programs on student learning and development.
- CES-LP assesses the impact of programs on the community and partnerships.
- CES-LP employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- CES-LP employs ethical practices in the assessment process.
- CES-LP has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

*Rationale:*

12.2 Reporting and Implementing Results

- CES-LP interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- CES-LP reports aggregated results to respondent groups and stakeholders.
- CES-LP 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 CES-LP?
2. What are priorities of the assessment program, and how are those developed?
3. How does CES-LP 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 CES-LP achievement of mission and goals?
5. How effective is the assessment strategy in demonstrating goal achievement and student learning?
6. How does CES-LP use assessment results to inform program improvement?
7. How does CES-LP share assessment results with relevant constituencies?
8. How does CES-LP support ongoing development of assessment competencies for personnel?

*General Standards revised in 2014*

*CES-LP (formerly Service-Learning Programs) content developed/revised in 2005 and 2015*

## 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.

<b>Part</b>	<b>Discrepancies</b>	<b>Resolution/Final Decision</b>
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.

<b>Part</b>	<b>Strengths:</b> Items that exceed the standard (consensus ratings = 3)	<b>Areas for Improvement:</b> 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	

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## 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

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#### Part 2. Program

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#### Part 3. Organization and Leadership

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#### Part 4. Human Resources

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#### Part 5. Ethics

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#### Part 6. Law, Policy, and Governance

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#### Part 7. Diversity, Equity, and Access

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#### Part 8. Internal and External Relations

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#### Part 9. Financial Resources

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Part 10. Technology

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Part 11. Facilities and Equipment

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Part 12. Assessment

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**Work Form E – Action Plan**

**INSTRUCTIONS:**

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

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

## CIVIC ENGAGEMENT AND SERVICE-LEARNING PROGRAMS

### CAS Standards and Guidelines

#### Part 1. MISSION

The mission of Civic Engagement and Service-Learning Programs (CES-LP) is to involve students in learning experiences that serve community needs through direct service, community-based research, advocacy, and engagement opportunities. These programs require reciprocal relationships between the students, institutions, and the community in a mutually beneficial partnership. At the heart of CES-LPs is reflection that is intentionally designed to promote student learning and development.

CES-LP 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

To achieve their mission, Civic Engagement and Service-Learning Programs (CES-LP) 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

CES-LP must contribute to the well-being of the communities that host service-learners.

To contribute to student learning and development, CES-LP 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.]

**CES-LP 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**

**CES-LP must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.**



CES-LP must be integrated into and enhance both the academic and co-curricular programs and the community.

CES-LP must

- allow participants to define their needs and interests
- engage students in responsible and purposeful actions to meet community-defined needs
- enable students to understand needs in the context of community resources
- articulate clear service and learning goals for everyone involved, including students, faculty and staff members, community agency personnel, and those being served
- ensure intellectual rigor within the design of service-learning experiences
- establish criteria for selecting civic engagement and service-learning sites to ensure productive learning opportunities for everyone involved
- educate students regarding the philosophy of service and learning, the particular community service site, the work they will do, and the people they will be serving in the community
- establish and implement risk management procedures to protect students, the institution, and the community agencies
- offer alternatives to ensure that students are not required to participate in activities that violate a religious, spiritual, or moral belief
- engage students in reflection designed to enable them to deepen their understanding of themselves, the community, and the complexity of social problems and potential solutions
- engage students in the examination of assumptions and biases
- raise student awareness of social systems at the root of community needs
- educate students to differentiate between perpetuating dependence and building capacity within the community
- establish mechanisms to regularly assess and evaluate civic, service, and learning outcomes for students and communities
- provide on-going professional development and support to faculty and staff members
- educate students to analyze community action to differentiate acts of charity from transformative change

CES-LP must initiate and maintain collaborative relations within the institution for the design and implementation of CES-LP experiences. They must develop mutually beneficial partnerships with community-based organizations to meet organizations' service needs and to achieve student learning and development outcomes.

When course credit is offered for service-learning, the credit must be for learning, not service. Whether service-learning is for academic credit or not, the focus must be on learning and educational objectives, not on hours served.

**CES-LP must offer a wide range of curricular and co-curricular experiences appropriate for students at varied developmental levels and with a variety of interests and abilities.**

Examples may include older students, commuter students, students who are parents, part-time students, fully employed students, international students, and students with disabilities.

Experiences may include

- One-time and short-term experiences. These may be designed to achieve a variety of student learning outcomes, including introducing students to civic engagement and service-learning as a critical aspect of their college education, enabling students to learn what types of service best suit their interests, familiarizing students with the community in which the institution is located, and understanding the approaches different agencies take to address community problems. These experiences may be co-curricular or part of the academic curriculum, including first-year seminars.
- Credit-bearing courses. Such courses may be designed to enable students to deepen their understanding of course content, apply knowledge to practice, and test theory through practical application. These courses may be designed for students at any levels. Learning experiences provide opportunities for students to consider how disciplinary or interdisciplinary knowledge may be applied in a socially responsible manner in professional settings.
- Community-based research. Whether integrated into a course or organized as an independent-study, students engage in community-based research work with faculty and community partners to design, conduct, analyze, and report research results to serve community purposes.
- Intensive service-learning experiences. Service-learning experiences may immerse students intensively in a setting or culture, whether domestically or abroad. These experiences may engage students in dialogue and problem solving with the people most affected by the issues and help them develop a sense of solidarity with people whose lives and perspectives differ from their own. These experiences vary in length from a one-week alternative break to a semester- or year-long experience.

**The course syllabus or plan for co-curricular experiences must describe**

- **community-identified needs that the service will address**
- **desired outcomes of the service and learning for all participants**
- **activities or assignments that link service to academic content**
- **opportunities to reflect on one's personal reactions to service and learning experiences**
- **logistics (e.g., time required, transportation, materials required, description of the setting)**
- **nature of the service work**
- **roles and responsibilities of students and community members**
- **procedures for risk management**
- **evaluation of the service and learning experiences**
- **assessment of the degree to which desired outcomes were achieved**

CES-LP should foster student leadership, civic learning, and development and should encourage student-initiated and student-led service and learning.

**CES-LP that focus on collective action must gather and evaluate information from multiple perspectives in conducting critical inquiry and analysis.**

### **Part 3. ORGANIZATION AND LEADERSHIP**

**To achieve program and student learning and development outcomes, Civic Engagement and Service-Learning Programs (CES-LP) must be purposefully structured for effectiveness. CES-LP 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 the CES-LP 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**

Strategic planning should include the insights and perspectives of those off-campus partners that serve as co-educators and/or provide service opportunities.

#### **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

Leaders should ensure CES-LP participants and stakeholders identify the extent to which the goals were achieved and celebrate those achievements.

#### **Part 4. HUMAN RESOURCES**

**Civic Engagement and Service-Learning Programs (CES-LP) must be staffed adequately by individuals qualified to accomplish mission and goals.**

**CES-LP must have access to technical and support personnel adequate to accomplish their mission.**

**Within institutional guidelines, CES-LP 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 CES-LP 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 CES-LP 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.

CES-LP personnel, when hired and throughout their employment, must receive appropriate and thorough training.

CES-LP 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

CES-LP 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.

Professional development of staff and faculty members engaged in civic engagement and service-learning programs should address how to

- build relationships with community agencies
- establish and maintain collaborative relationships with campus functional areas and units
- engage students in community action for the public good
- prepare, mentor, and monitor students to deliver services according to legal and risk management policies

- employ learning strategies that are effective in achieving learning outcomes
- engage students in structured opportunities for reflection
- develop, implement, and evaluate service and learning goals
- facilitate the process of identifying student and community needs and interests
- clarify the responsibilities of students, the institution, and agencies
- match the unique needs of agencies and students
- sustain genuine and active commitment of students, the institution, and agencies
- educate, train, and support students to facilitate service-learning experiences for their peers
- ensure that the time commitments for service and learning are balanced and appropriate
- foster participation by and with diverse populations
- develop fiscal and other resources for program support

**Administrators of CES-LP 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.**

**CES-LP personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.**

#### **PROFESSIONAL PERSONNEL**

**CES-LP 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.**

To maintain and encourage reciprocity and mutually beneficial partnerships, the leaders of CES-LP and staff should provide professional development for community partners regarding how to work effectively with students, faculty members, and staff in higher education institutions. CES-LP leaders should also create opportunities for community partners to educate CES-LP staff about their organizations and the community.

Faculty and staff members who integrate service-learning into courses should receive institutional recognition and support (e.g., reduced course load, mini-grants, or teaching assistants).

#### **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.

### Part 5. ETHICS

Civic Engagement and Service-Learning Programs (CES-LP) 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 CES-LP 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

CES-LP 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

CES-LP programs must value and respect the voice of the community in the co-creation of programs and initiatives. They must create sustained partnerships with community leaders to ensure candid feedback and mutuality in decision-making.

The faculty members, staff, and students involved in civic engagement and service-learning must be held to the same ethical standards as the CES-LP staff members.

All faculty and staff members responsible for supervising civic engagement and service-learning activities must monitor student performance based on training expertise and competence and alter placements as needed.

#### **Part 6. LAW, POLICY, AND GOVERNANCE**

Civic Engagement and Service-Learning Programs (CES-LP) 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.

CES-LP must have access to legal advice needed for personnel to carry out their assigned responsibilities.

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

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

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

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

CES-LP 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.

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

CES-LP 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, Civic Engagement and Service-Learning Programs (CES-LP) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

CES-LP 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.

CES-LP 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**

**Civic Engagement and Service-Learning Programs (CES-LP) 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

CES-LP should develop productive working relationships with a wide range of campus agencies, including risk management, transportation, health services, academic departments and colleges, leadership programs, new student orientation, student activities, and institutional relationships and development.

Civic engagement and service-learning works best when the institution as a whole is engaged as a responsible partner with its surrounding communities. CES-LP professionals should advocate for the institution to share its resources with its community and to develop a wide range of mutually beneficial campus-community partnerships.

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

**CES-LP 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

#### **Part 9. FINANCIAL RESOURCES**

**Civic Engagement and Service-Learning Programs (CES-LP) must have funding to accomplish the mission and goals.**

**In establishing and prioritizing funding resources, CES-LP must conduct comprehensive analyses to determine**

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

CES-LP 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.

CES-LP must administer funds in accordance with established institutional accounting procedures.

CES-LP 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

#### Part 10. TECHNOLOGY

Civic Engagement and Service-Learning Programs (CES-LP) 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.

CES-LP 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

CES-LP 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, CES-LP 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**

Civic Engagement and Service-Learning Programs' (CES-LP) 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.

CES-LP 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, CES-LP must take into account expenses related to regular maintenance and life cycle costs.

#### **Part 12. ASSESSMENT**

Civic Engagement and Service-Learning Programs (CES-LP) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

CES-LP 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**

**CES-LP must assess the impact of programs on student learning and development.**

**CES-LP must assess the impact of programs on the community and partnerships.**

CES-LP should provide assessment reports in a format that is easily understood and accessible by all stakeholders and partners.

**CES-LP must employ ethical practices in the assessment process.**

**CES-LP must have access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.**

*General Standards revised in 2014;*

*CES-LP (formerly Service-Learning Programs) content developed/revised in 2005 and 2015*