

CAS Self-Assessment Guide

CAMPUS RELIGIOUS, SECULAR, AND SPIRITUAL
PROGRAMS
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CAMPUS RELIGIOUS, SECULAR, AND SPIRITUAL PROGRAMS

CAS Contextual Statement

The pursuit of religious liberty proved central to the founding of colonial America, with many early colonists being religious dissenters. In order to reinforce and protect the ideal of free religious expression, they founded the early colleges to educate colonial leadership, weaving Protestant Christian values throughout the curriculum and college life. The continuing turmoil in England and Europe - wars, famine, population growth and urbanization, and religious intolerance - combined with expanding trade encouraged the migration of settlers to the New World. With these immigrants came an increasing diversity of religious belief that challenged standing practices of religious liberty. New pragmatic pressures on the colonial colleges forced curricular changes to prepare the growing merchant and governing class. While religion continued to figure centrally in college life, the curriculum gradually diversified to meet the vocational needs of the growing colonies and, upon independence from England, of the new nation (Geiger, 2015; Thelin, 2011; Waggoner, 2011).

Historical Context

The 19th century brought continued geographic and population expansion of the United States, and colleges grew and developed along with the needs of the country. Numerous Protestant and fewer Catholic colleges followed the westward expansion, and their missions continued to differentiate in response to the increasing complexity of the nation's activities. The achievements of Europe's new philosophical ideas and sciences began to traverse the Atlantic, fostering innovations in higher education; chief among these were German-style research and alternative critical study of Biblical texts that challenged traditional unmediated readings. Religion's primacy as the chief interpreter of experience was challenged by the promise of science and technology (Reuben, 1996). The place of religion in education was debated widely and internationally; in the U.S. the implications of the First Amendment for a society of increasing religious plurality continued to be worked out in the courts.

As state-supported universities developed, particularly with federal land grants through the Morrill Acts of 1862 and 1890, the place of religion was mediated by the requirements of emergent constitutional doctrine. Direct university involvement with religion became more restrained, and new co-curricular outlets developed for facilitating religious expression on public campuses. These would later grow into organizations including the Young Men's (and later Women's) Christian Association (YMCA/ YWCA), InterVarsity Christian Fellowship, Catholic Newman Clubs, Jewish Hillel Centers, the Muslim Student Association, Campus Crusade for Christ (now CRU), Wesley Foundations (United Methodist), Westminster Houses (Presbyterian Church U.S.A.) Navigators, United Ministries in Higher Education (UMHE), and more. In the meantime, religiously-affiliated institutions continued to flourish, providing a protected space for free religious expression along the lines of particular beliefs. Following the Civil War, several Historically Black Colleges and Universities were founded. From the outset, these institutions, whether private or publically funded, were grounded in a Christian ethos that permeated college life and the curriculum. This differentiated model of place of religion in higher education became the common practice through the 20th century (Geiger, 2015; Schmalzbauer, 2013; Thelin, 2011).

Challenges to Cultural Authorities

The 1960s brought challenges to several cultural authorities, including religion. The Vatican Council of 1962 initiated what many saw as liberalizing reforms in the Roman Catholic Church. Several theologians announced the Death of God. Ruling in *Engel v. Vitale* in 1962, the U.S. Supreme Court decided that a prayer approved by the New York Board of Regents for use in opening exercises violated the Establishment Clause of the First Amendment, and was therefore impermissible. One year later in *Abington School District v. Schempp*, the Court disallowed Bible reading in public schools for similar reasons. These decisions, however, also opened the door to teaching *about* religion (as opposed to educating in a particular religious tradition). Soon after, religious studies departments began

to appear in colleges and universities, displacing many more theology-oriented programs. The Immigration Act of 1965 initiated a stream of new citizens who brought with them Eastern religious practices. The 1960s counterculture movement helped popularize these Eastern ideas, and along with an evolving New Age Spirituality, challenged conventional U.S. religious practices. Also at this time, the Civil Rights Movement reached a high-water mark with the passage of the Voting Rights Act. African American churches and Historically Black Colleges and Universities played a pivotal role in realizing this legislation, informing and infusing the movement with religious commitment and an energizing spirituality. Subsequently, other African American activists continued the press for minority rights through both nonviolent and more confrontational tactics. Experimentation continued through this period, much of it originating on college campuses, but this innovation was challenged in the larger society by new and vocal conservative religious leaders and their organizations (Waggoner, 2011).

From the 1970s forward, litigation interpreting the First Amendment religion guarantees increasingly delineated the parameters of religious activities on public college and university campuses. Private institutions, operating by contract with those who work or attend there, may infringe selected freedoms - including speech, equal protection, and due process - in ways not available to public institutions obliged to follow the U.S. Constitution. A series of Court decisions in the latter 20th and early 21st centuries more clearly outlined the responsibilities of public colleges and universities regarding use of student fees and campus facilities by religious groups. Religious student organizations have a right to be recognized and are subject to the same policies as other organizations, including funding, provided they do not discriminate in their activities. Nondiscrimination remains an area of contention as religious freedom and free speech claims continue to be litigated (Waggoner, 2016).

The September 11, 2001 attacks on the U.S. brought Islam to the forefront of American consciousness and galvanized interest in religion throughout the world, especially on college campuses. Religious studies courses filled. Discussions and debates on religion and spirituality flourished across all campuses, in and out of classrooms. Conflict about institutional policies arose between competing perspectives on what the First Amendment's "free exercise" of religion clause means. Minority religion adherents and increasingly vocal atheist and other non-religious voices argued for access to institutional resources, including facilities, student fee allocations, and official media outlets. Majority religion representatives' previously unchallenged dominance now faced a new multi-faith environment. Interfaith relations, dialogue, and programming (e.g., Interfaith Youth Core) became a new dimension of student affairs work on increasingly pluralist college and university campuses. Up to this point, spaces and programs supported the spiritual and meaning-making needs of religious students, and it was long assumed that these were the only tools students might need to explore topics of personal meaning and development. Students with intentionally secular worldviews (atheist, agnostic, humanist, and others, including students for whom worldview was not a salient aspect of their identity) lacked equivalent programs to explore these topics as part of their college experience. Not until the late 20th century did secular students begin to voice a demand for spaces and programs similar to those enjoyed by religious students. Systematic support for these students did not begin to emerge until the start of the 21st century.

Contemporary Practice

This is the milieu today - a heightened interest in the role of religious, secular, and spiritual approaches to public life, with higher education as a major arena where these ideas are being explored. Faculty of all disciplines, student affairs staff, chaplains and campus ministers, and students themselves are all potential resources in this discussion. A rich literature addressing these topics has emerged, and numerous promising practices are being developed (Jacobsen & Jacobsen, 2012).

Parks' (2011) influential work, *Big Questions, Worthy Dreams*, provided the theoretical base for conceptualizing faith and spiritual growth in college by extending the work of Fowler (1981) into young-adult, college-age development. Parker Palmer (1993; Palmer & Zajonc, 2010) made the case in a series of books over 20 years that spiritual

development is inextricably bound up with the educational enterprise. Three important social science databases were developed by the Astin team (Astin, Astin, & Lindholm, 2011) at UCLA through the multi-year *Spirituality in Higher Education* national (U.S.) study, by Smith (2009) at the University of Notre Dame, and by Putnam and Campbell (2010), also at the University of Notre Dame.

Professional associations began to focus on religion, spirituality, and higher education. Among them was the National Association of Student Personnel Administrators (NASPA), which created a Knowledge Community focused on these topics and sponsored the online *Journal of College and Character*. The *Journal of College Student Development* from College Student Educators International (ACPA) began to feature work in this area. Other journals published progress in this emerging area of interest, including *Religion & Education* for coverage across varying faith and spiritual perspectives, and *Christian Higher Education*, *Catholic Education: A Journal of Inquiry and Practice*, and the *Journal of Jewish Education* for tradition-specific concerns. The increase in research on religion and spirituality in higher education has been significant. While the field of secular studies has grown over the last ten years, much work remains.

Campus religious, secular, and spiritual programs can and do vary widely in focus and intent. Spirituality, while associated with religious traditions, is a perspective that deals with questions of meaning, purpose, and wellbeing apart from religion (Astin et al., 2011; Lindholm, Millora, Schwartz, & Spinoso, 2010). CAS standards and guidelines for campus religious, secular, and spiritual programs should be used as a guide to help assess the needs of students and to structure programs to meet these needs. As students look toward more diverse options to fulfill their development, and as professional practice in the field evolves quickly, institutions must continue to equip their staff members with knowledge of relevant issues. Robert Nash, with colleagues Murray (2010) and Jang (2015), provides useful guidance for both faculty and student affairs administrators to help students with questions of purpose and meaning. Campus religious, secular, and spiritual programs may be structured differently on individual campuses according to the needs and resources of each institution. There is no preferred organizational or programming structure. Organizational structures may range from coordinating committees to individual staff members working directly with these organizations. Institutional type, size, goals, and mission are just a few of the factors that do and should guide both structure and function of these programs on a campus.

One important difference is between institutions that are affiliated with a religious tradition and those that are not. Religiously-affiliated institutions may have particular mission statements, creeds, training, or directives that can influence how programs are organized and implemented on their campuses. For U.S. institutions not so affiliated, organization and programming must be guided by Supreme Court decisions relative to First-Amendment guarantees prohibiting the establishment of religion, yet allowing free religious expression. In general, the law provides that the state will be neutral in its relations with persons who profess belief or disbelief in any religion. Legal standards are continually evolving in the area of religion in public life. Consequently, those who administer Campus Religious, Secular, and Spiritual Programs (CRSSP) must maintain familiarity with relevant case law.

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INTRODUCTION AND INSTRUCTIONS

CAS Self-Assessment Guide

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

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

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

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

I. Self-Assessment Guide and Process

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

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

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

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

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

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

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

Step A: Plan the Self-Study Process

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

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

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

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

In preparing the team for the self-study, it is imperative to train the team on the CAS standards, as well as self-assessment concepts and principles. CAS standards and guidelines are formulated by representatives of 43 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
<input type="checkbox"/> 5.1 Ethical Standards <ul style="list-style-type: none"> 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. <p><i>Rationale:</i></p>					
<input type="checkbox"/> 5.2 Statement of Ethical Standards <ul style="list-style-type: none"> Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws. 					

Using Guidelines to Make Judgments about the Program

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

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

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

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

Step E: Formulating an Action Plan

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

- 1) Resolve Rating Discrepancies (Work Form A)
 - a) Identify criterion statements for which there is a substantial rating discrepancy.
 - b) Discuss these items and come to a resolution or final decision. Note any measures where consensus could not be reached.
- 2) Identify Areas of Program Strength (Work Form B)
 - a) Identify criterion measure ratings where *strength* in performance or accomplishment was noted (i.e., program exceeds criterion with a rating of 4).
- 3) Identify Areas for Improvement (Work Form B)
 - a) Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures, and received a rating of 0 or 1) were noted.
- 4) Recommend Areas for Unit Action (Work Form C)
 - a) Note items that need follow-up action for improvement and indicate what requires action.
 - b) This is the last form to be completed by the review team.
- 5) Prepare the Action Plan (Work Form D)
 - a) This step should be completed by the unit being reviewed.
 - b) Use the items requiring attention listed in Work Form C to formulate a brief action plan. The focus and intended outcomes of the next steps to be taken should be identified.
- 6) Write Program Action Plan (Work Form E)
 - a) List each specific action identified in the self-study that would enhance and strengthen services.
 - b) Determine the actions needed to improve for each practice.
 - c) Identify responsible parties to complete the action steps.
 - d) Set dates by which specific actions are to be completed.
- 7) Prepare Report
 - a) Prepare a comprehensive action plan for implementing program changes.
 - b) Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
 - c) Set tentative start-up date for initiating a subsequent self-study.

Step F: Preparing a Report

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

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

Step G: Closing the Loop

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

CAMPUS RELIGIOUS, SECULAR, AND SPIRITUAL 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 Campus Religious, Secular, and Spiritual Programs (CRSSP) is to provide members of the campus community with opportunities to pursue spiritual growth, philosophical development, and the intersections between them.
- CRSSP advocates for a campus atmosphere allowing free expression of religious, secular, and spiritual identity.
- The goals of CRSSP are to provide opportunities for members of the campus community to
 - receive the religious, secular, and spiritual support they seek
 - articulate a personal philosophy
 - acquire skills and knowledge to address issues of values, ethics, and morality
 - examine the interaction among faith, intellectual inquiry, and social responsibility as bases for finding and affirming meaning and satisfaction in life
 - participate in dialogue with others in the expression of their worldviews

Rationale:

1.2 Mission Implementation and Review

- CRSSP 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 the CRSSP mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?

Part 2: PROGRAM

Suggested Evidence and Documentation:

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

Criterion Measures:

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

2.1 Program Information and Services

- To the extent allowed by constitutional, statutory, or regulatory provisions, Campus Religious, Secular, and Spiritual Programs (CRSSP) provides opportunities for students to
 - question, explore, understand, affiliate with or avoid, and express or reject various religious faiths, spiritual beliefs, and secular practices
 - seek individual guidance or group associations for the examination and application of religious, secular, and spiritual values and worldviews, beliefs, and non-beliefs
 - worship communally and individually
 - meditate, pray, and reflect

Rationale:

2.2 Program Contribution to Student Learning and Development

- CRSSP contributes to students' formal education (the curriculum and co-curriculum), learning, and development.
- CRSSP contributes to students' progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
- In their focus on identity development and spiritual awareness, CRSSP provides programs, services, and resources to assist students as they seek to address questions of meaning, purpose, and well-being, including values, ethics, and morality.
- CRSSP identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.

Rationale:

2.3 Assessment of Learning and Development

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

Rationale:

2.4 Program Design

- CRSSP bases its work on intentional student learning and development outcomes.
- CRSSP reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
- CRSSP is responsive to the requirements and worldviews of specific religious, secular, and spiritual traditions, as well as the needs of the particular institution.
- CRSSP is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.

Rationale:

2.5 Collaboration

- CRSSP collaborates with others across the institution in ways that benefit students.
- CRSSP works with appropriate campus offices to address the ways that religion, secularism, and spirituality affect developmental and identity growth and the intersections of multiple aspects of identity.
- CRSSP ensures that membership requirements for on-campus religious organizations at public institutions are consistent with the groups' stated purposes.
- All recognized religious, secular, and spiritual organizations are afforded the same rights and privileges and are held accountable in the same manner as any other campus organization.

Rationale:

Overview Questions:

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

Part 3: ORGANIZATION AND LEADERSHIP

Suggested Evidence and Documentation:

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

- 9. Needs assessment of program constituents
- 10. Report of professional development activities

Criterion Measures:

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

3.1 Organization Documents

- Campus Religious, Secular, and Spiritual Programs (CRSSP) 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

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

Rationale:

3.4 Management

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

Rationale:

3.5 Supervision

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

Rationale:

3.6 Program Advancement

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

Rationale:

Overview Questions:

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

Part 4: HUMAN RESOURCES

Suggested Evidence and Documentation:

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

12. Minutes from staff meetings at which human resources related standards were discussed and addressed

Criterion Measures:

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

- 4.1 Adequate Staffing and Support
- Campus Religious, Secular, and Spiritual Programs (CRSSP) is staffed adequately to accomplish mission and goals.
 - CRSSP has access to technical and support personnel adequate to accomplish the mission.

Rationale:

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

Rationale:

- 4.3 Employment Practices
- Administrators of CRSSP 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.
- CRSSP directors or coordinators have
 - an understanding of and a commitment to student development related to religion, secularism, and spirituality
 - the ability to treat fairly all expressions of religious and non-religious experiences
 - an awareness and understanding of the perspectives of religious, secular, and spiritual groups affiliated with that campus

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 the CRSSP 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 the CRSSP 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

- Campus Religious, Secular, and Spiritual Programs (CRSSP) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- CRSSP 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 CRSSP 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

- CRSSP personnel employ ethical decision making in the performance of their duties.
- CRSSP personnel inform users of programs and services of ethical obligations and limitations

emanating from codes and laws or from licensure requirements.

- CRSSP personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- CRSSP personnel avoid actions that disparage the beliefs of others.
- CRSSP personnel perform their duties within the scope of their position, training, expertise, and competence and make referrals when issues presented exceed the scope of the position.

Rationale:

5.4 Participation in Religious Activities

- CRSSP ensures that fair and reasonable consideration is given to the needs of campus members to participate in the basic activities of their faith traditions and spiritual beliefs.

Rationale:

Overview Questions:

1. What is the CRSSP 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 CRSSP?

Part 6: LAW, POLICY, AND GOVERNANCE

Suggested Evidence and Documentation:

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

Criterion Measures:

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

6.1 Legal Obligations and Responsibilities

- Campus Religious, Secular, and Spiritual Programs (CRSSP) 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.
- CRSSP has access to legal advice needed for personnel to carry out their assigned responsibilities.
- CRSSP informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- CRSSP 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
- CRSSP has written policies and procedures on operations, transactions, or tasks that have legal implications.
 - CRSSP regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
 - CRSSP 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
- CRSSP personnel neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.
 - CRSSP collaborated to develop campus policies and practices that protect students from harassment from persons advocating particular religious, secular, or spiritual positions or activities.

Rationale:

- 6.4 Copyright Compliance
- CRSSP purchases or obtains permission to use copyrighted materials and instruments and includes appropriate citations on materials and instruments.

Rationale:

- 6.5 Governance
- CRSSP 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 CRSSP, and how are they addressed?
2. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
3. How are personnel informed about internal and external governance systems?

Part 7: DIVERSITY, EQUITY, AND ACCESS

Suggested Evidence and Documentation:

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

Criterion Measures:

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

7.1 Inclusive Work Environments

- Campus Religious, Secular, and Spiritual Programs (CRSSP) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
- CRSSP 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.
- CRSSP treats and serves all members of the campus community fairly, regardless of an individual’s religious, secular, or spiritual ideas.

Rationale:

7.2 Structural Aspects of Equity, Access, and Inclusion

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

- CRSSP advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- CRSSP 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.
- CRSSP addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- CRSSP 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 CRSSP ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does CRSSP address imbalance in participation among selected populations of students?

3. How does CRSSP address imbalance in staffing patterns among selected populations of program personnel?
4. How does CRSSP ensure cultural competence of its personnel to ensure inclusion in the program?
5. How does CRSSP 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/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

8.1 Internal and External Populations

- Campus Religious, Secular, and Spiritual Programs (CRSSP) 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.
- CRSSP 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.
- CRSSP reaches out to internal and external populations to disseminate information about the programs and services.
- At institutions that require particular religious activities, CRSSP collaborates with appropriate campus offices to ensure that applicants and admitted students are aware of and can exercise choice in this regard before enrolling in the institution.

Rationale:

8.2 Marketing

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

Rationale:

8.3 Procedures and Guidelines

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

Rationale:

Overview Questions:

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

Part 9: FINANCIAL RESOURCES

Suggested Evidence and Documentation:

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

Criterion Measures:

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

9.1 Adequate Funding

- Campus Religious, Secular, and Spiritual Programs (CRSSP) has funding to accomplish its mission and goals.

Rationale:

9.2 Financial Planning and Implementation

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

- CRSSP administers funds in accordance with established institutional accounting procedures.
- CRSSP 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.
- Funding for personnel and programs of adjunct agencies (i.e., not directly provided by the

institution) is assumed by the sponsors of the adjunct agency.

Rationale:

Overview Questions:

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

Part 10: TECHNOLOGY

Suggested Evidence and Documentation:

1. Technology policies and procedures
2. Equipment inventory

Criterion Measures:

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

- 10.1 Current and Adequate Technology
- Campus Religious, Secular, and Spiritual Programs (CRSSP) 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
- CRSSP uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
 - CRSSP 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
- CRSSP backs up data on a regular basis.
 - CRSSP 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.
 - CRSSP 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

- CRSSP has policies on student use of technology that are clear, easy to understand, and available to all students.
- CRSSP 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 CRSSP ensure that relevant technology is available for all who are served by the program?
4. How does CRSSP use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does CRSSP utilize technology to foster its learning outcomes?

Part 11: FACILITIES AND EQUIPMENT

Suggested Evidence and Documentation:

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

Criterion Measures:

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

11.1 Design of Facilities

- Campus Religious, Secular, and Spiritual Programs (CRSSP) facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the CRSSP mission and goals.
- Facilities are designed to engage various constituents and promote learning.
- Campus facilities are equally available for all recognized student religious, secular, and spiritual organizations as for other recognized student organizations.
- 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

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

Part 12: ASSESSMENT

Suggested Evidence and Documentation:

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

Criterion Measures:

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

12.1 Assessment Plan and Practice

- Campus Religious, Secular, and Spiritual Programs (CRSSP) develops an ongoing cycle of assessment plans, processes, and activities.
- CRSSP identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- CRSSP identifies and assesses the learning and development outcome domains and dimensions relevant to the program.
- CRSSP documents progress toward achievement of goals and outcomes.
- CRSSP uses assessment data to evaluate program effectiveness through achievement of goals and constituencies served.
- CRSSP employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- CRSSP employs ethical practices in the assessment process.
- CRSSP has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Rationale:

12.2 Reporting and Implementing Results

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

General Standards revised in 2014;

CRSSP (formerly Religious Programs; Campus Religious and Spiritual Programs) content developed/revised in 1986, 1997, 2006, & 2016

Work Form A – Rating Discrepancies

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Item numbers for which there is a substantial rating discrepancy should be discussed before completing the remaining work forms. Discrepancies among ratings should be identified, discussed, and reconciled for consensus.

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

Work Form B – Strengths and Areas for Improvement

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- Strengths: Item number(s) for which all participants have given a rating of 3, indicating agreement that the criterion *exceeds* the standard.
- Areas for Improvement: Item number(s) for which all participants have given a rating of 0 or 1, indicating agreement that the criterion *does not meet* or *partly meets* the standard. Items rated IE for *insufficient evidence/unable to rate* should be listed here as well.

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

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

10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form C – Recommendations for Unit Action

INSTRUCTIONS:

This is the last form to be completed by the review team. List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by the reviewers, as well as those with significant discrepancies that are not resolved by team discussion.

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

Work Form D – Beginning the Action Plan

INSTRUCTIONS:

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

Part 1. Mission

Part 2. Program

Part 3. Organization and Leadership

Part 4. Human Resources

Part 5. Ethics

Part 6. Law, Policy, and Governance

Part 7. Diversity, Equity, and Access

Part 8. Internal and External Relations

Part 9. Financial Resources

Part 10. Technology

Part 11. Facilities and Equipment

Part 12. Assessment

CAMPUS RELIGIOUS, SECULAR, AND SPIRITUAL PROGRAMS

CAS Standards and Guidelines

Part 1. MISSION

The mission of Campus Religious, Secular, and Spiritual Programs (CRSSP) must be to provide members of the campus community with opportunities to pursue spiritual growth, philosophical development, and the intersections between them. CRSSP must advocate for a campus atmosphere allowing free expression of religious, secular, and spiritual identity.

CRSSP 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.

The goals of CRSSP must be to provide opportunities for members of the campus community to

- receive the religious, secular, and spiritual support they seek
- articulate a personal philosophy
- acquire skills and knowledge to address issues of values, ethics, and morality
- examine the interaction among faith, intellectual inquiry, and social responsibility as bases for finding and affirming meaning and satisfaction in life
- participate in dialogue with others in the expression of their worldviews

Part 2. PROGRAM

To achieve their mission, Campus Religious, Secular, and Spiritual Programs (CRSSP) must contribute to

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

To contribute to student learning and development, CRSSP 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.]

In their focus on identity development and spiritual awareness, CRSSP must provide programs, services, and resources to assist students as they seek to address questions of meaning, purpose, and well-being, including values, ethics, and morality.

CRSSP 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

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

To the extent allowed by constitutional, statutory, or regulatory provisions, CRSSP must provide opportunities for students to

- question, explore, understand, affiliate with or avoid, and express or reject various religious faiths, spiritual beliefs, and secular practices
- seek individual guidance or group associations for the examination and application of religious, secular, and spiritual values and worldviews, beliefs, and non-beliefs
- worship communally and individually
- meditate, pray, and reflect

Types of programs and activities offered may include

- co-curricular religious studies
- opportunities for religious, secular, and spiritual nurturance
- opportunities for service, social change, and community engagement
- advocacy for particular ethical or moral policies in public life
- programs that mark significant events or experiences in the life of the community (e.g., death, tragedy, memorials, or celebrations)

In addition, where appropriate by law, regulation, or policy, programs and activities may include

- opportunities to propagate philosophies, religions, or faiths
- opportunities to practice rituals of religion or faith
- opportunities to relate religious, secular, or spiritual ideas to academic and professional programs

CRSSP must work with appropriate campus offices to address the ways that religion, secularism, and spirituality affect developmental and identity growth and the intersections of multiple aspects of identity.

CRSSP should create collaborations with academic disciplines to permit for dialogue across differences of religious, secular, and spiritual views.

CRSSP must be responsive to the requirements and worldviews of specific religious, secular, and spiritual traditions, as well as the needs of the particular institution.

Religiously affiliated institutions should permit on-campus programs about religious, secular, or spiritual beliefs other than those espoused by the institution.

CRSSP must ensure that membership requirements for on-campus religious organizations at public **institutions are consistent with the groups' stated purposes**. All recognized religious, secular, and spiritual organizations must be afforded the same rights and privileges and be held accountable in the same manner as any other campus organization.

CRSSP should have a key role in the development of institutional policies on religious, secular, and spiritual expression.

CRSSP personnel should provide consultation and advisement related to religious, secular, and spiritual issues to administrators, staff, and students regarding campus climate, emergency situations, and crisis response issues.

CRSSP should provide guidance on spiritual growth, philosophical development, and any intersections between them. CRSSP should offer co-curricular programs (e.g., lectures, discussions, service projects) that are designed to help students understand their beliefs and the beliefs of others.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Campus Religious, Secular, and Spiritual Programs (CRSSP) must be purposefully structured for effectiveness. CRSSP 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 CRSSP must provide strategic planning, management and supervision, and program advancement.

Strategic Planning

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

Management and Supervision

- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession

- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements
- assess and take action to mitigate potential risks

Program Advancement

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

CRSSP may be established to include advice and support from faculty and staff through advisory councils or informal contacts.

CRSSP should contribute leadership and be prepared to respond to campus climate conditions and emergency situations, including natural disasters, campus crises, threats, or personal crises among students.

Part 4. HUMAN RESOURCES

Campus Religious, Secular, and Spiritual Programs (CRSSP) must be staffed adequately by individuals qualified to accomplish mission and goals.

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

Within institutional guidelines, CRSSP 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

At public institutions, CRSSP may be coordinated by a committee or by a professional with appropriate credentials, while personnel associated with religious, secular, or spiritual groups provide direct service to the campus community. The title “director” or “coordinator” of CRSSP is recommended because of the predominantly educational, administrative, and liaison functions of the position.

In private institutions, religious programs and direct service may be provided by staff members of the institution.

Titles for the director or coordinator at private institutions may include chaplain, director of religious life or spiritual development, or a title specific to a philosophical, religious, or spiritual tradition.

Campus religious programs, whether at public or private institutions, may be coordinated by a committee or by a professional from an appropriate field. External religious groups may also provide staff for the institution.

CRSSP directors or coordinators must have

- an understanding of and a commitment to student development related to religion, secularism, and spirituality
- the ability to treat fairly all expressions of religious and non-religious experiences
- an awareness and understanding of the perspectives of religious, secular, and spiritual groups affiliated with that campus

Depending upon the legal constraints of the institution, the responsibilities of the CRSSP director or coordinator may include

- development and communication of policies relating to religious, secular, and spiritual programs that are educationally sound and legally acceptable
- development of procedures whereby students may organize for religious, secular, and spiritual moral purposes and participate in programs and activities aimed at their religious, spiritual, and moral growth
- access to campus facilities for those responsible for religious, secular, and spiritual programs
- opportunities for guidance in relation to students' religious, secular, and spiritual needs
- coordination with other campus decision makers on matters related to religious or spiritual activities such as scheduling and examinations

Administrators of CRSSP 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 CRSSP 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.

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

CRSSP 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

CRSSP 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 should include affiliation and participation with professional organizations related to student development as well as affiliation with organizations representing worldviews.

Administrators of CRSSP 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.

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

PROFESSIONAL PERSONNEL

CRSSP 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.

When a staff member represents a particular religious, secular, or spiritual organization, that person should possess qualifications consistent with the organization they represent and appropriate for a higher education setting.

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

Campus Religious, Secular, and Spiritual (CRSSP) 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 CRSSP 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

CRSSP 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

CRSSP must ensure that fair and reasonable consideration is given to the needs of campus members to participate in the basic activities of their faith traditions and spiritual beliefs.

A private institution may state its preference for a particular faith or spiritual tradition and may directly use institutional staff and resources to reflect that faith or tradition.

CRSSP personnel should advocate for free expression, including dissenting points of view, at public forums sponsored by the institution.

CRSSP personnel must avoid actions that disparage the beliefs of others.

Part 6. LAW, POLICY, AND GOVERNANCE

Campus Religious, Secular, and Spiritual Programs (CRSSP) 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.

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

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

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

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

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

CRSSP 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.

CRSSP must collaborate to develop campus policies and practices that protect students from harassment from persons advocating particular religious, secular, or spiritual positions or activities.

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

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

CRSSP personnel should periodically review institutional policies and practices so as to avoid undue interference with the exercise of religious, secular, and spiritual traditions.

Part 7. DIVERSITY, EQUITY, AND ACCESS

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

CRSSP 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.

CRSSP must treat and serve all members of the campus community fairly, regardless of an individual's religious, secular, or spiritual ideas.

CRSSP should work with institutional offices to ensure that religious dietary and other faith-observance needs are met, religious holiday and other calendar accommodations are made, and suitable areas are provided for individual meditation, prayer, reflection, and other requirements or observances.

CRSSP must

- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources
- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices

- provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work
- respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources
- recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

Part 8. INTERNAL AND EXTERNAL RELATIONS

Campus Religious, Secular, and Spiritual Programs (CRSSP) must reach out to individuals, groups, communities, and organizations internal and external to the institution to

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

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

Where institutions permit personnel of adjunct agencies (i.e., those not directly employed by the institution) to serve as advisors or staff for religious, secular, and spiritual groups, CRSSP and related campus offices should oversee guidelines and permissions for giving them access to students and campus. In the absence of informal or formal relationships between CRSSP personnel and off-campus individuals, CRSSP personnel should work with related campus offices to closely monitor the activity of off-campus professionals and individuals.

Institutions without formal religious, secular, or spiritual programs should make provisions for CRSSP indirectly through cooperation with adjunct agencies that provide religious, secular, or spiritual services and programs.

At institutions that require particular religious activities, CRSSP must collaborate with appropriate campus offices to ensure that applicants and admitted students are aware of and can exercise choice in this regard before enrolling in the institution.

CRSSP 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

Because religion, secularism, and spirituality may be a concern of many academic disciplines and may have an

important impact on student development, CRSSP personnel should consult and coordinate their programs with interested colleagues.

CRSSP leadership should periodically meet with community religious, secular, and spiritual representatives as well as with faculty, staff, and administrators of the institution in order to develop and improve relationships with on-campus and off-campus constituencies. Specific religious, secular, and spiritual programs and activities may arise from many sources (e.g., academic departments, on-campus functional areas such as residence halls and campus centers, and off-campus organizations, whether local, regional, national, and/or international).

Part 9. FINANCIAL RESOURCES

Campus Religious, Secular, and Spiritual Programs (CRSSP) must have funding to accomplish the mission and goals.

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

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

CRSSP 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.

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

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

Funding for personnel and programs of adjunct agencies (i.e., not directly provided by the institution) must be assumed by the sponsors of the adjunct agency.

If CRSSP accounts for only a part of an individual staff member's workload, the budget should clearly indicate the portion that is available for religious, secular, and spiritual programs.

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

Campus Religious, Secular, and Spiritual Programs (CRSSP) 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.

CRSSP 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

CRSSP 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, CRSSP must

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

Part 11. FACILITIES AND EQUIPMENT

Campus Religious, Secular, and **Spiritual Programs' (CRSSP) 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.

Campus facilities must be available for all recognized student religious, secular, and spiritual organizations equally as other recognized student organizations.

In public institutions, when space is made permanently or exclusively available for specific staff of adjunct agencies, agreements may be made whereby the institution is appropriately compensated.

Private institutions may provide facilities designed to suit the purpose of a specific religious, secular, or spiritual group.

Fair and equitable arrangements and facilities (including those in campus centers, academic buildings, or residential units) should be provided for specific religious, secular, and spiritual groups' programming and practices. Suitable areas for individual meditation, prayer, and other religious requirements or observances should also be provided.

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.

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

Part 12. ASSESSMENT

Campus Religious, Secular, and Spiritual Programs (CRSSP) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

CRSSP must identify and assess the learning and development outcome domains and dimensions relevant to the program.

CRSSP 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

CRSSP must use assessment data to evaluate program effectiveness through achievement of goals and constituencies served.

This evaluation should be made in concert with the periodic examination of the diverse needs and interests of students and other members of the campus community.

CRSSP should collect data to determine the effectiveness of policies affecting religious, secular, and spiritual activities.

CRSSP must employ ethical practices in the assessment process.

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

General Standards revised in 2014;

CRSSP (formerly Religious Programs: Campus Religious and Spiritual Programs) content developed/revised in 1986, 1997, 2006, & 2016