CAS Self-Assessment Guide

COLLEGIATE RECREATION PROGRAMS

2017

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Historical Perspectives
Student involvement in sports activities has been part of the college experience since the earliest days of the colonial colleges (Franklin, 2013). Organized by students, sports activities were considered a diversion from the rigors of academic life and were limited to competitive activities between classmates within the institution. More formalized "intramurals," a term derived from the Latin words *intra*, meaning within, and *muralis*, meaning walls, began in United States colleges and universities during the 19th century and were, for the first part of that century, almost the only form of structured competition for students (Mueller, 1971). By the middle of the century, interest in competitive sports intensified and intercollegiate athletics was born, overshadowing intramural contests as the primary sports engagement focus on campus.

A resurgence of the intramural movement occurred in the late 19th and early 20th centuries, formalized by the construction of the first dedicated intramural facilities in 1913 and the employment of professional personnel focused on providing increasingly popular sport-related programs. The founding of the National Intramural Association (NIA) in 1950 marked the first formation of a national professional organization for intramural sports (Clarke, 1978; NIRSA, 2006).

Over time, intramural programs diversified to include broader recreational pursuits, causing participation to increase. The rise in popularity of aerobic exercise and a societal emphasis toward greater gender equity, including implementation of Title IX of the Education Amendments of 1972, resulted in an influx of women into competitive athletics. Their arrival led to even higher levels of interest and participation in various recreational pursuits.

The NIA changed its name in 1975 to the National Intramural-Recreational Sports Association (NIRSA) to reflect the "sport-for-all" mindset held by the organization's membership. During this period, NIRSA developed and published separate standards and guidelines for collegiate recreation. As programs continued to grow and gain both student and institutional support, additional multi-faceted facilities were built, many exclusively for recreational sports activities. By the late 1980s, the field of recreational sports had witnessed a period of rapid growth in programs and the advent of new and better campus facilities for physical activities.

Emphasis on Facilities
The beginning of the 21st century saw an even more extensive expansion of collegiate recreational sports opportunities and facilities. Those participating included an estimated combined enrollment of 7.1 million students, with an estimated 5.3 million students considered heavy or regular users of established programs and facilities (NIRSA, 2005). New construction and refurbishment of existing facilities continues today, and has helped provide needed services to students to enhance their growth and maturation, particularly in the areas of health, fitness, and wellness. Between 2013 and 2018, 92 NIRSA member institutions are expected to spend more than $1.7 billion on new construction and renovations for indoor recreational sports facilities (NIRSA, 2016). Collegiate recreation centers, once considered "quasi-academic facilities" (Taylor, Canning, Brailsford, & Rokosz, 2003, p. 73) have evolved into campus business enterprises, with facility and fiscal control responsibilities requiring the management of multi-million dollar budgets. The need for collegiate recreation departments to focus on business acumen, including marketing and customer service, has some professionals advocating for a change in their organizational location from student affairs to business services (Milton, Roth, and Fisher, 2011).

In addition to the developmental outcomes of providing students with recreation services, institutions found that recreation facilities and programs also had an impact on student recruitment and retention. In *The Benefits of Campus Recreation*, Forrester (2014) writes that 68% of students reported collegiate recreation facilities as having

influenced their decision on which college to attend and 62% of students indicated that recreation programs had a similar influence. Recreational facilities (74%) and programs (67%) were also found to be influential in a student's decision to remain at the same institution. Of schools with established collegiate recreational sports departments, Forrester (2014) found that 75% of students participated in collegiate recreation programs, and 80% of those students participated at least once per week.

Organizational Location
Collegiate recreation programs are most often (76% of NIRSA member institutions) situated within a division of student affairs (NIRSA, 2016). Programs are also located within intercollegiate athletic departments, academic programs, and business divisions. While organizational designs vary among institutions, the full realization of collegiate recreation's contributions to any campus depends upon the institution's commitment to that endeavor.

Theoretical Foundations
The concept and practice of providing collegiate recreation activities to enhance student growth during college is grounded in various student developmental theories and postulates. Among the most noted are theories related to identity development (Chickering, 1969; Marcia, 1966); cognitive process (Perry, 1968); moral development (Gilligan, 1982; Kohlberg & Hersh, 1977); spirituality and authenticity (Chickering, Dalton, & Stamm, 2006); interpersonal and intrapersonal changes (Knefelkamp, Widick, & Parker, 1978); and gender identity (McCewan, 1996). Student affairs practice also focuses on student involvement and engagement in on- and off-campus curricular and co-curricular activities as a method to enhance student retention and success (Astin, 1984; Pascarella & Terrenzini, 2005; Tinto, 1994).

Focus on Learning
Learning Reconsidered (NASPA & ACPA, 2004) galvanized the recent focus on student affairs-based learning by defining learning as "a comprehensive, holistic, transformative activity that integrates academic learning and student development, processes that have often been considered separate and even independent of each other" (p. 2). The context in which development, engagement, and learning occurs on a college campus is important, and ranges from the curricular offerings connected with academic units to the co-curricular offerings provided by a myriad of student affairs functional areas, including collegiate recreation (Keeling, 2006).

Forrester (2014) found that 64% of students reported that increased participation in collegiate recreation provided them with skills and abilities that could be used after college. These outcomes include time management, respect for others, improved academic performance, sense of belonging/association, group cooperation, communication, multicultural awareness, problem-solving, ability to multi-task, and ability to develop friendships.

Collegiate recreation programs also provide significant opportunities for student employment; student employees play an important role in providing a variety of services and functions (McFadden & Carr, 2015). Hackett (2007) suggests that student employment in collegiate recreation leads to higher levels of academic success and higher grade point averages for first-year and junior students. Hall (2013) found that collegiate recreation student employees attributed perceived gains in improved collaboration and communication skills to their employment in a collegiate recreation program.

Health and Well-being (Wellness) Focus
A current trend related to collegiate recreation is the merger of space, resources, and services between Clinical Health Services, Counseling Services, Health Promotion Services, and programs designed to appeal to historically underserved populations. The collaboration between these functional areas has led to preventative and reactive services that go beyond traditional collegiate recreation programs of the past (Bravo & Islam, 2016). This change in focus has resulted in programs concentrating on health, well-being, and/or wellness programs. The terms well-being and wellness are often used interchangeably within the collegiate recreation profession.

The National Wellness Institute (2016) defines wellness as "an active process of becoming aware of and making choices toward a more successful existence," and identifies six dimensions of wellness: occupational, physical, social, intellectual, spiritual, and emotional. The International Council on Active Aging (2016) suggests seven dimensions of wellness: emotional, intellectual/cognitive, physical, professional/vocational, social, spiritual, and environmental. While NIRSA and its membership do not espouse any single definition of wellness, the association's Health and Wellbeing Commission developed the Healthy People & Communities model and suggests focusing programming efforts on the physical, spiritual, financial, psychological, social, environmental, occupational, and intellectual (NIRSA, 2014). While health and well-being programs on college campuses are rarely "owned" by any one functional area, collegiate recreation programs play a major role in facilitating and sustaining healthy people and communities.

Collegiate recreation programs' key contributions to promoting student health and well-being include physical movement through sport, fitness, and recreational activities; programs associated with nutrition and healthy eating; social and emotional gains from participating and socializing in recreational and leisure environments; intellectual and occupational gains through extensive student employment; and spiritual and environmental gains from outdoor and nature programs. Forrester (2014) suggests that collegiate recreation programs play a substantial role in helping students maintain healthy lifestyles. The wellness-related benefits for those who participated in collegiate recreation facilities and programs included feelings of well-being (91%), overall health (91%), fitness level (90%), stress management (86%), weight control (84%), self-confidence (83%), and concentration (75%). An emerging pattern on many campuses (e.g., University of Iowa, East Carolina University, University of Maryland, University of Miami, and University of North Dakota) is the creation of recreation and wellness centers within the institution's recreation and fitness centers, which house wellness programs and health promotion services.

Collegiate Recreation Professionals
Collegiate recreation, viewed as an essential component of higher education, has grown into a dynamic and organized profession that both contributes to the educational process and enhances student development. Guided by competency-based professional development, collegiate recreational professionals provide quality co-curricular opportunities to enhance the overall growth and development of students by remaining grounded to a commitment to student development and learning; a set of ethical codes and standards; and continuous professional improvement.

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INTRODUCTION AND INSTRUCTIONS
CAS Self-Assessment Guide

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

The *Introduction* outlines the self-assessment process, describes how to complete a programmatic self-study, and is organized into three sections:
I.   Self-Assessment Guide Organization and Process
II.   Rating Examples
III.   Formulating an Action Plan, Preparing a Report, and Closing the Loop

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

I. Self-Assessment Guide and Process

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

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

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

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

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

The first four steps in conducting self-assessment will lead you through planning your process, preparing your team, gathering evidence, and assigning ratings to the criterion measures.
  A. Plan the self-study process
  B. Assemble and educate self-study team(s)
  C. Identify, collect, and review documentary evidence
  D. Conduct ratings using evaluative evidence

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

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

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

In preparing the team for the self-study, it is imperative to train the team on the CAS standards, as well as self-assessment concepts and principles. CAS standards and guidelines are formulated by representatives of 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

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

Rationale:

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

Using Guidelines to Make Judgments about the Program

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

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

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

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

Step E: Formulating an Action Plan

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

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

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

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

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

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

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

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

Step F: Preparing a Report

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

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

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

COLLEGIATE RECREATION 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 Collegiate Recreation Programs (CRP) is to enhance the mind, body, and spirit of students and other eligible individuals by providing programs, services, and facilities to meet the physical, social, recreational, and educational needs of the campus community.
- To accomplish this mission, CRP
  - provides programs and services for participants that are conducive to the development of multidimensional health and well-being
  - provides participation, employment, internship and practicum, and leadership opportunities designed to enhance learning, growth, and development
  - provides programs, facilities, and equipment in a safe, healthy, clean, accessible, and enjoyable environment

Rationale:

1.2 Mission Implementation and Review
- CRP 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 CRP mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?

Part 2: PROGRAM

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

Criterion Measures:

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

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

Rationale:

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

Rationale:

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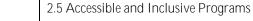
Rationale:

2.4 Collaboration

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

Rationale:

☐ 2.5 Accessible and Inclusive Programs
- Program planning and implementation processes are inclusive and address
  - equitable participation for all genders
  - differences and variations in competence or skill
  - cultural diversity
  - participant involvement in shaping program content and procedures
  - co-recreational activity with opportunities to participate at various levels of ability and disability

Rationale:

☐ 2.6 Operational Planning and Implementation
- Program operational planning and implementation processes address
  - participant safety through the use of rules, regulations, and facilities management
  - effective risk management policies, procedures, and practices
  - supervision of activities and facilities
  - facility coordination and scheduling
  - consultation with groups and organizations for sport and fitness programming
  - training of personnel
  - conflict resolution management protocols
  - procedures for the inventory, maintenance, use, and security of equipment
  - recognition for participants, employees, and volunteers
  - publicity, promotion, and media relations
  - volunteerism in service delivery and leadership
  - customer service practices
  - promotion of socially responsible behaviors
  - stewardship of resources
  - the impact of fees and charges on access to programs and services
  - accessibility of programs, facilities, and equipment

Rationale:

Overview Questions:
1. What are the most significant student learning and development outcomes of CRP?
2. What difference does CRP make for students who engage with it?
3. What is the demonstrated impact of CRP 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
- Collegiate Recreation Programs (CRP) 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
- CRP 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.
- CRP develops a short- and long-range planning document that specifies goals, objectives, student learning outcomes, strategies, and timelines for the program.
- CRP leaders identify organizational values and innovative opportunities.
- CRP leaders facilitate continuous development, implementation, and assessment of effectiveness and goal attainment congruent with institutional mission and strategic plans.
- CRP leaders promote environments that provide meaningful opportunities for student learning, development, and engagement.
- CRP leaders develop, adapt, and improve programs and services for populations served and institutional priorities.
- CRP leaders include diverse perspectives to inform decision-making.
- CRP leaders establish strategic, operational, and resource utilization plans.
- CRP leaders establish risk management, technology, and marketing plans.

Rationale:

3.4 Management

- CRP leaders plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources.
- CRP creates meaningful and realistic fiscal projections.
- CRP leaders manage human resource processes including recruitment, selection, performance planning, and succession planning.
- CRP leaders manage facility resources.
- CRP leaders use evidence to inform decisions, incorporate sustainability practices, understand and integrate appropriate technologies, and are knowledgeable about relevant codes and laws.
- CRP leaders assess and take action to mitigate potential risks.
- To fulfill its mission and goals effectively, CRP maintains well-structured management functions, including planning, personnel, property and risk management, emergency response, purchasing, contract administration, marketing, financial control, and information systems.

Rationale:

3.5 Supervision

- CRP leaders manage human resource processes including professional development, supervision, evaluation, recognition, and reward.
- CRP leaders demonstrate that they value diversity through effective recruitment, training, and retention of professional and student staff.
- CRP leaders empower personnel to become effective leaders and to contribute to the effectiveness and success of the unit.
- CRP leaders empower student staff and participants to build their own leadership skills.
- CRP leaders encourage and support collaboration across the institution and scholarly contributions to the profession.
- CRP leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.

Rationale:

3.6 Program Advancement

- CRP leaders advocate for and actively promote the mission and goals of the programs and services.
- CRP leaders advocate for financial and physical resources.
- CRP leaders establish effective working relationships throughout their institution, with special emphasis on those units that impact, affect, or support the mission of CRP.
- CRP leaders educate other institutional leaders about the significant differences in mission between intercollegiate athletics, physical education and recreation academic units, and the collegiate recreation program.
- CRP leaders educate institutional leaders as to the role collegiate recreation programs play in contributing to health and well-being of students and other participant groups.
- CRP leaders inform stakeholders about issues affecting practice.
- CRP leaders facilitate processes to reach consensus where wide support is needed.
- CRP leaders advocate for representation in strategic planning initiatives at divisional and institutional levels.

Rationale:

☐ 3.7 Organizational Structure
- The organizational placement of CRP within the institution facilitates the accomplishment of the program's mission.

Rationale:

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

Rationale:

☐ 4.2 Recruitment, Supervision, and Professional Development
- CRP establishes procedures and expectations for personnel recruitment and selection, training, supervision, performance, and evaluation.

- CRP provides personnel access to education and professional development opportunities to improve their competence, skills, and leadership capacity.
- CRP considers work/life options available to personnel to promote recruitment and retention.

Rationale:

☐ 4.3 Employment Practices
- Administrators of CRP 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.
- CRP personnel receive training on laws and regulations associated with the supervision of minors and the Fair Labor Standards Act (FLSA).
- Personnel are trained on how and when to refer those in need of additional assistance to qualified personnel.
- Personnel are trained on systems and technologies necessary to perform their assigned responsibilities.
- Personnel engage in continuing professional development activities to keep abreast of research, theories, legislation, policies, and developments that affect programs and services.
- Administrators ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response, including identification of threatening conduct or behavior, and incorporate a system for responding to and reporting such behaviors.
- Personnel are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

Rationale:

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

Rationale:

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

Rationale:

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

Rationale:

Overview Questions:
1. In what ways are personnel qualifications examined, performance evaluated, and personnel recognized for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of the CRP 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 CRP 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
- Collegiate Recreation Programs (CRP) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- CRP 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 CRP 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
- CRP personnel employ ethical decision making in the performance of their duties.
- CRP personnel inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- CRP personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- CRP personnel perform their duties within the scope of their position, training, expertise, and competence and make referrals when issues presented exceed the scope of the position.

Rationale:

Overview Questions:
1. What is the CRP 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 CRP?

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
- Collegiate Recreation Programs (CRP) 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.
- CRP has access to legal advice needed for personnel to carry out their assigned responsibilities.
- CRP professionals working in specialized areas have specific knowledge of legal issues and requirements that apply to those areas.
- CRP informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- CRP 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
- CRP has written policies and procedures on operations, transactions, or tasks that have legal implications.
- CRP regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
- CRP 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.
- To address and minimize inherent risks, CRP has developed and implemented a comprehensive risk management plan, which is continually revised using best practices and available evidence.

Rationale:

6.3 Harassment and Hostile Environments
- CRP personnel neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

Rationale:

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

Rationale:

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

Rationale:

☐ 7.2 Structural Aspects of Equity, Access, and Inclusion
- CRP 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.
- CRP offerings are inclusive and address equitable participation for all genders, differences and variations in competence or skill, cultural diversity, participant involvement in shaping program content and procedures, and co-recreational activity with opportunities to participate at various levels of ability and disability.

- CRP defines its eligible user population, with consideration given to undergraduate and graduate students, faculty members, staff, retirees, alumni, and the general public.
- CRP responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- CRP 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
- CRP advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- CRP 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.
- CRP addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- CRP provides personnel with diversity, equity, and access training and holds personnel accountable for applying the training to their work.
- In support of diversity, CRP
   o publishes, posts, and circulates a statement to articulate a commitment to diversity in programs, services, and staffing
   o recruits, hires, and seeks to retain a diverse professional and student staff
   o includes diversity education for its employees and volunteers
   o reaches out to diverse and underrepresented populations through surveys, assessments, focus groups, and campus organizations to identify needs and interests used in program design and delivery and in student employment practices

Rationale:

Overview Questions:
1. How does CRP ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does CRP address imbalance in participation among selected populations of students?
3. How does CRP address imbalance in staffing patterns among selected populations of program personnel?
4. How does CRP ensure cultural competence of its personnel to ensure inclusion in the program?
5. How does CRP 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
- Collegiate Recreation Programs (CRP) 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.
- CRP 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.
- CRP reaches out to internal and external populations to disseminate information about the programs and services.

Rationale:

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

Rationale:

☐ 8.3 Procedures and Guidelines
- CRP 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.
- CRP has procedures and guidelines consistent with institutional policies for using logos on apparel or other promotional items.

Rationale:

Overview Questions:
1. With which relevant individuals, campus offices, and external agencies must CRP maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
2. How does CRP maintain effective relationships with program constituents?
3. How does CRP 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
- Collegiate Recreation Programs (CRP) has funding to accomplish its mission and goals.

Rationale:

9.2 Financial Planning and Implementation
- CRP conducts a comprehensive analysis to determine unmet needs, relevant expenditures, external and internal resources, and impact on students and the institution.
- CRP 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
- CRP administers funds in accordance with established institutional accounting procedures.
- All CRP personnel are held accountable for financial and other resources within their purview or control.
- CRP demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.
- Procurement procedures are consistent with institutional policies, ensure purchases comply with laws and codes for usability and access, ensure the institution receives value for the funds spent, and consider information available for comparing the ethical and environmental impact of products and services purchased.

Rationale:

Overview Questions:
1. What is the funding strategy for CRP, and why is this the most appropriate approach?
2. How does CRP ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does CRP 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
- Collegiate Recreation Programs (CRP) 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
- CRP uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
- CRP 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
- CRP backs up data on a regular basis.
- CRP 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.
- CRP 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
- CRP has policies on student use of technology that are clear, easy to understand, and available to all students.
- CRP 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 CRP ensure that relevant technology is available for all who are served by the program?
4. How does CRP use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does CRP 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
- Collegiate Recreation Programs (CRP) facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the CRP mission and goals.
- CRP advocates and provides for adequate indoor and outdoor facilities to accommodate the needs and interests of the campus community.
- CRP provides adequate equipment to meet the needs of all participants.
- CRP allocates resources to ensure equipment is accessible to all participants regardless of ability.
- Facilities are designed to engage various constituents and promote learning.
- The design of the facilities guarantees the security and privacy of records and ensures the confidentiality of sensitive information and conversations.
- Renovation, design, and development of facilities adheres to applicable laws.
- CRP leadership are involved during the design and construction phases of all CRP building projects.
- Signage in facilities (e.g., rules and regulations, gender-neutral bathrooms, emergency shelters, and those associated with sponsorship advertisement and promotion) complies with institutional policies and is reviewed periodically.

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
- CRP 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.
- CRP requires personal protective equipment and safety devices, as appropriate.

- When acquiring capital equipment, CRP takes into account expenses related to regular maintenance and life-cycle costs.
- The facility usage schedule is reviewed periodically and disseminated to all user groups.
- CRP establishes appropriate policies and procedures for responding to emergency situations, especially where CRP facilities, personnel, and resources could assist the institution.

Rationale:

☐ 11.4 Maintenance and Cleaning
- Processes have been established for determining the need for inspection, cleaning, maintenance, repair, and replacement of equipment.
- A maintenance and cleaning schedule has been developed for facility spaces and equipment to ensure a clean and hygienic environment.

Rationale:

Overview Questions:
1. How are facilities inventoried and maintained?
2. How does CRP integrate sustainable practices?
3. How does CRP ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is CRP 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:

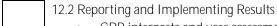| DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 12.1 Assessment Plan and Practice
- Collegiate Recreation Programs (CRP) develops an ongoing cycle of assessment plans, processes, and activities.
- CRP identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- CRP identifies and assesses the learning and development outcome domains and dimensions relevant to the program.
- CRP documents progress toward achievement of goals and outcomes.
- CRP employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- CRP employs ethical practices in the assessment process.

- CRP has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Rationale:

☐ 12.2 Reporting and Implementing Results
- CRP interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- CRP reports aggregated results to respondent groups and stakeholders.
- CRP assesses effectiveness of implemented changes and provides evidence of improvement of programs and services.
- CRP provides evidence of contributions to overall institutional mission and goals.

Rationale:

Overview Questions:
1. What is the comprehensive assessment strategy for CRP?
2. What are priorities of the assessment program, and how are those developed?
3. How does CRP 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 CRP mission and goals?
5. How effective is the assessment strategy in demonstrating goal achievement and student learning?
6. How does CRP use assessment results to inform program improvement?
7. How does CRP share assessment results with relevant constituencies?
8. How does CRP support ongoing development of assessment competencies for personnel?

General Standards revised in 2014;
CRP (formerly Recreational Sports Programs) developed/revised in 1986, 1996, 2007, & 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

Work Form E – Action Plan

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

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

Part 1. MISSION

The mission of Collegiate Recreation Programs (CRP) must be to enhance the mind, body, and spirit of students and other eligible individuals by providing programs, services, and facilities to meet the physical, social, recreational, and educational needs of the campus community

To accomplish this mission, CRP must
- provide programs and services for participants that are conducive to the development of multidimensional health and well-being
- provide participation, employment, internship and practicum, and leadership opportunities designed to enhance learning, growth, and development
- provide programs, facilities, and equipment in a safe, healthy, clean, accessible, and enjoyable environment

CRP 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.

CRP missions should align with the mission of the department's organizational unit (e.g., student affairs, academic affairs, athletic department, business office, or other organizational unit).

Part 2. PROGRAM

To achieve their mission, Collegiate Recreation Programs (CRP) 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, CRP 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.]

CRP 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

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

CRP should develop and implement a comprehensive marketing and communications plan to promote program offerings. The CRP market research plan should include needs assessment surveys, research findings, student employment evaluations, and documented best practices.

CRP, in collaboration with other campus units and relevant community providers, should design programs and services through participation, employment, volunteerism, and leadership opportunities to encourage, enhance, and highlight the value of learning and development outcomes.

CRP should
- provide comprehensive programs and services in a variety of formats that reflect and promote the diversity of participant interests, needs, and ability levels
- provide participation, employment, and leadership opportunities designed to increase interaction and understanding among individuals from various backgrounds
- contribute to the public relations efforts of the institution, including the recruitment and retention of students, faculty, and staff
- ensure the effective administration, operation, and stewardship of all aspects of the program, working in collaboration with other services, programs, campus affiliates (e.g., faculty, staff, alumni, guests, families, general public), and academic units where appropriate
- facilitate service-learning opportunities for students
- work in collaboration with academic units to facilitate professional preparation opportunities for students

CRP should utilize various program delivery formats, including
- informal - to provide for self-directed, individualized approaches to participation. Specific times and facility locations should be reserved to provide a variety of opportunities for self-directed individual or small group participation
- intramural - to provide structured contests, challenges, meets, tournaments, and leagues for participants within the institution
- club - to provide opportunities to students, tailored to a variety of interests within or beyond the institution
- instructional or guided - to provide individualized or group learning opportunities, knowledge, and skills through activity sessions, lessons, clinics, workshops, and various media
- extramural - to provide structured tournaments, contests, and meets between campus participants and other institutions
- informational - to provide event awareness activities associated with specific program activities

CRP may also utilize specialized designations to describe programs or service delivery, including aquatics, fitness, health, well-being and wellness, outdoor, special events, special populations, sports and team challenge, and facilities. When employing specialized designations, CRP should adhere to relevant standards and procedures developed and published by professional associations.

Program planning and implementation processes must be inclusive and address
- equitable participation for all genders
- differences and variations in competence or skill
- cultural diversity
- participant involvement in shaping program content and procedures
- co-recreational activity with opportunities to participate at various levels of ability and disability

Program operational planning and implementation processes must address

- participant safety through the use of rules, regulations, and facilities management
- effective risk management policies, procedures, and practices
- supervision of activities and facilities
- facility coordination and scheduling
- consultation with groups and organizations for sport and fitness programming
- training of personnel
- conflict resolution management protocols
- procedures for the inventory, maintenance, use, and security of equipment
- recognition for participants, employees, and volunteers
- publicity, promotion, and media relations
- volunteerism in service delivery and leadership
- customer service practices
- promotion of socially responsible behaviors
- stewardship of resources
- the impact of fees and charges on access to programs and services
- accessibility of programs, facilities, and equipment

CRP should take a developmental and innovative approach to programming and share the developmental process and activity results widely with other professionals working in the field.

CRP personnel should be aware of and comply with established collegiate recreation professional core competencies related to programming and philosophy and theory.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Collegiate Recreation Programs (CRP) must be purposefully structured for effectiveness. CRP 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 CRP 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

CRP must create meaningful and realistic fiscal projections.

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

CRP leaders must
- empower student staff and participants to build their own leadership skills
- demonstrate that they value diversity through effective recruitment, training, and retention of professional and student staff
- identify organizational values and innovative opportunities
- establish risk management, technology, and marketing plans
- establish strategic, operational, and resource utilization plans
- manage facility resources
- advocate for financial and physical resources

CRP leaders must educate other institutional leaders about the significant differences in mission between intercollegiate athletics, physical education and recreation academic units, and the collegiate recreation program. CRP leaders must educate institutional leaders as to the role collegiate recreation programs play in contributing to health and well-being of students and other participant groups.

CRP leaders must establish effective working relationships throughout their institution, with special emphasis on those units that impact, affect, or support the mission of CRP.

Leaders should actively seek opportunities for collaboration that may result in partnerships that benefit both CRP and the institution.

Members of the campus community should be involved in the selection, design, governance, and administration of programs and facilities.

The organizational placement of collegiate recreation within the institution must facilitate the **accomplishment of the program's mission.**

To fulfill its mission and goals effectively, CRP must maintain well-structured management functions, including planning, personnel, property and risk management, emergency response, purchasing, contract administration, marketing, financial control, and information systems.

CRP must develop a short- and long-range planning document that specifies goals, objectives, student learning outcomes, strategies, and timelines for the program.

CRP should review this planning document annually and develop a method for succession planning to ensure the continuity of operations.

Purchasing and property management procedures should be designed to ensure value for money spent, security for equipment and supplies, and maintenance of property inventories.

Other areas for consideration in determining structure and management of CRP:
- size, nature, and mission of the institution
- scope of recreation programs
- philosophy and method of service delivery
- organizational location of the department
- financial and personnel resources
- availability and characteristics of facilities
- size, scope, and availability of services to community

Part 4. HUMAN RESOURCES

Collegiate Recreation Programs (CRP) must be staffed adequately by individuals qualified to accomplish mission and goals.

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

CRP technical and support personnel may include personnel working with
- customer service
- facility/equipment maintenance and operations, including custodians and grounds keepers
- marketing and sales
- information technology
- fundraising, research, and assessment
- business services

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

Administrators of CRP must
- ensure 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 CRP 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.

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

CRP 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

CRP personnel must receive training on laws and regulations associated with the supervision of minors and the Fair Labor Standards Act (FLSA).

CRP 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.

Administrators of CRP 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.

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

PROFESSIONAL PERSONNEL

CRP 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.

NIRSA's Professional Competencies for Leaders in Collegiate Recreation should guide professional practice at the basic, intermediate, and advanced levels in the following areas:
- Programming
- Philosophy & Theory
- Personal & Professional Qualities
- Legal Liabilities & Risk Management
- Human Resources Management
- Facility Management, Planning & Design
- Business Management
- Research & Evaluation

CRP personnel meeting the requirements may consider applying for and maintaining membership to the Registry of Collegiate Recreational Sports Professionals (RCRSP).

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.

CRP should provide graduate assistant and/or internship opportunities to enhance professional preparation experiences. Desirable characteristics of interns and graduate assistants should include:
- knowledge of the principles and philosophy of collegiate recreation
- demonstrated skills on leadership and communication
- a well-developed sense of responsibility
- sensitivity to individual differences
- academic success
- enthusiasm for working with students
- an understanding of current issues facing students

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.

CRP should develop mechanisms designed to recognize employees and volunteers. These efforts should recognize contributions, improvements, and involvement.

CRP personnel should be aware of and comply with established collegiate recreation professional core competencies related to human resources management.

Part 5. ETHICS

Collegiate Recreation Programs (CRP) 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 CRP 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

CRP should review ethical standard statements utilized by relevant professional associations in the formulation of CRP ethical standards.

CRP 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

CRP personnel should be aware of and comply with established collegiate recreation professional core competencies related to personal and professional qualities associated with ethics and integrity.

Part 6. LAW, POLICY, AND GOVERNANCE

Collegiate Recreation Programs (CRP) 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.

To address and minimize the risks inherent in CRP, a comprehensive risk management plan must be developed, implemented, and continually revised using best practices and available evidence.

Development and implementation of a risk management plan should include:
- identification of appropriate certifications
- training and development of personnel
- development and implementation of emergency action and critical incident plans
- accident care and documentation
- participant waivers and consents

- participant conduct policies
- the inspection, supervision, and care of facilities and equipment

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

CRP professionals working in specialized areas must have specific knowledge of legal issues and requirements that apply to those areas.

CRP professionals should understand legal responsibilities related to individual rights and liability including but not limited to due process, employment procedures, equal opportunity, civil rights and liberties, and liability of wrongful or negligent acts.

CRP should conduct a periodic audit of its policies and practices with the institution's legal counsel and risk management officials.

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

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

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

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

CRP 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.

CRP personnel must be particularly sensitive to any and all forms of interaction with recreational participants that could be considered harassment.

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

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

CRP personnel should be aware of and comply with established collegiate recreation professional core competencies related to legal liabilities and risk management including understanding and managing risk at more sophisticated levels.

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, Collegiate Recreation Programs (CRP) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

CRP 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.

CRP 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

CRP offerings must be inclusive and address
- equitable participation for all genders
- differences and variations in competence or skill
- cultural diversity
- participant involvement in shaping program content and procedures
- co-recreational activity with opportunities to participate at various levels of ability and disability

CRP must define its eligible user population, with consideration given to undergraduate and graduate students, faculty members, staff, retirees, alumni, and the general public.

CRP should
- consider the impact of fees and charges on access to programs and services
- participate in establishing institutional facility scheduling policies to support and encourage appropriate and equitable utilization of resources

In support of diversity, CRP must
- publish, post, and circulate a statement to articulate a commitment to diversity in programs, services, and staffing
- recruit, hire, and seek to retain a diverse professional and student staff
- include diversity education for its employees and volunteers
- reach out to diverse and underrepresented populations through surveys, assessments, focus groups, and campus organizations to identify needs and interests used in program design and delivery and in student employment practices

Part 8. INTERNAL AND EXTERNAL RELATIONS

Collegiate Recreation Programs (CRP) 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.

CRP 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

CRP must have procedures and guidelines consistent with institutional policies for using logos on apparel or other promotional items.

In order to ensure the widest dissemination of information regarding facility and program offerings, CRP should develop a comprehensive marketing plan. CRP should use market research to identify student recreational needs, evaluate service performance levels, and develop a promotional plan that includes hard copy, digital, and social media tools.

CRP should actively partner and collaborate with other units in the provision of services not specifically identified within an organizational unit of the institution or guided by a specific functional area of the CAS standards (e.g. student and employee health and wellness, sustainability, legal affairs, judiciaries, residence life).

CRP should establish advisory councils to facilitate communication and collaboration with other campus and community units, and to improve programs, facilities, and services. Representatives should be solicited from a variety of units and should represent diverse users. When used, advisory councils should receive clear instructions as to their scope of authority and be educated in the role and purpose of CRP.

CRP should advocate for environmental and policy efforts that support multidimensional well-being both on campus and in the larger community, including issues associated with social justice, sustainability, and accessibility to resources and services.

Part 9. FINANCIAL RESOURCES

Collegiate Recreation Programs (CRP) must have funding to accomplish the mission and goals.

In establishing and prioritizing funding resources, CRP must conduct comprehensive analyses to determine
- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

CRP 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.

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

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

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

Procurement procedures must
- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent

- consider information available for comparing the ethical and environmental impact of products and services purchased

Institutional funds for CRP should be allocated to ensure long-term viability. Sources of income may include governmental appropriations, student fees (e.g., general, recreational, or health), user fees, donations, contributions, sponsorships, fines, entry fees, rentals, grants, contracts, dues, concessions, and retail sales.

If student funds from any source are dedicated to CRP, those funds should be designated for programs, facilities, and services that directly benefit students, and the students should retain first priority for the use of facilities, programs, equipment, and services.

CRP should develop budgets based on
- programs and operations
- human resource processes and labor costs
- support area expenses (e.g., technology, facility support, member services, marketing, research, and development)
- equipment replacement
- capital improvement
- administrative cost recovery
- reserve account allocations

CRP personnel should be knowledgeable about the availability, pricing, and scope of services in the greater community.

Expenditures should be based upon departmental, divisional, and institutional goals and protocols, periodic needs assessments, and cost/benefit analyses.

All CRP personnel must be held accountable for financial and other resources within their purview or control.

CRP should develop and adhere to internal controls regarding departmental financial resources.

CRP personnel should be aware of and comply with established collegiate recreation professional core competencies related to business management.

Part 10. TECHNOLOGY

Collegiate Recreation Programs (CRP) 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.

CRP 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

CRP 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, CRP 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

When using recreation management software (RMS), CRP should work with the institution's office of information technology to maximize the usefulness and effectiveness of software integration. CRP should work with institutional research and other units when using RMS to collect and utilize data to support institutional and departmental evaluation and assessment goals.

Part 11. FACILITIES AND EQUIPMENT

Collegiate Recreation Programs' (CRP) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design an**d support the program's mission and goals.**

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

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

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

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

CRP must provide adequate equipment to meet the needs of all participants.

CRP must allocate resources to ensure equipment is accessible to all participants regardless of ability.

Inventory management systems should be developed to effectively manage the replacement of capital equipment, grounds, and building systems for which CRP is responsible.

CRP must advocate and provide for adequate indoor and outdoor facilities to accommodate the needs and interests of the campus community.

Renovation, design, and development of facilities must adhere to applicable laws.

The facility usage schedule must be reviewed periodically and disseminated to all user groups.

CRP leadership must be involved during the design and construction phases of all CRP building projects.

CRP personnel with knowledge and skill associated with the project should be considered for direct involvement in the project.

CRP should use available research and assessment data when determining facility, technology, and equipment needs.

Consideration should be given to efficient and ecologically sustainable buildings and areas and facilities that support the program delivery formats of CRP. Examples of such facilities include swimming pools, strength and cardiovascular training facilities, multi-purpose activity spaces, multi-use fields, nature trails, group exercise and dance rooms, challenge adventure facilities, martial arts mat/studio rooms, personal training rooms, mind-body studios, health and wellness labs, skateboard and rollerblade venues, and racquet sport courts.

CRP should provide activity areas within their facilities that are multiuse, as well as spaces for support activities such as administration, member services, repair rooms, locker/shower rooms, and storage.

Space should be provided to facilitate training of personnel.

Social space should be provided to encourage socialization and an inclusive environment. Examples of such facilities include lounges, lobbies, and food service areas.

CRP may also refer to separate standards and guidelines for specializations governed by professional organizations for the use of facilities.

CRP should have the technology resources to conduct training, including software and hardware.

Processes must be established for determining the need for inspection, cleaning, maintenance, repair, and replacement of equipment. A maintenance and cleaning schedule must be developed for facility spaces and equipment to ensure a clean and hygienic environment.

CRP professionals should have supervisory control of the cleaning and custodial staff.

CRP must require personal protective equipment and safety devices, as appropriate.

CRP must establish appropriate policies and procedures for responding to emergency situations, especially where CRP facilities, personnel, and resources could assist the institution.

Signage in facilities (e.g., rules and regulations, gender-neutral bathrooms, emergency shelters, and those associated with sponsorship advertisement and promotion) must comply with institutional policies and must be reviewed periodically.

Part 12. ASSESSMENT

Collegiate Recreation Programs (CRP) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

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

CRP 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

CRP must provide evidence of contributions to overall institutional mission and goals.

CRP should develop a market research plan which should include:
- needs assessment surveys
- research findings
- student employment evaluations
- documented best practices
- valid tools used to measure and assess student learning

Assessment procedures should yield evidence relative to student/personnel recruitment and retention, the achievement of program goals, scope of program offerings, responsiveness to expressed interests, program attendance and effectiveness, participant satisfaction, cost effectiveness, quality of facilities, equipment use and

maintenance, staff performance, recruitment and retention, and benchmarking data for comparison to other programs.

CRP should collect and store evidence according to institutional requirements.

CRP should research best practices to review and improve programs and services.

CRP should contribute to the body of knowledge for the field of collegiate recreation through benchmarking and scholarly activity.

CRP must employ ethical practices in the assessment process.

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

CRP personnel should be aware of and comply with established collegiate recreation professional core competencies related to research and evaluation.

General Standards revised in 2014;
CRP (formerly Recreational Sports Programs) developed/revised in 1986, 1996, 2007, & 2016