

CAS Self-Assessment Guide

STUDENT MEDIA PROGRAMS
2016

Council for the Advancement of Standards in Higher Education. (2016). *CAS self-assessment guide for student media programs and services*. Washington, DC: Author.

Table of Contents

Contextual Statement

Gives a functional and historical perspective to the area

Instructions

Instructions for conducting self-assessment using the SAG

Self-Assessment Instrument

Instrument comprised of criterion statements, rating scales, and evaluation forms to be used in self-assessment

Work Forms

Offer direction for developing an action plan (e.g. identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)

Appendix A: CAS Standards for Student Media Programs

STUDENT MEDIA PROGRAMS

CAS Contextual Statement

Student Media Programs (SMPs) exist in some form at most institutions of higher education today. Because there may be a variety of programs on campus within which students contribute to media products, it is important to define SMPs. In SMPs, students creating the media products are granted the greatest content authority possible consonant with the institutional mission and existing laws and regulations.

Media created by students began appearing at U.S. institutions of higher education in the nineteenth century. They took the forms of literary magazines, student newspapers, and yearbooks (then called annuals) and were produced by students, often without supervision or funding from the university. Today the scope has expanded to include radio and television programming and digital products that are distributed across all platforms, including print, web, air, cable, tablet, and mobile. New formats are likely to come. Digital transmission makes it easier for audiences to extend beyond the institutional community.

College media fill many different functions for their institutions and communities. The journalistic media provide timely information that helps current members of the community understand and participate in the life of the institution. In doing so, these media also tell the story of their institutions for the given year, providing a history valued by archivists, alumni, historians, and journalists. Student media can provide a public forum for news, discussion, and intellectual exploration; they can be curators of student work, as in literary magazines; and some, such as radio stations, serve largely as entertainment outlets. All of those media functions make up one component of the mission of college media programs, creating good products.

The other component is to foster the development of the student staff. SMPs provide intensive hands-on training and experience in the numerous responsibilities that are involved in all aspects of the media enterprise, providing valuable career experience. Students innovate, exercise critical thinking; assume citizenship and leadership responsibilities; manage people, budgets, and sales; develop personal discipline; and practice teamwork. SMPs also provide involvement opportunities that increase the sense of community and aid in the institution's retention and satisfaction (Astin, 1997).

A broad range of management approaches, administrative structures, budgets, funding sources, and the roles of students exist in SMPs. Many SMPs today are small operations, producing only one or two media and supported by advisers who also have other responsibilities at the institution. At the other end of the range, a number of larger programs have become full-fledged not-for-profit companies that produce a wide range of media. They are administered by multiple full-time staff, operate with multimillion-dollar budgets, and incorporate an intensive training program for students on the media staffs. Most SMPs operate with a model somewhere in between.

The administrative structure also varies, with some SMPs based in student services/student affairs and some in academic departments. Some are student clubs. Some programs pay the students on staff; some give academic credit; and some use volunteers. In the past few years the number of student media organizations operating as independent, quasi-independent, or auxiliary operations appears to be on the increase.

Funding models differ as well. Sources of revenue for SMPs include their institutions; sales of advertising, underwriting, and services; and fundraising and endowments.

The one distinguishing thread that runs through all these types of SMPs is that they allow student decision-making and participation to the greatest extent possible for both decisions affecting day-to-day operations and content and

decisions affecting longer-term operations, including any changes in that operation.

Learning experiences often come from having to manage the rights and responsibilities associated with an SMP. Programs have both ethical and legal underpinnings deriving from journalistic codes, higher education principles, Constitutional and state laws, case law, and bureaucratic and policy requirements.

- Where provided by law and/or precedent, such as at all government-owned schools in the U.S., students are guaranteed broad freedom of expression, a protection recognized by the U.S. Supreme Court as far back as 1943 and reaffirmed by the Court on multiple occasions. At a private institution, laws and policies on censorship vary. If necessary, college media professional staff members should work with the institution to foster a free and open atmosphere, based on higher-education principles (Boyer, 1990) and because students learn best when given responsibility (Kuh et al, 2010).
- College Media Association’s Code of Ethical Behavior (1992) sets standards for SMP advisers, admonishing them to “teach without censoring, editing, directing, or producing.” In a firm insistence on student learning, the code says, “There should never be an instance where an adviser maximizes quality by minimizing learning.” SMP professional staff should follow, and teach students to follow, the ethical codes for their particular area of responsibility (i.e., reporting, photography, graphic design, advertising, and marketing) (AAUP, 2015; ACP, 2015; CMA, 1992).

Legal restrictions for media in the U.S. include FCC regulations for licensed broadcast media that restrict speech and mandate equal time coverage in certain cases. Online streaming is regulated by the Copyright Royalty Board.

- Copyright law is particularly pertinent for student media, and advisers must actively teach students about its provisions. Student editors or managers may choose to use content created by others; graphic artists may download art from the Internet, and radio deejays mostly play music created by non-students. Content from all these sources is subject to copyright laws.

Two distinct groups of leaders work within college media programs: students, and professionals (faculty members or members of the institution’s professional staff). Some leadership positions – the ones that control content – are reserved for students. These leaders are chosen in a variety of ways including selection by the adviser, selection by the student staffs, or preferably, selection by a board composed of students, faculty, media professionals, and community members. Faculty members and staff must be allowed to exercise authority over non-content-related matters with legal implications for the institution but must always work in conjunction with the student leaders.

ISSUES

Conflicts between SMPs and their institutions can occur over disagreements about student actions, particularly concerning students’ content decisions. An issue perhaps unique to student media is that the very qualities and precepts that make a media program excellent may sometimes raise the ire of administrators, faculty, alumni, or community members. Student journalists, for example, who are following the Society of Professional Journalists’ guidelines for good journalism will “Seek truth and report it” (SPJ Code of Ethics, 2014) even if that truth is something administrators or others object to publicizing because they think it may adversely affect the reputation or “brand” of the institution. Another example of a potentially controversial aspect of media is programming. Mission statements likely call for the student managers to choose content and programming that suits the needs and interests of their college-student audiences. Therefore, student managers may choose content and programming that pleases their audience but offends the sensibilities of faculty, staff, or alumni. SMPs doing outstanding jobs, therefore, may

at times be unpopular with administrators or others.

Conflict between SMPs and their institutions may escalate if institutional administrators take actions that directly or indirectly infringe upon students' assigned responsibilities. At institutions where students are legally guaranteed free speech rights, administrators may use indirect avenues to restrict that speech, such as mandating prior review of media content, cutting budgets, restricting distribution, or removing the adviser. Historically, attention from media in the surrounding area has sometimes sufficed to persuade administrators to rescind a prior review order or restore what was cut. On occasion, the students and/or advisers involved (not the SMP itself) sue their institution for redress.

All of this brings forth challenges for those who work with SMPs. In particular, SMP professionals are balancing their role as faculty or staff members with their roles advising campus media. Advisers challenging institutional censorship should not be at risk of discontinued employment at their institution. Conversely, advisers should not be expected to force the publication of the institution's news releases or other public relations articles.

Another current problem for SMPs is also a longstanding one, a need for adaptability as media and institutional environments change. For example, a demographic shift in an institution's student body will likely necessitate changes in SMP staffing and training. Emphasis on timely graduation and full-time enrollment can result in fewer students available for time-consuming student media staff positions. But few changes have affected SMPs to the extent of the sweeping changes in technology and information consumption habits now affecting the media industry. These changes are presenting tremendous challenges for many SMPs. Advisers are faced with a steep, continual learning curve. Advisers, equipment, and facilities must stay current in technology and practices in order for SMPs to stay current with the evolving information-consumption habits of the audiences. Media produced in SMPs no longer have one national professional model to guide them, as national media also race to adapt and survive. Developing media products that reflect readership and consumption patterns of an institution's current population necessitates more SMP attention, and resources devoted to research and marketing. SMPs need to be nimble and open to change. However, to the extent that SMPs connected to academic programs are dependent upon the curriculum, they find it hard to be nimble because curriculum change generally occurs slowly.

The business model based on advertising that has supported the media industry for decades is also unraveling, affecting SMPs just as it has other media. SMPs that must generate their own revenue are challenged to discover new ways to generate revenue and/or reduce operations.

Additional issues that influence SMPs include adapting to shifting delivery platforms and accessing information. For example, many SMPs today are attempting to converge their print, broadcast, and online operations, with mixed success. Also, access to institutional police information, security, meeting records, and other official documents is a continuing challenge on some campuses. SMPs should work with institutions to establish policies allowing access to information.

RESOURCE GROUPS

The National Council of College Publications Advisers, later College Media Advisers and now College Media Association, has represented advisers and other college media professionals since 1955. CMA's journal, published quarterly, is College Media Review. Other organizations in the area of college media include Associated Collegiate Press, an organization made up of the media themselves; Society of Collegiate Journalists; College Newspapers Business and Advertising Managers; Student Press Law Center; and regional groups. On the broadcast side, the National Association of College Broadcasters (NACB), founded in 1988, was replaced in 1998 by College Broadcasters Inc.

References, Readings, and Resources

- American Association of University Professors. (2015). *AAUP On Freedom of Expression and Campus Speech Codes*. Retrieved from <http://www.aaup.org/>
- Associated Collegiate Press. www.studentpress.org
- Associated Collegiate Press. (2015). *Associated Collegiate Press Code of Ethics*. Retrieved from www.studentpress.org
- Astin, A. (1997). *What Matters in College: Four Critical Years Revisited*. San Francisco: Jossey-Bass Publishers.
- Boyer, E. (1990). *Campus Life: In Search of Community*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.
- College Broadcasters Incorporated. www.askcbi.org
- College Media Association. *College Media Review*. cmreview.org
- College Media Association. www.collegemedia.org
- College Newspapers Business and Advertising Managers. www.cnbam.org
- Francesco, B. (2013). *Wanted: An Exploration of Journalism Skills Acquired Through Student Media Experiences*. (Unpublished master's thesis). University of North Texas, Denton, TX.
- Froke, P., Jacobsen, S., & Minthorn, D. (Eds.) *Associated Press Stylebook 2015*. New York, NY: Associated Press
- Goldstein, A., Hiestand, M., & LoMonte, F. (2013). *Law of the Student Press* (4th ed.) Baltimore, MD: United Book Press, Inc.
- Kanigel, R. (2012). *The Student Newspaper Survival Guide* (2nd ed.). Chichester, West Sussex: Wiley Blackwell.
- Kuh, G., Kinzie, J., Schuh, J. H., & Whitt, E. (2010). *Student Success in College: Creating Conditions That Matter* San Francisco: Jossey-Bass Publishers.
- Mission. (n.d.). Retrieved from <http://journalists.org/about/mission/>
- National Council of Teachers of English (2007). *Code of best practices in fair use for media literacy education*. <http://www.ncte.org/positions/statements/fairusemedialiteracy>
- RTDNA Code of Ethics. (2015) Retrieved from http://www.rtdna.org/content/rtdna_code_of_ethics#.VaA0ULfvhgQ
- Student Press Law Center. splc.org
- Williams, Walter (1914). Retrieved from <http://www.rjionline.org/news/walter-williamss-journalists-creed>
- Youm, K.H., (2013). *AEJMC Resolution: 25th Anniversary of Hazelwood v. Kuhlmeier*. Retrieved from <http://www.aejmc.org/home/2013/04/resolution-one-2013/>

Contextual Statement Contributors

Current Edition:

Lloyd Goodman, University of Texas-Arlington, CMA
Pat Parish, Louisiana State University
Will Robedee, Rice University, CBI
Bill Smedick, Johns Hopkins University

INTRODUCTION AND INSTRUCTIONS

CAS Self-Assessment Guide

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

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

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

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

I. Self-Assessment Guide and Process

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

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

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

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

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

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

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

Step A: Plan the Self-Study Process

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

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

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

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

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

In this self-assessment instrument, the CAS standards have been translated into criterion measures and grouped into subcategories for rating purposes. The criterion measures are not designed to focus on discrete ideas; rather, the

measures are designed to capture the major ideas and elements reflected in the standards. For each of the 12 component parts, team members will rate clusters of criterion measures. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly translated into a measurable statement to facilitate rating.

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

Step C: Identify, Collect, and Review Documentary Evidence

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

Documentary evidence often used to support evaluative judgments includes:

- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations
- *Program Documents*: mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos
- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports
- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports
- *Staff Activity Reports*: annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession
- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

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

Raters can best make judgments about the program expectations articulated in the standards when they have a variety of evidence available. Multiple forms of evidence should be reviewed and reported in the narrative section of the SAG worksheets. Through the rating process, a self-study team may identify a need to obtain additional information or documentation before proceeding, in order to lend substance to judgments about a given assessment criterion. Evidence and documentation should be appended and referenced in the final self-assessment report.

Step D: Conduct and Interpret Ratings Using Evaluative Evidence

When the program review team has gathered and reviewed necessary evidence, they will be able to assign and interpret ratings to individual criterion measures, following three steps.

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

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

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

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

CAS CRITERION MEASURE RATING SCALE

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

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

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

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

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

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

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

II. Rating Examples

Rating Standard Criterion Measures

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

Part 5. ETHICS					
Suggested Evidence and Documentation:					
1. Program code or statement of ethics					
2. Ethics statements from relevant functional area professional associations					
3. Personnel policies, procedures and/or handbook					
4. Student code of conduct					
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)					
6. Minutes from meetings during which staff reviewed and discussed ethics					
Criterion Measures:					
DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds
<input type="checkbox"/> 5.1 Ethical Standards <ul style="list-style-type: none"> Programs and services review applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice. Programs and services publish and adhere to statements of ethical practice, ensure their periodic review, and orient new personnel to relevant statements of ethical practice and related institutional policies. <p><i>Rationale:</i></p>					
<input type="checkbox"/> 5.2 Statement of Ethical Standards <ul style="list-style-type: none"> Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws. 					

Using Guidelines to Make Judgments about the Program

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

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

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

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

Step E: Formulating an Action Plan

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

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

Step F: Preparing a Report

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

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

Step G: Closing the Loop

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

STUDENT MEDIA 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
7. Mission statement for each medium (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

1.1 Program Mission and Goals

- The mission of Student Media Programs (SMP) is to
 - prepare students for their responsibilities in planning and producing media products that provide news, features, commentary, and/or entertainment delivered through various media products and platforms
 - offer meaningful, educational, and leadership opportunities and support for students engaged in these activities
 - provide an institutional structure under which student media are produced

Rationale:

1.2 Mission Implementation and Review

- SMP develops, disseminates, implements, and regularly reviews its mission.
- SMP maintains a media structure that gives students responsibility and content authority to the greatest extent possible within the institution's stated mission, and to the full extent prescribed by relevant laws and regulations.
- SMP personnel assist students in acquisition of knowledge and development of competencies and perspectives needed to plan and produce media products.
- SMP personnel advise students on ways to perform successfully all responsibilities of their positions, on their legal and ethical rights, and on their corollary responsibilities with regard to the content of student media.
- SMP personnel
 - advocate for the rights of students with regard to the content of student media
 - educate the campus, including administrators and other departments, to facilitate students' exercise of their rights and responsibilities
 - provide ongoing advice, instruction, and support for students involved in the program

- o provide administrative support for the program
- o include students in decisions concerning the broader direction of student media

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 SMP mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?
4. How is the mission included in orientation of new SMP professional and student staff?
5. How were student editors and managers incorporated into periodic review and, if needed, revision of the mission?

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)
7. Schedule on which media products are disseminated
8. Information provided to students about infringement

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

- Student Media Programs (SMP) contributes to students’ formal education (the curriculum and co-curriculum), learning, and development.
- SMP contributes to students’ progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
- SMP identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.
- SMP promotes student learning and development outcomes, including: critical thinking, understanding knowledge from a range of disciplines, effective reasoning, understanding and appreciation of cultural and human differences, as well as leadership.

Rationale:

- 2.2 Student Training, Education, and Professional Development
- SMP provides opportunities to acquire and apply knowledge needed to produce media.
 - SMP personnel advise and coach students in the standards, principles, perspectives, and best practices appropriate to each medium and its operation, including:
 - accuracy, fairness, and truthfulness in news operations
 - fair practice and honest representation in advertising/underwriting
 - decision-making based on contemporary codes of ethics established by student media organizations and/or national professional media organization
 - balancing many factors when making content decisions, including needs and interests of the audience, knowledge of stakeholders and the community, competing issues of press freedom, rights of sources and subjects of news coverage, reliability of news sources, and applicable laws and regulations
 - SMP provides information for student editors and managers on how to identify and respond to infringement by the institution, student government, or other external parties into the content decision-making process and authority that have been assigned to student editors and managers by the institution.

Rationale:

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

Rationale:

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

Rationale:

- 2.5 Governing Documents and Policies
- SMP develops and maintains documents addressing governance issues, rights and responsibilities, legal and ethical obligations, and policies related to student media.
 - SMP works with institutional leadership to develop and maintain governing documents suitable for the institution's circumstances.
 - SMP maintains a mission statement for each student media product produced under its auspices.
 - SMP governing documents include and/or address:
 - SMP's mission

- o statement of rights and responsibilities for students producing student media products, including the institutional role (if any) in determining acceptability of student media content
- o process for selecting and disciplining top student editors and managers of student media, including a list of actions and behaviors that would be grounds for disciplinary action
- o responsibilities and composition of any institutional oversight or advisory group for student media
- o process for addressing grievances against any student media entity that cannot be resolved at the student editor/manager level
- o for broadcast media, a statement concerning the broadcast license, when a license is required, and the responsibility for operating the stations and other broadcast facilities within the regulations while maximizing student learning
- o designation (in the U.S.) of student news media as a public forum for the student staff of each medium, as needed to remain within current case law
- o statement concerning the legal ownership of student-created content
- o statement concerning institutional liability for student media
- o availability of legal advice to student editors and managers when considering content that may have legal considerations
- o guidelines for professional advising staff and faculty, including a statement on accountability of faculty/staff for content decisions made by students exercising their assigned responsibilities
- o statement on advisers' potential conflicts of interest if they are required to execute job responsibilities in the institution in addition to their advising duties
- o process for disseminating and revising these documents

Rationale:

2.6 Collaboration

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

Rationale:

2.7 Advising Student Media Programs

- SMP ensures faculty/staff advisers are available to students for consultation during media production process.
- SMP provides ongoing qualified coaching and advising to student media staff by faculty/staff who are knowledgeable in the media area(s) advised.

Rationale:

2.8 Media Products and Production Process

- SMP ensures media products are published on a regular schedule which is disseminated prior to the beginning of each semester or quarter
- SMP ensures student media products meet current news and information needs appropriate to the product and to the target audience, both in content and format or platform that meets the audience's current information consumption patterns

Rationale:

Overview Questions:

1. What are the most significant student learning and development outcomes of SMP?
2. What difference does SMP make for students who engage with it?
3. What is the demonstrated impact of SMP 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?
6. How does SMP ensure that the media products are appropriate in content and format, and meet the current needs of the target audience?ⁱ

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

- Student Media Programs (SMP) has clearly stated and current goals and outcomes, policies and procedures, descriptions of personnel responsibilities and expectations, and clear organizational charts.

Rationale:

3.2 Organizational Structure

- Leaders within SMP include two distinct groups - professional advisers and student editors and managers - each with distinct responsibilities and authority.
- SMP professional advising staff operate within a structure that gives students responsibility to the greatest extent possible within the institution’s stated mission.
- SMP professional advising staff support the work of the student leadership.
- Professional advisers, student editors, and student managers exercise oversight over resources for which they are responsible.

Rationale:

3.3 Actions of Leaders

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

Rationale:

3.4 Strategic Planning

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

Rationale:

3.5 Management

- SMP leaders plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources.
- SMP leaders manage human resource processes including recruitment, selection, performance planning, and succession planning.
- Student leaders exercise managerial authority over their student staff members and are accountable to the rules, processes, and guidelines of the SMP and the institution.
- SMP leaders use evidence to inform decisions, incorporate sustainability practices, understand and integrate appropriate technologies, and are knowledgeable about relevant codes and laws.
- SMP leaders assess and take action to mitigate potential risks.

Rationale:

3.6 Supervision

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

Rationale:

3.7 Responsibilities of Professional Advisers

- SMP professional advisers recognize, respect, support, and defend the content authority of the student managers as established by the student medium's operating documents, the best standards of professional practice for student media operations, and applicable law.
- SMP professional advisers maintain a program that trains and supports student editors and managers in the responsible exercise of that authority.
- SMP professional advisers provide instruction and advice during the planning and production of the student media, without censoring, editing, directing or producing to the greatest extent possible **within the institution's stated mission**.
- SMP professional advisers provide additional constructive comment/critique after content is disseminated by any student media.

Rationale:

3.8 Program Advancement

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

Rationale:

Overview Questions:

1. Explain the extent to which SMP leader(s) are viewed as and held responsible for advancing the departmental mission.
2. Explain the opportunities and limitations present for SMP leader(s) as they seek to fulfill the program mission.
3. How do SMP leaders advance the organization?
4. How do SMP leaders encourage collaboration across the institution?
5. How are SMP leaders accountable for their performance?
6. How have SMP leaders empowered personnel and engaged stakeholders?
7. What is the role of SMP student leaders in decision-making within the operation? Specifically discuss rationale in any areas in which SMP student leaders do not have final approval over content in student media products.

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
- Student Media Programs (SMP) are staffed adequately to accomplish mission and goals.
 - SMP has access to technical and support personnel adequate to accomplish the mission.

Rationale:

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

Rationale:

- 4.3 Employment Practices
- Administrators of SMP maintain personnel position descriptions, implement recruitment and hiring strategies that produce an inclusive workforce, and develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.
 - Personnel responsible for delivery of programs and services have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance and update them regularly.
 - Results of individual personnel evaluations are used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

Rationale:

- 4.4 Personnel Training
- Personnel, including student employees and volunteers, receive appropriate and thorough training when hired and throughout their employment.
 - Personnel have access to resources or receive specific training on institutional and governmental policies; procedures and laws pertaining to functions or activities they support; privacy and confidentiality; access to student records; sensitive institutional information; ethical and legal uses of technology; and technology used to store or access student records and institutional data.
 - Personnel are trained on how and when to refer those in need of additional assistance to qualified personnel.
 - Personnel are trained on systems and technologies necessary to perform their assigned

responsibilities.

- Personnel engage in continuing professional development activities to keep abreast of research, theories, legislation, policies, and developments that affect programs and services.
- Administrators ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response, including identification of threatening conduct or behavior, and incorporate a system for responding to and reporting such behaviors.
- Personnel are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

Rationale:

4.5 Professional Personnel

- Professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate confirmation of educational credentials and related work experience.
- SMP professional advising staff or faculty position descriptions include recognition of the need for advising staff to be available to the student staff for consultation during media production hours.

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.
- Student employees and volunteers are current students at the institution.
- SMP has clear, published guidelines about any requirements, such as academic standing, for student staff.

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 program 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 program philosophy toward engaging graduate interns and assistants, and student employees and volunteers in the program human resource pool.
5. How is training of SMP student staff evaluated to determine its effectiveness?

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

- Student Media Programs (SMP) reviews applicable professional ethical standards and adopt or develop and implement appropriate statements of ethical practice.
- SMP publishes and adheres to statements of ethical practice, ensure their periodic review, and orient new personnel to relevant statements of ethical practice and related institutional policies.
- SMP personnel guide students to see professional ethics standards as a framework for ethical decision-making rather than a set of rules.

Rationale:

5.2 Statement of Ethical Standards

- Statements of ethical standards specify that SMP 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.
- Statements of ethical practice supplementing the institution's rules and guidelines address both

student and nonstudent staff and reflect best practice respective to position.

- Statements of ethical practice include principles and standards to guide SMP student and non-student staff in their responsibilities.

Rationale:

5.3 Ethical Obligations

- SMP personnel employ ethical decision making in the performance of their duties.
- SMP personnel inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- SMP personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- SMP 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.
- The institution recognizes, respects, and provides support to SMP professional leaders and student leaders as they follow professional ethics; recognizing ethical codes may call for students to seek truth and report it, no matter the subject of the reporting.

Rationale:

5.4 Ethics in Technology and Social Media

- SMP personnel keep abreast of evolving image technology and the professional ethics surrounding modified images
- SMP personnel stay informed about the rapidly evolving world of social media and of the professional ethics surrounding the journalistic, communication, commercial, and entertainment aspects of social media

Rationale:

Overview Questions:

1. What is the program’s strategy for managing student and personnel confidentiality and privacy issues?
2. How are ethical dilemmas and conflicts of interest identified and addressed?
3. How are ethics incorporated into the daily management and decision-making processes of the program?

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
8. Policies regarding student-produced content

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
- Student Media Programs (SMP) are 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.
 - SMP professional advisers are familiar with the legal issues and regulatory requirements relevant to each medium in the SMP and have access to current case law.
 - SMP has access to legal advice needed for personnel to carry out their assigned responsibilities.
 - SMP informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
 - SMP informs personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

Rationale:

- 6.2 Policies and Procedures
- SMP has written policies and procedures on operations, transactions, or tasks that have legal implications.
 - SMP regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
 - SMP has procedures, systems and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations and disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.
 - SMP works with the institution to develop policies on ownership of content produced by students, disseminate those policies to all current student staff, and document student agreement to those policies.

Rationale:

- 6.3 Harassment and Hostile Environments
- SMP 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
- SMP purchases or obtains permission to use copyrighted materials and instruments and include appropriate citations on materials and instruments.

Rationale:

- 6.5 Governance

- SMP 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 the program, 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?
4. How is unfettered legal advice provided for SMP student editors and managers on issues related to their SMP responsibilities?
5. How is unfettered legal advice provided for SMP staff advisers on issues related to their responsibilities regarding advising student journalists?
6. What job protections are provided for SMP staff advisers performing their assigned duties when student editors or managers performing their job responsibilities produce materials that administrators or other members of the community may not like?

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

- Student Media Programs (SMP) create and maintain educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
- SMP 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

- SMP 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.

- SMP responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- SMP recognizes the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources.
- Student staff and leadership positions are open to all qualified students, and positions are widely advertised so as to encourage students from diverse backgrounds to apply.

Rationale:



7.3 Ensuring Diversity, Equity, and Access

- SMP advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- SMP 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.
- SMP advises and coaches students in their responsibility to give voice to the diverse perspectives of the constituencies served.
- SMP addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- SMP provides personnel with diversity, equity, and access training and holds personnel accountable for applying the training to their work.

Rationale:

Overview Questions:

1. How does SMP ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does SMP address imbalance in participation among selected populations of students?
3. How does SMP address imbalance in staffing patterns among selected populations of program personnel?
4. How does SMP ensure cultural competence of its personnel to ensure inclusion in the program?
5. How does SMP 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
- Student Media Programs (SMP) 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.
 - SMP 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.
 - SMP 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
- SMP has procedures and guidelines consistent with institutional policy to communicate with the media; distribute information through print, broadcast, and online sources; contract with external organizations for delivery of programs and services; cultivate, solicit, and manage gifts; and apply to and manage funds from grants.

Rationale:

Overview Questions:

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

- Student Media Programs (SMP) have funding to accomplish their mission and goals.

Rationale:

9.2 Financial Planning and Implementation

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

- SMP administers funds in accordance with established institutional accounting procedures.
- SMP 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.
- SMP that generate revenue have a fiscal mechanism to maintain continuity of operations from year to year, in the form of an established reserve fund or similar fiscal tool.

Rationale:

Overview Questions:

1. What is the funding strategy for SMP, and why is this the most appropriate approach?
2. How does SMP ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does SMP go about increasing financial resources?
4. How do the institution and SMP ensure year-to-year continuity for the student media program when revenues generated from advertising sales and other sources decline?

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
- Student Media Programs (SMP) have adequate technology to support achievement of their mission and goals.
 - Use of technology complies with institutional policies and procedures and relevant codes and laws.
 - SMP has personnel proficient in use, maintenance, and training of the technologies employed.

Rationale:

- 10.2 Use of Technology
- SMP uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
 - SMP 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.
 - SMP utilizes professional-standard technologies and delivery systems to deliver content on platforms and devices appropriate for the institution's student population.

Rationale:

- 10.3 Data Protection and Upgrades
- SMP backs up data on a regular basis.
 - SMP 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.
 - SMP 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
- SMP has policies on student use of technology that are clear, easy to understand, and available to all students.
 - SMP 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 SMP ensure that relevant technology is available for all who are served by the program?
4. How does SMP use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does SMP 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

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

Rationale:

11.2 Work Space

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

Rationale:

11.3 Equipment Acquisition and Facilities Use

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

Rationale:

Overview Questions:

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

- Student Media Programs (SMP) develop an ongoing cycle of assessment plans, processes, and activities.
- SMP identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- SMP documents progress toward achievement of goals and outcomes.
- SMP employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- SMP collects data from all constituencies, including going beyond current readers and viewers to include all groups in the target audience.
- SMP employs ethical practices in the assessment process.
- SMP has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Rationale:

12.2 Reporting and Implementing Results

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

Rationale:

Overview Questions:

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

9. How does SMP collect and use data from all segments of its target audience and not just from current readers, listeners, viewers, etc., as part of its assessment process?

*General Standards revised in 2014;
SMP content developed in 2015*

Work Form A – Rating Discrepancies

INSTRUCTIONS:

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

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

--

Student Media Programs

CAS Standards and Guidelines

Part 1. MISSION

The mission of Student Media Programs (SMP) is to

- prepare students for their responsibilities in planning and producing media products that provide news, features, commentary, and/or entertainment delivered through various media products and platforms
- offer meaningful, educational, and leadership opportunities and support for students engaged in these activities
- provide an institutional structure under which student media are produced

SMP personnel must assist students in acquisition of knowledge and development of competencies and perspectives needed to plan and produce media products.

SMP must maintain a media structure that gives students responsibility and content authority to the **greatest extent possible within the institution's stated mission, and to the full extent prescribed by relevant laws and regulations.**

SMP produce student media in a clearly defined operation, which may be a class, an extracurricular or cocurricular activity, an academic auxiliary, or some other model.

SMP personnel should establish and maintain an atmosphere of encouraging responsible discussion and intellectual exploration within student media products.

Student media produced under SMP should provide a forum for student opinion on campus and world issues.

Student media produced under SMP may be designed to help prepare students for careers in media.

SMP personnel must advise students on ways to perform successfully all responsibilities of their positions, on their legal and ethical rights, and on their corollary responsibilities with regard to the content of student media.

SMP personnel must

- advocate for the rights of students with regard to the content of student media
- **educate the campus, including administrators and other departments, to facilitate students' exercise of their rights and responsibilities**
- provide ongoing advice, instruction, and support for students involved in the program from trained and knowledgeable professional advisers
- provide administrative support for the program
- include students in decisions concerning the broader direction of student media

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

Part 2. PROGRAM

To achieve their mission, Student Media Programs (SMP) 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, SMP 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.]

SMP 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

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

SMP must promote student learning and development outcomes in SMP, including:

- critical thinking
- understanding knowledge from a range of disciplines
- effective reasoning
- understanding and appreciation of cultural and human differences
- leadership

SMP should assist student editors and managers in developing competencies in such areas as staff leadership, planning, conflict resolution, time management, project management, stress management, communicating, team building, coaching, and emotional intelligence.

Relevant and desirable outcomes include journalistic responsibility, social/community responsibility and informed decision-making, leadership development, collaboration, experiential learning, career development, intellectual growth, effective communication, realistic self-appraisal, independence and enhanced self-reliance, meaningful interpersonal relationships, satisfying and productive lifestyles, technological proficiencies, appreciation of diversity, and personal and educational goals.

SMP personnel must advise and coach students in the standards, principles, perspectives, and best practices appropriate to each medium and its operation, including:

- accuracy, fairness, and truthfulness in news operations
- fair practice and honest representation in advertising/underwriting

- decision-making based on contemporary codes of ethics established by student media organizations and/or national professional media organizations
- thoughtfully balancing many factors when making content decisions, including needs and interests of the audience, knowledge of stakeholders and the community, competing issues of press freedom, rights of sources and subjects of news coverage, reliability of news sources, and applicable laws and regulations

SMP must provide opportunities to acquire and apply knowledge needed to produce media.

SMP should assist students in developing competencies in media skills such as reporting, writing, editing, photojournalism, page design, web page design, broadcast, video and audio production and post-production, sales of advertising/underwriting, advertising design, marketing, leadership, management, production, communication technology, programming principles, performance, and digital media.

SMP personnel should coach students in approaches to complex problems, independent thinking, and risk assessment; managing controversial issues; respecting different points of view; critical thinking; professional expectations; personal work, lifestyles, and values that influence decision-making.

SMP must

- ensure media products are published on a regular schedule which is disseminated prior to the beginning of each semester or quarter
- ensure student media products meet current news and information needs appropriate to the product and to the target audience, both in content and format or platform that meets the **audience's current information consumption patterns**
- ensure faculty/staff advisers are available to students for consultation during media production process
- provide ongoing qualified coaching and advising to student media staff by faculty/staff who are knowledgeable in the media area(s) advised. Professional experience in the media advised is preferred.

SMP products may include, but are not limited to, newspapers, magazines, yearbooks, radio/audio programming, and television/video programming, which are disseminated across various platforms, including print, web, air, cable, tablet and mobile, among others.

Media products should change and evolve with changes in technology and information consumption habits of intended audiences.

SMP must maintain a mission statement for each student media product produced under its auspices.

SMP must develop and maintain documents addressing governance issues, rights and responsibilities, and legal and ethical obligations and policies related to student media. Because SMP operate with a variety of structures and media, SMP must work with institutional leadership to develop and maintain governing **documents suitable for the institution's circumstances.**

These documents must include and/or address:

- SMP mission
- statement of rights and responsibilities for students producing student media products, including the institutional role (if any) in determining acceptability of student media content. These rights and responsibilities especially may vary between student media at public and private institutions, and between broadcast and non-broadcast media.
- process for selecting and, if necessary, disciplining top student editors and managers of student media, including a list of actions and behaviors that would be grounds for disciplinary action
- responsibilities and composition of any institutional oversight or advisory group for student media
- process for addressing grievances against any student media entity that cannot be resolved at the student editor/manager level
- for broadcast media, a statement concerning the broadcast license, when a license is required, and the responsibility for operating the stations and other broadcast facilities within the regulations while maximizing student learning
- designation (in the U.S.) of student news media as a public forum for the student staff of each medium, as needed to remain within current case law
- statement concerning the legal ownership of student-created content
- statement concerning institutional liability for student media
- availability of legal advice to student editors and managers when considering content that may have legal considerations
- guidelines for professional advising staff and faculty, including a statement on accountability of faculty/staff for content decisions made by students exercising their assigned responsibilities
- statement on advisers' potential conflicts of interest if they are required to execute job responsibilities in the institution in addition to their advising duties
- process for disseminating and revising these documents

SMP must provide information for student editors and managers on how to identify and respond to infringement by the institution, student government, or other external parties into the content decision-making process and authority that have been assigned to student editors and managers by the institution.

Infringement may include actions taken to indicate displeasure with students' authorized content decisions, such as stealing, confiscating or otherwise preventing the distribution of copies of printed media; controlling a medium's budget; sanctioning an adviser; forced publication or broadcast/webcast of any material, including articles or press releases; curtailing access to campus facilities; or in classroom settings, judging against student editors' established authority to assign content.

Part 3. ORGANIZATION AND LEADERSHIP

Leaders within Student Media Programs (SMP) must include two distinct groups — professional advisers and student editors and managers — each with distinct responsibilities and authority. Operating within a structure that **gives students responsibility to the greatest extent possible within the institution's stated mission**, student media professional advising staff must support the work of the student leadership.

Both groups of leaders must exercise oversight over resources for which they are responsible.

Student leaders must exercise managerial authority over their student staff members and must be accountable to the rules, processes and guidelines of the SMP and the institution.

Professional advisers include both staff and faculty who are assigned this role by the institution. SMP staff also may include administrative and support personnel.

SMP professional advisers should exercise oversight over non-content related matters that have legal implications that would involve the institution.

SMP professional advisers must recognize, respect, support, and defend the content authority of the student managers as established by the student medium's operating documents, the best standards of professional practice for student media operations, and applicable law.

SMP professional advisers must maintain a program that trains and supports student editors and managers in the responsible exercise of that authority.

SMP professional advisers must provide instruction and advice during the planning and production of the student media, without censoring, editing, directing or producing to the greatest extent possible within the **institution's stated mission. SMP professional advisers also must provide additional constructive comment/critique** after content is disseminated by any student media.

To achieve program and student learning and development outcomes, SMP must be purposefully structured for effectiveness. SMP 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 SMP must provide strategic planning, management and supervision, and program advancement.

Strategic Planning

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

Management and Supervision

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

Program Advancement

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

Part 4. HUMAN RESOURCES

Student Media Programs (SMP) must be staffed adequately by individuals qualified to accomplish mission and goals.

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

Within institutional guidelines, SMP 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 SMP must

- ensure that all personnel have updated position descriptions

- implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

SMP personnel responsible for delivery of programs and services 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.

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

SMP 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

Student employees and volunteers must be current students at the institution. SMP must have clear, published guidelines about any other requirements, such as academic standing, for student staff.

SMP 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.

SMP should offer students and professional staff members regular opportunities to attend state/provincial, regional, and national college and professional media conferences to help them maintain current perspectives on the world of media and to develop skills.

Administrators of SMP 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.

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

PROFESSIONAL PERSONNEL

SMP 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.

A position description for student media professional advising staff or faculty must include recognition of the need for advising staff to be available to the student staff for consultation during media production hours.

SMP professional advising staff or faculty should have adequate time for advising, training, supervision, contact with faculty and experts, and professional and personal development.

SMP professional staff or faculty should demonstrate

- knowledge of the history and current trends in both student media and professional media
- professional experience related to the SMP responsibilities
- knowledge of diversity issues related to media
- ability to evaluate student media programs and assess outcomes
- ability to use reflection in helping students understand student media concepts by processing critical incidents with students
- effective written and oral communication skills
- ability to interact with diverse populations
- knowledge of organizational development, group dynamics, strategies for change, and principles of media
- ability to effectively organize learning opportunities that are consistent with program needs and students' stages of development

INTERNS OR GRADUATE ASSISTANTS

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

Supervisors must

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

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

STUDENT EMPLOYEES AND VOLUNTEERS

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

Part 5. ETHICS

Student Media Programs (SMP) 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.

SMP personnel must guide students to see professional ethics standards as a framework for ethical decision-making rather than a set of rules.

Statements of ethical standards must

- specify that programs and services 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

Statements of ethical practice supplementing the institution's rules and guidelines must address both student and nonstudent staff and must reflect best practice respective to position.

Statements of ethical practice must include principles and standards to guide SMP student and non-student staff in their responsibilities.

Examples of principles and standards include:

- civil and ethical conduct
- accuracy, fairness and completeness of information reported
- conflict of interest
- plagiarism
- confidentiality of sources used in student media content

- role conflicts
- identification of sources used in student media content, including guidelines for use of anonymous sources
- editing of digital images
- fiscal accountability
- fair and equitable administration of institutional policies
- effective disclosure of and respect for relevant civil and criminal law
- student involvement in related institutional decisions
- free and open exchange of ideas through student media
- fulfillment of contractual arrangements and agreements
- advertising acceptance guidelines
- fabricating journalistic content and academic dishonesty

SMP statements of ethical practice should reference relevant professional associations:

- for advisers and other non-student staff working with student media, the College Media Association Code of Ethics
- for student staff, the Associated College Press Model Code of Ethics for College Journalists
- for individual positions, ethical standards adopted by professional organizations encompassing those responsibilities (i.e., for photographers and other digital journalists, the National Press Photographers Association; for designers, the Society of News Design; for copy editors, the American Copy Editors Society; for online journalists, the Online News Association, and so forth.)

SMP 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

SMP personnel must stay abreast of

- evolving image technology and the professional ethics surrounding modified images
- the rapidly evolving world of social media and of the professional ethics surrounding the journalistic, communication, commercial, and entertainment aspects of social media

The institution must recognize, respect, and provide support to student media professional leaders and student leaders as they follow professional ethics; recognizing ethical codes may call for students to seek truth and report it, no matter the subject of the reporting.

Part 6. LAW, POLICY, AND GOVERNANCE

Student Media Programs (SMP) 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.

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

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

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

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

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

SMP 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.

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

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

SMP must work with the institution to develop policies on ownership of content produced by students, disseminate those policies to all current student staff, and document student agreement to those policies.

Student media professional advisers must be familiar with the legal issues and regulatory requirements relevant to each medium in the SMP and have access to current case law.

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, Student Media Programs (SMP) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

SMP 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.

SMP 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

SMP must advise and coach students in their responsibility to give voice to the diverse perspectives of the constituencies served.

Student staff and leadership positions must be open to all qualified students. Such positions must be widely advertised so as to encourage students from diverse backgrounds to apply.

Part 8. INTERNAL AND EXTERNAL RELATIONS

Student Media Programs (SMP) 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.

SMP 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

SMP should establish effective relations with external media in each relevant area to provide for training resources, internships, and jobs for students.

Part 9. FINANCIAL RESOURCES

Student Media Programs (SMP) must have funding to accomplish the mission and goals.

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

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

SMP 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.

SMP that generate revenue must have a fiscal mechanism to maintain continuity of operations from year to year, in the form of an established reserve fund or similar fiscal tool.

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

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

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

Procurement procedures must

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

Part 10. TECHNOLOGY

Student Media Programs (SMP) 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.

SMP 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

SMP 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, SMP 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

SMP must utilize professional-standard technologies and delivery systems to deliver content on platforms and devices appropriate for the institution's student population.

SMP must have personnel proficient in use, maintenance, and training of the technologies employed.

Part 11. FACILITIES AND EQUIPMENT

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

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

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

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

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

Part 12. ASSESSMENT

Student Media Programs (SMP) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

SMP 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

SMP must collect data from all constituencies, including going beyond current readers and viewers to include all groups in the target audience.

Forms of assessment may include data collection of the student population about media content and delivery methods, surveys of student and professional staff members about the effectiveness of student media training and advising programs on student development and achievement, surveys of former student leaders and staff members after five or more years of post-college employment, surveys of employers of recent graduates, competency-based assessment of student progress in staff positions, and anecdotal feedback from professional journalists and other practitioners in fields related to learning outcomes adopted by the SMP, based upon their knowledge of best practices in the area advised.

SMP must employ ethical practices in the assessment process.

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

*General Standards revised in 2014;
SMP content developed in 2015*
