Student Activities
Executive Summary and Action Plan

Introduction

Program evaluation is important to the growth and development of any university Student Activities program. Information included in this document reflects a self-assessment conducted by an evaluation team composed of internal and external constituents using Council for the Advancement of Standards in Higher Education. Recommendations from the team will be used to guide the Department of Student Activities in meeting professional standards and growing programs for student, faculty and staff at Tarleton State University.

Review Process

The review team consisted of Keith Price, student representative; Anis Qourzal, Coordinator/Residential Living and Learning; Dr. Moumin Quazi, Assistant Professor/English and Languages; Dr. Richard Sale, Associate Professor/Human Sciences and Cathy Wilterding, Coordinator for Outreach & Instruction Services/Library. The team met twice monthly for 12 months to review the 13 sections of the CAS standards for Campus Activities Programs. Supporting documentation was provided to give the review team a comprehensive snapshot of the student activities program. This documentation included budget, event calendars, organizational charts, program evaluations, annual reports, and staff evaluations.

Overview

There was a general feeling by the committee that Student Activities provides a variety of programs that complement the academic experience for students at Tarleton State University. The programs provide opportunities for students to develop relationships, build leadership skills, and embrace new experiences. Although student participation is good and a variety of experiences are being offered, there is room for improvement and growth throughout the program.

Application of Standards

Part 1: Mission
The mission of the Office of Student Activities is to provide activities and programs that meet the social, cultural, recreational, and intellectual needs of Tarleton State University students. In collaboration with other departments, student organizations, and the surrounding community, the Office of Student Activities designs activities to enhance student learning and complement the total educational experience.

Although the mission statement meets most of the CAS standards, the review team noted that “multicultural” was not included in the mission statement. CAS specifically states that the program should enhance a student’s overall multicultural experience. The review team recommends adding “diversity” to the mission statement instead of “multicultural” because it is more inclusive and better aligns with university language.

The review team also noted that many activities within the program stimulate critical thinking and discussion. Activities are diverse in nature and many provide integral support to academic programs. Almost all the activities strive to create a social environment where students can meet peers. Student organizations play an important role because they provide opportunities for students to develop a variety of skills including organizational, leadership, presentation, and written and oral communication.
The team indicated a need for more community service programs to be developed. Although students have opportunities to participate in community service through programs like Angel Tree, the service should be incorporated into the curriculum through a service-learning component. The current program does not provide adequate resources for students to experience service beyond/incorporated into the classroom. This suggestion is supported through the research of Alexander Astin (1993) who has found that participation in service activities results in positive effects on academic performance, values, and leadership.

**Action Plan:**
- The word “diversity” will be added in the mission statement.
- Staff members will identify ways to couple learning in the classroom with service learning experiences.

**Part 2: Program**

The variety and quality of existing activities sponsored by the Student Activities forms a nice basis for future program expansion and growth. Currently the Student Activities consists of student organizations, programming events/activities and university orientation programs. Through activities and involvement opportunities, students can grow intellectually, build self-esteem, clarify values, and gain independence. The program nurtures autonomy while offering students the ability to exercise leadership skills in a variety of settings. Learning outcomes for events confirm that student learning and development are priorities for the program.

There is room for growth in several areas of the program. “Holistic” is not as prevalent in the program as the other components. Holistic is defined as addressing the needs of the “whole” student i.e. intellectual, emotion, physical, cultural, spiritual, etc. When an activity supports “curriculum” it needs to be promoted to faculty. There needs to be more activities that link classroom learning with out of classroom experiences. Again, Astin (1993) found the single most important factor associated with a positive service-learning experience to be the student’s degree of interest in the subject matter. Linking service with specific academic courses should result in a positive outcome.

Activities that promote intellectual growth and enhance self-esteem should be promoted to faculty. These are crucial elements to academic success. Research shows that critical thinking, analytic and problem solving skills are directly related to academic success (Astin, 1993). Programs that allow students to collaborate and utilize their expertise would benefit the development of leadership, problem solving, and critical thinking skills. (Astin 1993)

Programs that promote the keys to effective communication (both written and oral) and opportunities for students to engage in public speaking should be also be considered when expanding the program. Subsequently, student organizational leader training should include instruction on effective communication within an organization.

Development of the student organizations component is key to the success of the Department of Student Activities. To contribute to the development of global citizens, the department’s activities need to cultivate student leaders. Research has shown that assuming a role of leadership in a student organization positively correlates with with higher levels of developing purpose, educational involvement, life management, and cultural participation (Foubert & Grainger, 2006). A variety of training modules for student organizational leaders should be developed. Topics should include: conducting effective meetings, decision-making skills, membership recruitment, organizational governance, and organizational development. These trainings should be required for student leaders in order for their student organization to be recognition as an active organization by the university. Requiring a one-on-one meeting with student organizational leaders would be beneficial in
communicating expectations, developing organizational goals and making personal connections. However, the review team noted that additional staff members are needed to carry out many of these desired activities. The development and implementation of such trainings and individual meetings will be very challenging if not impossible without additional staffing.

It is vital for Student Activities to develop program outcomes. The program outcomes should focus on long-range goals and provide direction for program development and activity selection. In addition, theories of learning and human development need to be better articulated and incorporated throughout the department and its activities.

Students should be challenged to explore their personal belief system. If a program addresses personal beliefs, it’s almost an after-thought or accidental. Therefore, this focus should be more intentional. The department should offer programs that discuss the importance of establishing a personal belief system and the influence personal beliefs can play in the formation of group values and behaviors.

Finally, the importance of setting personal and educational goals should be addressed early in a student’s academic career. Discussions could take place during the various university orientation programs. In addition to targeting first year students, workshops for student leaders should encompass the importance of setting both personal and educational goals as it relates to leading student organizations.

**Action Plan**

- Programs will be identified that compliment classroom curriculum and they will be promoted to faculty more intentionally.
- Program outcomes will be developed for the Student Activities program.
- Activities will be developed that promote intellectual growth and enhance self-esteem.
- Opportunities for students to collaborate on projects and utilize their expertise will be developed.
- Theories of learning and human development related to the program will be communicated.
- Training modules for student organizational leaders that address topics important to personal and organizational success will be developed.
- Opportunities for students to begin to develop their personal belief system will be identified.
- Personal and educational goal setting will be emphasized to students.

**Part 3: Leadership**

Departmental leaders hold relevant graduate degrees and possess an appropriate combination of formal education and related work experience. The leaders strive to improve professional competencies through trainings and conferences. They are experts at using historical background coupled with current trends to carry out program goals. Students were interviewed by committee members during the part 3 discussion. These students expressed their satisfaction with the services provided by the program. They commented on the “extra” assistance that leaders provide to assist them in being successful. Students were very complimentary of the leaders and their abilities.

Each leader has clearly defined expectations for job duties and goal achievement. Leaders have autonomy over their specific areas to create/explore program opportunities, make decisions, execute new programs and evaluate outcomes. Program goals align with both Division and University goals.

Annual goals established by the department are being achieved as demonstrated by the annual review. However, the review team noted that the effectiveness of the student activities program is compromised by the fact that leaders are expected to direct the student activities program and the university orientation programs. Staff members spend a tremendous amount of time coordinating several university orientation programs throughout the year. This is compromising the amount of time being dedicated to the student activities program. With limited personnel (2 professional and one support staff
member) the program’s ability to accomplish its mission is compromised. Additional staff will be required to effectively manage and grow these important programs.

**Action Plan:**
- Additional staffing will be requested to help manage and grow the student activities and university orientation programs.

**Part 4: Organization and Management**
The Student Activities program is purposefully structured within the university as it relates to student activities functions. The program is ultimately defined by the University’s vision, mission and goals. The Division of Student Life goals align with the university’s goals and departmental goals are aligned with Division of Student Life goals. Departmental goals are scrutinized to ensure the achievement will ultimately support the divisional goals and thus university goals. Departmental goals are more narrowly focused within the department. This structure ensures the university’s vision and mission are being supported through the departmental level.

This alignment lends validity to the department. Since the department is non-academic in nature, the alignment of goals demonstrates the department’s role within the university. This helps clarify the role and importance the department plays in the overall education of students. The program has several protocols and processes established to ensure the program is being managed effectively. A few areas that are clearly addressed include: student organization recognition, program selection, staff training, general event/activities planning, and awareness training. However, protocols and processes need to be established for other areas including risk management, solicitation, and free speech.

Although the program is purposefully structured as it relates to the student activities function, the current structure places a strain on the staff due to the responsibility of coordinating both the student activities and university orientation programs. These programs will never fully develop and grow without adequate staffing. The efficiency and effectiveness of the student activities program is being compromised based on the current organizational structure.

**Action Plan:**
- Additional staffing will be requested to help manage and grow the student activities and university orientation programs.
- Protocols/processes for risk management, solicitation, and free speech will be developed.

**Part 5: Human Resources**
In addition to the two full-time professional staff members and one administrative assistant, the program employees one student worker, and five Student Programming Association officers to carry out the Student Activities program. Professional staff members guide and supervise student officers. The officers do the research and select programs that meet stated goals. As a team the students and professional staff member carry out the programs. Systems are in place to ensure qualified, diverse students are staffing the various sub-programs within Student Activities. Positions are filled based on an interview process. A candidate’s academic performance, experiences, and campus participation are considered when selecting staff members to fill leadership positions. The interview process coupled with a retreat and ongoing training assist the officer in carrying out his/her tasks. Each officer is evaluated on his/her performance following each activity. This system encourages growth and development of the individual. Overall job performance is judged based on position descriptions and performance evaluations. Each position has a specific job description that outlines responsibilities and expectations. Professional supervisors meet with new student staff members to ensure an understanding of the job responsibilities. Student staff members are monitored and given feedback frequently. An annual performance evaluation is completed on each student employee to identify areas
for growth and celebrate accomplishments. Grade point averages (GPA) are monitored to ensure students are successfully balancing academic work with extra curricular opportunities. The development of learning outcomes for student positions would add to the supervisor’s ability to measure growth and development of students holding the positions.

In addition to student workers and Student Programming officers, approximately 30 orientation advisors are hired each summer to facilitate the university’s orientation programs and approximately 100 student volunteers lead the Texan 2 Texan program.

Students in both the student activities and orientation programs are selected, trained and supervised by two professional staff members. Expanding training for either program would be difficult since only two professional staff members are attempting to manage personnel in both programs.

Based on job responsibilities, the review team noted that staff salaries do not seem adequate. Staff salaries should be commensurate with comparable positions at other regional universities. A salary study should be conducted and additional funding identified for professional staff members to be competitive with other institutions.

**Action Plan:**
- Additional staffing will be requested to help manage and grow the student activities and university orientation programs.
- Learning outcomes will be created for student workers positions to help measure the growth and development of students within the positions.

**Part 6: Financial Resources**
The Department of Student Activities is funded through student service fees. Professional staff members and student leaders present program priorities to the student service fee committee each year. The budget reflects the needs of ongoing projects and new priorities. The student service fee committee allocates funding based on needs across the Division of Student Life. Once the allocation is determined, departmental goals drive the allocation within the student activities program. Allocation within the Student Programming Association is determined through program evaluations and member feedback. Allocation is need/goal based. Successful programs are funded while those of less success are discontinued for new efforts.

The program has stayed within the allocated budget for the past 17 years. Budget sheets indicate the effectiveness of money management within the program. However, if students are to benefit from an improved program full of potential growth and new opportunities the amount allocated to the Student Activities program must grow proportionally to growth in the student body. Outside funding sources should be explored to supplement the program budget.

**Action Plan:**
- Outside funding sources will be explored to supplement the program budget.

**Part 7: Facilities, Technology, and Equipment**
The Student Activities program is located within the Thompson Student Center and within a complex that houses Student Leadership Programs, Center for Diversity Initiatives, Student Programming Association, Student Government Association, Duck Camp and Greek Life. The program utilizes several facilities across campus to accomplish program goals. The flexibility of the Thompson Student Center provides adequate space to host most events and activities. Other frequently used areas include Heritage Oaks Park, the Dining Hall Patio, and the Fine Arts Center.
Performers/events are often limited by performance space. Currently, Wisdom Gym is the largest facility available for large-scale events. The facility can accommodate 1,750 participants. The lack of appropriate venues prevents some performers from considering our campus. Some “big name” performers refuse to consider venue with less than 4,000 seats and dressing rooms adjacent to the performance area. Other performers have power and stage requirements beyond what can be provided in current facilities.

When programs are being planned, the Office of Risk Management and Safety is consulted to ensure safety precautions are being instituted. Plans always consider the best way to accommodate participants with disabilities. Due to the nature of certain events, security is often required. University Police are on-site during the delivery of the program to ensure safety. Finally, equipment is checked annually to make sure it is in good working condition and safe to use. However, the program would benefit from an equipment replacement plan to replace equipment before it's obsolete or breaks.

Technology and equipment seem to lag behind the current trends. Technology and equipment are adequate but not cutting edge. Students are often years ahead of the program when it comes to technology. Budget constraints often prohibit cutting edge technology from being used.

**Action Plan:**
- Space for student organizational offices will be identified.
- University wide discussion on an events center will be initiated
- An equipment replacement plan will be implemented.

**Part 8: Legal Responsibilities**
Staff members are knowledgeable and responsive to regulations and laws relevant to their programs and services. There are several crucial issues the program must respond to on a regular basis including: online social networks, free speech, solicitation, alcohol, illegal drugs, student travel, raffles, hazing, harassment, and sexual abuse. Members stay current on issues through conferences and trainings, however there is not a good communication tool in place to stay abreast of changes/new legislation. In addition, any advisement needed from the Texas A&M System Legal Office is slow and untimely.

**Action Plan:**
- A system to stay abreast of changes/new legislation will be identified.
- Methods to expedite feedback from the Texas A&M System Legal Office will be explored.

**Part 9: Equal Opportunity, Access and Affirmative Action**
All programs and services are accessible to participants. Policies and procedures that govern student organizations including establishment procedures, recognition status, and risk management requirements are applied to all groups who seek and are granted recognition. Standard procedures are in place to address student organizations, activities, events, leadership opportunities, etc. Students are encouraged to form groups of special interest and supported in getting these groups started even though the interest may be somewhat controversial to the local community.

A variety of student organizations are recognized to meet the needs of students. All organizations are advised to avoid discrimination. All recognized organizations are required to acknowledge a discrimination statement prior to updating their organization each semester. Discrimination is covered during risk management training as well. This training is required of all recognized student organizations annually. A few national social fraternities and sororities are protected by law to have a single gender membership. All organizational constitutions are required to include membership requirements and most include non-discrimination clauses.
Through activities and events, students are encouraged to participate in new adventures. Programs are often selected to represent/celebrate an under-represented group. Students who would most benefit from information provided by these activities/events are often targeted with special publicity and are personally encouraged to attend. One under-represented group that needs more attention is that of non-traditional students. More family friendly activities should be explored to support this segment of students.

Hiring a diverse staff presents an on-going challenge. Under-represented individuals often receive special encouragement to apply for leadership positions. Leaders are hired based on skills and experience, however it is important for under-represented groups to be aware of these opportunities and that they are encouraged to apply. A diverse applicant pool allows the program to hire a balanced group of student leaders.

**Action Plan:**
- Programs that address the needs of non-traditional students will be developed.

**Part 10: Campus and Community Relations**
The program has developed and maintained effective relationships with campus and community constituents. Through collaboration and partnerships with these entities, programs/activities are enhanced.

Student Activities partners with the following campus departments each year: Alumni Relations, Athletics, Center for Diversity Initiatives, Facilities Maintenance, Fine Arts, Food Service, Parent Relations, Recreational Sports, Residential Living and Learning, Student Counseling Center, Student Leadership Programs, Student Publications, and Thompson Student Center. These partnerships allow departments to sponsor larger scale activities that could not be accomplished by an individual department due to constraints in staffing, resources, or both. In addition, departments have areas of expertise that contribute to the overall success of the program. For example, the Parent Relations Office understands the needs of parents attending orientation, however, the Office of Student Activities are the experts in developing schedules and coordinating facilities. Together, these two departments develop the parent orientation program.

The program has strong external agency relationships with Stephenville Chamber of Commerce, Stephenville Independent School District, Stephenville Parks and Rec Department, Stephenville Police Department, Cross Timbers Fine Arts Council, Dublin Dr. Pepper, Star Council, Project HOPE, Dublin Housing Authority, Gorman Housing Authority, DeLeon Housing Authority, and Child Protective Services. Another example of utilizing the expertise of departments and agencies is the angel tree program. Dublin, DeLeon, and Gorman Housing Authorities are experts in identifying families who need assistance during the holiday season. The Department of Student Activities is expert in organizing the angel information, soliciting individuals/groups to adopt, collecting gift donations, and delivering to housing authorities. Together these entities assist approximately 250 angels each year.

**Action Plan**
The program has strong campus and community relationships. No recommendations.

**Part 11: Diversity**
The program does a good job at recognizing and celebrating individual student differences. The program presents activities that celebrate and promote diversity. The program encourages the formation of student organizations, sponsors programs that celebrate diverse populations and encourages students to think and grow “globally”. Each year the department plans events that celebrate Hispanic Heritage Month, Black History Month, and Women’s History Month. In addition, speakers, programs and activities that educate the campus on culture, lifestyles and disabilities are sponsored.
Action Plan
The program is providing adequate diversity programs. No Recommendations.

Part 12: Ethics
The Student Activities program exhibits a high level of ethical behavior. Staff members are expected to work with college students on a professional level. Socializing with students outside the work setting is discouraged. A line must be established when interacting with college students. This is communicated with staff members routinely. The program is guided by the Texas A&M ethics standards. Every employee is required to complete ethics training annually. The program is also guided by the National Association of Campus Activities ethics statement that encourages good ethical business practices within the industry. Ethical behavior is practiced but no effort has been made to develop or publicize an ethics statement.

Action Plan
- An ethics statement will be developed.

Part 13: Assessment and Evaluation
Each year departmental personnel develop a set of objectives for the Student Activities program, the Student Programming Association, and the university orientation programs. These objectives guide program selection and development. Learning outcomes are developed for each individual program/activity. Learning outcomes are assessed through surveys and focus groups. Results are used to plan future program/activities. For example, Student Programming Association hosted an event that featured a former member of a white supremist organization. This speaker explained the inner workings of the organization, the group’s beliefs, and the untold abuse that members of the group endure. A focus group was conducted following the event. The assessment indicated that students are interested in learning more about these type of organizations. Since that event, Student Programming Association has sponsored speakers who discussed similar topics including the Holocaust, Hare Krishna, and Scientology.

The program lacks a set of program outcomes. These program outcomes will be instrumental in guiding the selection of events/activities that support the overall focus of the program. Level of achievement should be ensured through proper assessment of individual programs/activities.

Action Plan:
- Program outcomes will be developed.

Summary
Research shows that students who participate in out-of-classroom activities are more positive about their college experiences, are more satisfied with their social lives, are happier with their living environment, are more engaged in their academic majors and develop positive relationships with faculty members (Pascarella & Terenzini, 2005). The Student Activities program offers a variety of opportunities for students to engage in out-of-classroom activities. These activities encourage students to build relationships with peers, faculty and staff. Based on current staffing, budget and job expectations, the program is doing an adequate job in providing students with opportunities to engage with peers, experience Tarleton traditions, and become exposed to new ideas and experiences. With additional resources and closer faculty partnerships, the program will be more able to engage students in meaningful experiences that support academic and social success.
References


**CAS**

Self-Assessment Guide

Campus Activities Program

Part 1: MISSION

The Campus Activities Program (CAP) must incorporate student learning and student development in its mission. The CAP must enhance overall educational experiences. The CAP must develop, record, disseminate, implement and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. The CAP must operate as an integral part of the institution’s overall mission.

The CAP must complement the institution's academic programs. The purposes must enhance the overall educational experiences of students through development of, exposure to, and participation in social, cultural, multicultural, intellectual, recreational, community service, and campus governance programs.

Campus activities programs should provide environments in which students and student organizations are afford opportunities and are offered assistance to:

- participate in co-curricular activities; participate in campus governance
- develop leadership abilities
- develop healthy interpersonal relationships
- use leisure time productively
- explore activities in individual and group settings for self-understanding and growth
- learn about varied cultures and experiences, ideas and issues, art and musical forms, and lifestyles
- design and implement programs to enhance social, cultural, multi-cultural, intellectual, recreational, community service, and campus governance involvement
- comprehend institutional policies and procedures and their relationship to individual group interests and activities
- learn of and use campus facilities and other resources

Campus activities programs should be planned and implemented collaboratively by students, professional staff, and faculty. Such programs should reflect the institution's ideals and should serve to achieve its goals. These programs especially serve to enhance the appropriate recruitment and retention of students, to strengthen campus and community relations, and to reinforce accurate images of the institution. Programs should be comprehensive and should reflect and promote the diversity of student interests and needs, allowing especially for the achievement by students of a sense of self-worth and pride.

<table>
<thead>
<tr>
<th>ND</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NR</th>
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<tbody>
<tr>
<td>Not Done</td>
<td>Not Met</td>
<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
</tr>
</tbody>
</table>
**PART 1. MISSION (Criterion Measures)**

| 1.1 | A program mission and goals statement exists and is reviewed periodically. |
| 1.2 | Student learning, development, and educational experiences are incorporated in the mission statement. |
| 1.3 | The mission is consistent with that of the host institution and the CAS standards. |
| 1.4 | The program functions as an integral part of the host institution’s overall mission. |
| 1.5 | The stated mission and goals are used to guide implementation of the program and activities. |
| 1.6 | The program goals are disseminated on a regular basis. |
| 1.7 | Program goals and objectives are consistent with the CAS Standards in this document. |
| 1.8 | The program complements the institution’s academic programs. |
| 1.9 | The program enhances student educational experiences through development of, exposure to and participation in: |
| 1.9a | social programs |
| 1.9b | cultural programs |
| 1.9c | multicultural programs |
| 1.9d | intellectual programs |
| 1.9e | recreational programs |
| 1.9f | community service programs |
| 1.9g | campus governance programs |

**Rating Scale**

| 1.1 | 1 | 2 | 3 | 4 | ND | NR |
| 1.2 | 1 | 2 | 3 | 4 | ND | NR |
| 1.3 | 1 | 2 | 3 | 4 | ND | NR |
| 1.4 | 1 | 2 | 3 | 4 | ND | NR |
| 1.5 | 1 | 2 | 3 | 4 | ND | NR |
| 1.6 | 1 | 2 | 3 | 4 | ND | NR |
| 1.7 | 1 | 2 | 3 | 4 | ND | NR |
| 1.8 | 1 | 2 | 3 | 4 | ND | NR |
| 1.9 | 1 | 2 | 3 | 4 | ND | NR |

**Part 1: Mission Overview Questions**

**A. What is the program mission?**

The mission of the Office of Student Activities is to provide activities and programs that meet the social, cultural, recreational, and intellectual needs of Tarleton State University students. In collaboration with other departments, student organizations, and the surrounding community, the Office of Student Activities designs activities to enhance student learning and complement the total educational experience.

Although the mission meets most of the CAS standards, the review team noted that “multicultural” was not noted in the mission of Student Activities. The review team recommends adding “diversity” to the mission statement instead of “multicultural” because it is more inclusive.

**B. How does the mission embrace student learning and development?**

Programs that meet a student's social, cultural, recreational, and intellectual needs will enhance student learning through a variety of ways. Many programs expose students to new ideas, new ways of thinking, and new ways of developing outcomes. Some of the programs stimulate critical thinking and discussion. Many programs complement a student's academic experience. All programs strive to create a social environment where students can meet peers. Student organizations give students the opportunity to develop a variety of skills including organizational, leadership, presentation, and written and oral communication.
C. In what ways does the program mission complement the mission of the institution?

The mission of the institution: Tarleton State University exists to provide an academically challenging educational experience through effective teaching, scholarship, research, and service enabling students to pursue truth and acquire understanding, knowledge, and skills necessary for establishing successful careers and becoming responsible citizens and leaders.

The mission of Student Activities complements the institution’s mission by developing citizens and leaders. Many of the programs supported by Student Activities complement the academic experience; however, it is the “out-of-classroom” experiences that assist students in developing as citizens and leaders. The programs and activities offered challenge students to explore beyond their comfort zone, think critically, and be open-minded to new ideas. Through involvement in student organizations, service projects, and other leadership opportunities, students develop the skills to become productive citizens and community leaders.

CAS
Self-Assessment Guide
Campus Activities Program

Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

The Campus Activities Program (CAP) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

The table below offers examples of evidence of achievement of student learning and development.

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<th>Examples of Evidence of Achievement</th>
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<td>Effective Communication</td>
<td>Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances</td>
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<tr>
<td><strong>Realistic Self-Appraisal</strong></td>
<td>Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences</td>
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<tr>
<td><strong>Clarified Values</strong></td>
<td>Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making</td>
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<tr>
<td><strong>Career Choices</strong></td>
<td>Articulate career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education</td>
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<tr>
<td><strong>Leadership Development</strong></td>
<td>Understands that leadership is a process rather than a position; Acknowledges that leadership is relational; Understands that everyone has a leadership capacity; Engages in the leadership process in increasing levels of quality and quantity; Analyzes contexts that influence the leadership process (i.e., characteristics of self and others, society, organizations); Relates insights to the application of the leadership process; Recognizes the ethical components of leadership</td>
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<tr>
<td><strong>Healthy Behavior</strong></td>
<td>Chooses behaviors and environment that promote health and reduce risk; Articulates the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community.</td>
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<tr>
<td><strong>Meaningful Interpersonal Relationships</strong></td>
<td>Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others’ points of view; Treats others with respect</td>
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<tr>
<td><strong>Independence</strong></td>
<td>Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively and efficiently; Exhibits effective listening skills</td>
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<tr>
<td><strong>Collaboration</strong></td>
<td>Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills</td>
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<td><strong>Social Responsibility</strong></td>
<td>Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities</td>
</tr>
<tr>
<td><strong>Satisfying &amp; Productive Lifestyle</strong></td>
<td>Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives</td>
</tr>
<tr>
<td><strong>Appreciating Diversity</strong></td>
<td>Understands ones own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulate the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one’s own society</td>
</tr>
<tr>
<td><strong>Spiritual Awareness</strong></td>
<td>Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors</td>
</tr>
<tr>
<td><strong>Personal and Educational Goals</strong></td>
<td>Sets, articulates, and pursues individual goals; Articulate personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one’s personal and educational goals on others</td>
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</table>

The CAP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and
human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

The CAP must include social, cultural, multicultural, intellectual, recreational, governance, leadership, group development, campus and community service, and entertainment programs. Effective administrative support and individual and group advising must be provided.

The CAP should be based on valid indicators of student needs and interests, such as results of needs assessment surveys, research findings, professional literature, and judgments of professionals.

The CAP should be of broad scope, inclusive of all educational domains for student learning and development. Representative programming includes activities that:

- reinforce classroom instruction and complement academic learning
- offer instruction and experience in social skills and social interactions
- provide opportunities for individual participation in group membership and leadership
- develop citizenship through participation in campus and community affairs
- foster campus and community inter-group participation in common concerns and interests
- promote physical and psychosocial wellbeing
- stimulate the cultural, intellectual, and social life of the campus community
- promote understanding of people of varied cultures and ethnic backgrounds
- raise awareness about and address the needs of women, persons with disabilities and other special populations
- develop and disseminate activities calendars, organizational directories, student handbooks, and other materials on public events
- foster meaningful interactions between students and members of the faculty, administration, and staff

The CAP should be promoted and produced according to professional practices and protocols. They should blend into the fabric of the institution, adding richness and texture to ongoing and integral functions. Programs may evolve from student self-governing bodies which may conduct a wide variety of activities and services, including executive, judicial, legislative, business functions, and educational programs consistent with institutional values and mission.

The CAP may involve recruiting, negotiating, and contracting with performers by students. Entertainment should reflect the values stated in the campus activities mission statement. Admission fees for activities should be maintained at levels that encourage widespread student attendance at events. Policies should discourage hospitality requirements allowing for the provision of alcohol for entertainers. A constituency based advisory system should be in place for activities planning, execution, and evaluation.

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<td>2.4.1</td>
<td>Intellectual Growth</td>
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<td>2.4.2</td>
<td>Effective Communication</td>
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<td>More programs that discuss the importance and keys of effective communication (both written and oral) as well as public speaking. Also focus on, student organizational leader training about running meetings and how to communicate with members.</td>
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<td>2.4.3</td>
<td>Enhanced Self-Esteem</td>
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<td>2.4.4</td>
<td>Realistic Self-Appraisal</td>
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<td>2.4.5</td>
<td>Clarified Values</td>
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<td>2.4.6</td>
<td>Career Choices</td>
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<tr>
<td>The Career Service Department is dedicated to presenting career choices to students. This is not an essential learning outcome for activities. However, student activities does participate in the Careers in Student Affairs program annually and staff members advise students interested in pursuing a career in the field.</td>
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<td>2.4.7</td>
<td>Leadership Development</td>
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<td>2.4.8</td>
<td>Healthy Behavior</td>
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<td>2.4.9</td>
<td>Meaningful Interpersonal Relationships</td>
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<td>2.4.10</td>
<td>Independence</td>
<td></td>
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<tr>
<td>2.4.11</td>
<td>Collaboration</td>
<td></td>
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<td>Students should be encouraged to collaborate on projects and utilize their expertise.</td>
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<td>2.4.12</td>
<td>Social Responsibility</td>
<td></td>
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<tr>
<td>2.4.13</td>
<td>Satisfying and Productive Lifestyle</td>
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</tbody>
</table>
2.4.14 Appreciate Diversity

2.4.15 Spiritual Awareness

2.4.16 Personal and Educational Goals

2.5 Program offerings are intentional, coherent and based on theories of learning and human development.

2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities.

2.7 The program is reflective of developmental and demographic profiles of the students served.

2.8 Campus activities include the following programs
   2.8a social
   2.8b cultural
   2.8c multicultural
   2.8d intellectual
   2.8e recreational
   2.8f governance
   2.8g leadership
   2.8h group development
   2.8i campus and community service
   2.8j entertainment

2.9 The program provides effective individual and group advising.

Part 2: Program Overview Questions

A. What are the primary elements of the program?

The primary elements of the Student Activities program include student development, student engagement, and faculty/student partnerships. Through activities and involvement opportunities, students can grow intellectually, build self-esteem, clarify values, and gain independence. These programs nurture autonomy while offering students the ability to exercise leadership skills in a variety of settings. Faculty/student partnerships are forged through shared experiences outside the classroom setting.
B. What evidence exists that confirms the program contributes to student learning and development?

Learning outcomes for programming events confirm that student learning and development are being assessed. Annual reports outline program goals and the level of achievement. The student organizational handbook, departmental website and training sessions provide additional evidence that student learning and development are priorities. The leadership and service awards ceremony celebrates the achievements of students, faculty, and staff.

C. What evidence is available to confirm program goals’ achievement?

Program planning sheets (learning outcomes), event evaluations, program surveys, annual reports and the annual leadership and service awards ceremony support goal achievement.

CAS
Self-Assessment Guide
Campus Activities Program

Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Campus Activities Program (CAP) leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness.

Institutions must determine expectations of accountability for leaders and fairly assess their performance. CAP leaders must exercise authority over resources for which they are responsible to achieve their respective missions.

Leaders must:

- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the population served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes
- communicate effectively
- initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area

CAP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement. Leaders must promote campus environments that result in multiple opportunities for student learning and development. Leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

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<td>Minimally Met</td>
<td>Well Met</td>
<td>Fully Met</td>
<td>Not Rated</td>
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PART 3. LEADERSHIP  *(Criterion Measures)*

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<tr>
<td>3.1</td>
<td>The host institution has selected, positioned, and empowered a program leader.</td>
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</tr>
<tr>
<td>3.2</td>
<td>Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.</td>
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<tr>
<td>3.3</td>
<td>Program leaders apply effective practices that promote student learning and institutional effectiveness.</td>
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<tr>
<td>3.4</td>
<td>Clearly defined leader accountability expectations are in place.</td>
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<tr>
<td>3.5</td>
<td>Leader performance is fairly assessed on a regular basis.</td>
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<tr>
<td>3.6</td>
<td>The leader exercises authority over program resources and uses them effectively.</td>
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<tr>
<td>3.7</td>
<td>The program leader:</td>
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</tr>
<tr>
<td>3.7a</td>
<td>articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served</td>
<td>ND</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.7b</td>
<td>prescribes and practices appropriate ethical behavior</td>
<td>ND</td>
<td>1</td>
<td>2</td>
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<tr>
<td>3.7c</td>
<td>recruits, selects, supervises, instructs, and coordinates staff members</td>
<td>ND</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.7d</td>
<td>manages fiscal, physical, and human resources effectively</td>
<td>ND</td>
<td>1</td>
<td>2</td>
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<tr>
<td>3.7e</td>
<td>applies effective practices to educational and administrative processes</td>
<td>ND</td>
<td>1</td>
<td>2</td>
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<tr>
<td>3.8</td>
<td>Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.</td>
<td>ND</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.9</td>
<td>The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.</td>
<td>ND</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.10</td>
<td>The leader encourages campus environments that promote multiple opportunities for student learning and development.</td>
<td>ND</td>
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<tr>
<td>3.11</td>
<td>The leader strives to improve the program in response to evolving student needs and institutional priorities.</td>
<td>ND</td>
<td>1</td>
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**Part 3: Leadership Overview Questions**

A. In what ways are program leaders qualified for their roles?

Program leaders hold relevant graduate degrees and possess an appropriate combination of formal education and related work experience. The leaders strive to improve professional competencies through trainings and conferences. Leaders use historical background and current trends to carry out program goals.

B. In what ways are program leaders positioned and empowered to accomplish the program mission?

Each individual member of the team has clearly defined expectations for job duties and goal achievement. Members have autonomy over their specific area to create/explore program opportunities, make decisions, execute new programs and evaluate outcomes. These programs are aligned with the goals of the Student Activities mission and goals.

Although program goals are being met, the effectiveness is compromised with the
responsibility of directing the student activities program and the university orientation programs. Members are devoting a large amount of time coordinating several orientation programs throughout the year. This is compromising the amount of time being dedicated to the student activities program. With limited personnel (3 full time staff members) accomplishing the program mission is compromised.

C. How are program leaders accountable for their performance?

Annual performance evaluations are completed that measure performance outcomes. In addition, members touch base daily to ensure everyone is working toward the same goals. Individual programs are evaluated and responses are used to develop future programs. Members communicate daily to ensure performance is maximized.

D. What leadership practices best describe program leaders?

Leaders work to empower students to develop/enhance skills. Students are given opportunities to use those skills to accomplish program goals. The leaders are ethical, led by example and practice a supportive leadership approach. Leaders train students and prepare them to accomplish program goals. Once students are trained, staff members step back and give students and opportunity to exercise autonomy over project/event. Leaders take a team approach. “We succeed together, we fail together.” All members are equally important to the success of the program.

CAS
Self-Assessment Guide
Campus Activities Program

Part 4: ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, the campus activity program must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. Programs and services must provide channels within the organization for regular review of administrative policies and procedures.

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</table>

PART 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)

4.1 The program is structured purposefully and managed effectively.

4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.

4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accounta
Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

The program is ultimately defined by the University’s vision, mission and goals. The Division of Student Life goals align with the university’s goals and departmental goals are aligned with Division of Student Life goals. This structure ensures the university's vision and mission are being supported through the departmental level.

This alignment lends validity to the department. Since the department is non-academic in nature, the alignment of goals demonstrates the department’s role within the university. This helps clarify the role and importance the department plays in the overall education of students.

However, the current structure is restraining. The office is responsible for coordinating both the student activities and university orientation programs. Due to the work required to support both of these programs, the limited number of staff is often inadequate. Staff members are stretched thin. The efficiency and effectiveness of the student activities program is being compromised based on the current organizational structure.

B. What protocols or processes are in place to insure effective management of the program?

Several protocols and processes have been established to ensure effectiveness including the following areas:

- Student organization recognition
- Program selection
- Staff training
- General event/activities planning
- Hazing
- Fundraising
- Open Events involving alcohol
- Student Travel
- Publicity

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CAS
Self-Assessment Guide
Campus Activities Program

Part 5: HUMAN RESOURCES

The Campus Activity Program (CAP) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, programs and services must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. The program and service must strive to improve the professional competence and skills of all personnel it employs.

Professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work
Experience.

Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments.

Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Joint ventures in staff development should be encouraged by colleagues in allied programs such as recreational sports, residence hall programming, programming for students of traditionally under-represented groups and international students, regardless of whether they are administratively connected with campus activity programs. Students should be trained in leadership concepts and skills, organizational development, ethical behavior, and other skill training particular to distinctive programming requirements, such as contracting for entertainment. Training should emphasize mutual sensitivity, recognizing diverse and special student or community population needs.

The CAP must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

Individuals such as part-time professionals, graduate assistants, practicum and internship students, hourly wage employees and volunteers may support full-time professional staff and assist with campus activity programs.

Salary levels and fringe benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

The CAP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

The CAP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

The CAP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

Depending upon the scope of campus activities programs, the activities staff may include an activities director, a program coordinator, organization and program advisors, orientation and leadership specialists, and a financial officer.

The primary functions of full-time professional staff members include the administration and coordination of campus activities programs; assessment of student interests and needs, planning implementing, and evaluating programs for students; advising student groups; and advising student governance organizations.

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**PART 5. HUMAN RESOURCES (Criterion Measures)**

5.1 The program is staffed adequately with personnel qualified to accomplish its mission.
<table>
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<tr>
<th></th>
<th>Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.</th>
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<tr>
<td>5.3</td>
<td>The program strives to improve the professional competence and skills of all staff members.</td>
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<tr>
<td>5.4</td>
<td>Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.</td>
<td>ND 1 2 3 4 NR</td>
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<td>5.5</td>
<td>Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>5.6</td>
<td>Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>5.7</td>
<td>Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.8</td>
<td>Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.</td>
<td>ND 1 2 3 4 NR</td>
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<td>5.9</td>
<td>Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.</td>
<td>ND 1 2 3 4 NR</td>
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<td>5.10</td>
<td>Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.11</td>
<td>Hiring and promotion practices are fair, inclusive, and non-discriminatory.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>5.12</td>
<td>A diverse program staff is in place that provides readily identifiable role models for students.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>5.13</td>
<td>Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>5.14</td>
<td>The program has a system for regular staff evaluation.</td>
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<tr>
<td>5.15</td>
<td>The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.</td>
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**Part 5: Human Resources Overview Questions**

A. What is the strategic plan for staffing the program?

Systems are in place to ensure qualified, diverse students are staffing the various sub-programs within Student Activities. These systems include: campus wide marketing efforts during application process, applications review by committee consisting of diverse members of university community, committee-style interviews incorporating standardized questionnaire for applicants.
B. In what ways are staff members’ qualifications insured and their performance judged?

Qualifications are ensured and performances judged based on position descriptions and performance evaluations. Each position has a specific job description that outlines responsibilities and expectations. Professional supervisors meet with new student staff members to ensure an understanding of the job responsibilities. Student staff members are monitored and given feedback frequently. An annual performance evaluation is completed on each student employee to identify areas for growth and celebrate accomplishments. GPA’s are monitored to ensure students are successfully balancing academic work with extra curricular opportunities.

C. In what ways does the program train, supervise, and evaluate staff members?

A variety of training techniques are used within the program. Student Programming Association execs attend a retreat prior to the fall semester. The retreat is designed to outline job responsibilities and expectations, establish program goals, and set learning outcomes. The Student Activities Coordinator meets individually with each exec member at the beginning of the fall semester to clarify expectations. After each event, the exec team critiques the performance of members and organization of the event to find ways to improve. At the end of the fall semester, the Student Activities Coordinator conducts a follow-up meeting with exec members to identify areas of growth and highlight accomplishments. The formal performance review is conducted at the end of the spring semester.

Student workers who assist with front office tasks complete training at the beginning of their employment. Job responsibilities are discussed and expectations outlined. Hands-on supervision is provided until the student worker feels more confident in performing job duties. Task evaluations are done frequently to ensure growth and development.

CAS
Self-Assessment Guide
Campus Activities Program

Part 6: FINANCIAL RESOURCES

The Campus Activity Program (CAP) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

The CAP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

The CAP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols. Methods for collecting and allocating fees must be clear and equitable. The authority and processes for decisions relevant to campus activities fees must be clearly established and funds be spent consistent with established priorities.

Funds for campus activities programs may be provided through state appropriations, institutional budgets, activities fees, user fees, membership and other specialized fees, revenues from programming or fundraising projects, grants, and foundation resources. Funds may be supplemented by income from ticket sales, sales of promotional items, and individual or group gifts consistent with institutional policies.
Students who have fiscal responsibility must be provided with information and training regarding institutional regulations and policies that govern accounting and handling of funds.

Adequate funding should be available for CAP including social, cultural, multicultural, intellectual, recreational, and campus governance programs.

Authority for decisions relevant to campus activities fees should rest in large part with students. Because of the amounts of money generated by campus activities and because of the transience of the student population, good business practice dictates that reasonable safeguards be established to ensure responsible management of and accounting for the funds involved.

Student organizations may be required to maintain their funds with the institution's business office in which an account for each group is established and where bookkeeping and auditing services are provided. When possible, it is recommended that processes be established to permit individual student organizations to keep account of their own business transactions.

Within this framework, the campus activities office works collaboratively with student organizations on matters of bookkeeping and budgeting, and other matters of fiscal accountability, including contract negotiations, consistent with institutional practices.

Mandatory activities fees normally are initiated by a vote of the student body. The fees, once approved through institutional processes, may be managed and allocations distributed by representative student governing bodies or by another allocations board or committee.

Finance committees of student organizations or student governments should work collaboratively with staff members to establish campus activities fees and priorities. Students and staff members should share responsibility for budget development and implementation according to mutually established program priorities.

Professional staff members should educate students about the basics of financial management.

<table>
<thead>
<tr>
<th>PART 6. FINANCIAL RESOURCES</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>6.1 The program has adequate funding to accomplish its mission and goals.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>6.4 Methods for collecting and allocating fees are clear and equitable.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>6.5 The authority and processes for decisions relevant to campus activities fees are clearly established.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>6.6 The program provides students with information about activities fiscal responsibilities.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>6.7 The program provides students with training about regulations and policies governing the accounting and handling of funds.</td>
<td>ND 1 2 3 4 NR</td>
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Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?
The program is funded through student service fees. The director, coordinator and student leaders present program priorities to the student service fee committee each year. The budget reflects the needs of ongoing projects and new priorities. The student service fee committee allocated funding based on needs across the division.

Once the allocation is determined, departmental goals drive the allocation within the student activities program. Allocation within the Student Programming Association is determined through program evaluation comments and member feedback. Allocation is need/goal based. Historically successful programs will receive funding while those of less success may be discontinued for new efforts.

B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?

This program has remained within budget for the past 17 years. Budget sheets indicated the effectiveness of money management within the program. Documents are readily available to staff and students to review. Staff and students are trained on policies governing the handling of funds to ensure fiscal responsibility.

**CAS**

Self-Assessment Guide
Campus Activities Program

**Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT**

The Campus Activity Program (CAP) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

Facilities should be located conveniently and designed with flexibility to serve the wide variety of functions associated with campus activities. Appropriate facilities, accessible to all clients, should be provided including student organization offices and adequately equipped public performance spaces.

The CAP may occur in college unions. [See Standards and Guidelines for College Unions] In addition to their traditional programming, social and service facilities, unions typically house campus activities programs, student organization offices, and related meeting and work and storage rooms. Campus activities functions also may take place in the residence halls, recreation centers, fraternity and sorority houses, sports facilities, and other campus locations.

Staff and student space should be designed to encourage maximum interaction among students and between staff members and students.

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**PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (Criterion Measures)**

7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.

7.2 Program facilities, technology, and equipment are regularly evaluated.

7.3 Facilities, technology, and equipment is in compliance with relevant legal and institutional requirements that ensure access, health,
Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

The program completes an annual inventory sheet required by the university. Items available for check-out by departments/student organizations are accounted for through a check-out form.

B. What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

When programs are being planned, the Office of Risk Management and Safety is consulted to ensure safety precautions are being instituted. Plans always consider the best way to accommodate participants with disabilities. Due to the nature of certain events, security is often required. University Police are on-site during the delivery of the program to ensure safety. Finally, equipment is checked annually to make sure it is in good working condition and safe to use.

CAS
Self-Assessment Guide
Campus Activities Program

Part 8: LEGAL RESPONSIBILITIES

Campus Activity Program (CAP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution’s policies.

CAP staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities.

The institution must inform staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

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PART 8. LEGAL RESPONSIBILITIES (Criterion Measures)

8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.

8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.

8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.
8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.

8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.

8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

The program is faced with several crucial legal issues, including online communities, free speech, solicitation, alcohol, illegal drugs, student travel, raffles, hazing, harassment, and sexual abuse.

B. How are staff members instructed, advised, or assisted with legal concerns?

Staff members are expected to be knowledgeable about current legal liabilities. Members attend legal conferences to stay current on issues. Some instruction/advisement is provided by supervisors; however, any advisement from the System Legal Office is slow and untimely. Most advisement/assistance is solicited from other institutions by staff members.

CAS
Self-Assessment Guide
Campus Activities Program

Part 9: EQUITY and ACCESS

Campus Activity Program (CAP) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. The CAP must adhere to the spirit and intent of equal opportunity laws.

The CAP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Consistent with their mission and goals, the CAP must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.
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<tr>
<th>Part 9. EQUITY AND ACCESS (Criterion Measures)</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>9.1 All programs and services are provided on a fair and equitable basis.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>9.2 All program facilities and services are accessible to prospective user.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>9.3 Program operations and delivery are responsive to the needs of all students and other users.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>9.4 All services adhere to the spirit and intent of equal opportunity laws.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>9.5 Program policies and practices do not discriminate against any potential users.</td>
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<tr>
<td>9.6 The program acts to remedy imbalances in student participation and staffing</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.</td>
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**Part 9: Equity and Access Overview Questions**

A. How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

Policies and procedures are applied fairly. Standard procedures are in place to address student organizations, activities, events, leadership opportunities, etc. Students are encouraged to form groups of special interest and supported in getting these groups started even though the interest may be somewhat controversial to the local community.

B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

Policies and procedures are applied fairly. Standard procedures are in place to address student organizations, activities, events, leadership opportunities, etc. Students are encouraged to form groups of special interest and supported in getting these groups started even though the interest may be somewhat controversial to the local community.

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**CAS**

Self-Assessment Guide

Campus Activities Program

**Part 10: CAMPUS and EXTERNAL RELATIONS**

The Campus Activities Program (CAP) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

Campus activities programs should encourage faculty and staff members throughout the campus community to be involved in campus activities. Faculty members should serve as valuable resources related to their academic disciplines, especially as lecturers, performers, artists, and workshop facilitators. Faculty and staff members who serve as administrative advisors may work directly with organizations in program and leadership development and should be supported by the activities staff. Faculty members, staff, and administrators external to the program or institution may be important resources for activities programs. Faculty and staff members, administrators, and students may serve together on advisory boards to provide leadership for important initiatives.
Campus activities programs are highly visible to persons on and off campus and may be influential in forming public opinion about the institution and creating a positive environment for both communities. Cooperation between governmental and social organizations and campus activities programs on matters of mutual community concern strengthens the institution's role in the community, expands the resources available to both communities, and provides valuable developmental opportunities for students.

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**PART 10. CAMPUS and EXTERNAL RELATIONS (Criterion Measures)**

10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.

**Part 10: Campus and External Relations Overview Questions**

A. With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?

The program has developed and maintained effective relationships with campus departments, community businesses and agencies. These relationships enhance programs/activities by utilizing the skills and expertise of these entities.

The program works closely with the following campus departments each year: Alumni, Athletics, Center for Diversity Initiatives, Facilities Maintenance, Fine Arts, Food Service, Recreational Sports, Residential Living and Learning, Student Counseling Center, Student Leadership Programs, Student Publications, and Thompson Student Center.

The program has strong external agency relationships with Stephenville Chamber of Commerce, Stephenville Independent School District, Stephenville Parks and Rec Department, Stephenville Police Department, Cross Timbers Fine Arts Council, Dublin Dr. Pepper, Star Council, Project HOPE, Dublin Housing Authority, Gorman Housing Authority, DeLeon Housing Authority, and Child Protective Services.

B. What evidence confirms effective relationships with program constituents?

Relations are confirmed with external agencies through the collaboration on projects and initiatives. The program sponsors events annually with the help of these agencies including: Halloween Carnival, Tarleton Holidays, Angel Tree, and Homecoming Activities. Several events throughout the year are endorsed and publicized by the Cross Timbers Fine Arts Council. Finally, our office represents Tarleton on a committee that coordinates the community calendar.

Campus departments play a key role in many of the program activities. Most of the events sponsored by the office are collaborative efforts with other departments across campus. Examples include: Black Violin, homecoming events, Vegas Night, Brown Bag Lunches

**CAS**

Self-Assessment Guide

Campus Activities Program
Part 11: DIVERSITY

Within the context of each institution’s unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, the Campus Activity Program (CAP) must nurture environments where commonalities and differences among people are recognized and honored.

The CAP must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one’s own identity, culture, and heritage, and that of others. The CAP must educate and promote respect about commonalities and differences in their historical and cultural contexts.

The CAP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

The CAP must provide educational activities that sensitize all constituencies to an appreciation and understanding of cultural diversity among people. Activities programs must emphasize self-assessment and personal responsibility for improving intercultural relations.

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**PART 11. DIVERSITY (Criterion Measures)**

11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored.

11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.

11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.

11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.

**Part 11: Diversity Overview Questions**

A. In what ways does the program contribute to the nurturing of diversity?

The program contributes through the opportunity to present programs/activities that celebrate and educate about diversity ie. Black Violin, Chuck Wagon Dinner, Skin-head speaker, Coming Out Program.

B. How does the program serve the needs of diverse populations?

The program encourages the formation of student organizations, sponsors programs that celebrate diverse populations and encourages students to think and grow “globally” about diversity issues.
Part 12: ETHICS

All persons involved in the delivery of the Campus Activity Program (CAP) must adhere to the highest principles of ethical behavior. The program must develop or adopt and implement appropriate statements of ethical practice. The program must publish these statements and ensure their periodic review by relevant constituencies.

Applicable statements may include principles and standards pertaining to:

- civil and ethical conduct
- accuracy of information (i.e., accurate presentation of institutional goals, services, and policies to the public and the college or university community, and fair and accurate representation in publicity and promotions)
- conflict of interest
- role conflicts
- 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 decision
- free and open exchange of ideas through campus activities programs
- fulfillment of contractual arrangements and agreements

Staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students’ education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All staff members must be aware of and comply with the provisions contained in the institution’s human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

Staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

Staff members must strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

Staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

Staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.
Staff members must be knowledgeable about and practice ethical behavior in the use of technology.

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<tr>
<th>PART 12. ETHICS (Criterion Measures)</th>
<th>Rating Scale</th>
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<tbody>
<tr>
<td>12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>12.2 The program has a written statement of ethical practice that is reviewed periodically.</td>
<td>ND 1 2 3 4 NR</td>
</tr>
<tr>
<td>12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>12.4 Information contained in students’ education records is never disclosed without written consent except as allowed by law and institutional policy.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>12.5 Information judged to be of an emergency nature when an individual’s safety or that of others in involved is disclose to appropriate authorities.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>12.6 All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>12.7 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>12.8 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>12.9 Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>12.10 All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.</td>
<td>ND 1 2 3 4 NR</td>
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<tr>
<td>12.11 Staff members confront and otherwise hold accountable others who exhibit unethical behavior.</td>
<td>ND 1 2 3 4 N</td>
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<tr>
<td>12.12 Staff members practice ethical behavior in the use of technology.</td>
<td>ND 1 2 3 4 N</td>
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</table>
Part 12: Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

The program is guided by the Texas A&M ethics standards. Every employee is required to complete ethics training annually. The program is also guided by the National Association of Campus Activities ethics statements that encourage good ethical business practices within the industry.

B. What is the program’s strategy for managing student and staff member confidentiality issues?

Any confidential information shared is done in an environment that is secure and private. Sensitive records are kept in secured areas with limited access.

C. How are ethical dilemmas and conflicts of interest managed?

The program refers to the standards and statements to guide situations. If an ethical dilemma develops, staff members use these standards to address the situation. Conflicts of interest are managed through diligence when selecting programs, hiring performers or entering into contracts.

D. In what ways are staff members informed and supervised regarding ethical conduct?

Annual ethics training is conducted each year. Close supervision and communication among profession staff is consistent when programs and activities are planned, contracts are negotiated and staff is hired to ensure ethics are not compromised.

CAS
Self-Assessment Guide
Campus Activities Program

Part 13: ASSESSMENT and EVALUATION

The Campus Activity Program (CAP) must conduct regular assessment and evaluations. Programs and services must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

The CAP must evaluate periodically how well they complement and enhance the institution’s stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

The CAP should be evaluated regularly and the findings should be disseminated to appropriate campus agencies and constituencies.

Evaluation procedures should yield evidence relative to student success and retention, the achievement of program goals, quality and scope of program offerings, responsiveness to expressed interests, program attendance and effectiveness, cost effectiveness, quality and appearance of facilities, equipment use and maintenance, and staff performance.

Data sources should include students, staff, alumni, faculty, administrators, community members, and relevant documents.
and records. Instrumentation and methods should be scientifically designed and implemented.

Records of program evaluations should be maintained in the office of the administrative leader of campus activities programs and should be accessible to planners of subsequent programs.

<table>
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<tr>
<th>Part 13: Assessment and Evaluation Overview Questions</th>
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<tbody>
<tr>
<td><strong>A.</strong> What is the grand assessment strategy for the program?</td>
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<tr>
<td>The program develops program goals each year for the office, Student Programming Association, and the orientation programs. These program goals guide program selection and development. Learning outcomes are developed for each individual program/activity. Learning outcomes are assessed through surveys and focus groups. Results are used to plan future program/activities.</td>
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| **B.** How are tangible, measurable outcomes determined to ensure program mission and goal achievement? |
| The program is driven by the program outcomes (goals). Learning outcomes are written to be measurable and these outcomes are tied directly to the mission and program outcomes (goals). If a program does not support program outcomes (goals) through the development of learning outcomes, the program/activity is not selected. |

| **C.** How are student learning and development outcomes determined to ensure their level of achievement? |
| Program outcomes include the student learning/development component. Each program/activity selected must contribute to the overall program outcomes that include student learning/development outcomes. Level of achievement is ensured through proper assessment of individual programs/activities that contribute to student learning and development. |