

CAS

Self-Assessment Guide

Campus Activities

June 2009

Part 1: Mission

The purpose of Campus Activities Programs (CAP) must be to enhance the overall educational experience of students through development of, exposure to, and participation in programs and activities that improve student cooperation and leadership while preparing students to be responsible advocates and citizens and complementing the institution's academic programs.

These activities could be intellectual, social, recreational, cultural, multicultural, and spiritual in nature. Programs could pertain to leadership, governance, community service, healthy lifestyles, and organizational development.

CAP must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. CAP in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

CAP must provide opportunities for students to:

- **participate in co-curricular activities**
- **participate in campus governance**
- **advocate for their organizations and interests**
- **develop leadership abilities**
- **develop healthy interpersonal relationships**
- **use leisure time purposefully**
- **develop ethical decision-making skills**
- **advocate for student organizations and interests**

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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	Criterion Measures	Rating
1.1	CAP purpose includes enhancing the overall educational experience of students through development of, exposure to, and participation in programs and activities that improve student cooperation and leadership while preparing students to be responsible advocates and citizens and complementing the institution's academic programs.	3
1.2	CAP develops, disseminates, and regularly reviews its mission.	3
1.2	CAP implements its mission.	4
1.3	The mission statement is consistent with that of the host institution.	4
1.4	The mission statement is consistent with professional standards.	3
1.5	CAP incorporates learning and development outcome domains in the mission statement.	2
1.6	CAP provides opportunities for students to:	
1.6.1	participate in co-curricular activities	3
1.6.2	participate in campus governance	4
1.6.3	advocate for their organizations and interests	4
1.6.4	develop leadership abilities	4
1.6.5	develop healthy interpersonal relationships	4
1.6.6	use leisure time purposefully	3
1.6.7	develop ethical decision-making skills	3
1.6.8	advocate for student organizations and interests	3

Part 1: Mission Overview Questions

A. What is the program mission?

The Stephen F. Austin Student Activities Association strives to provide an educational and recreational experience outside the classroom through programs that culturally enlighten, intellectually stimulate and entertain the university community.

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

The mission embraces student learning and development by providing diverse programming that challenges students intellectually as well as providing opportunities for social development.

C. In what ways does the program mission complement the mission of the institution?

The program mission compliments the institutional mission by providing a learned centered environment through educational and recreational experiences outside of the classroom. Both the program mission and institutional mission are dedicated to providing teachable moments which entertain, challenge and enlighten students.

Part 2: Program

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
2.1	CAP promotes student learning and development outcomes that are purposeful and holistic	4
2.2	CAP promotes outcomes which prepare students for:	
2.2.1	satisfying and productive lifestyles	3
2.2.2	work	3
2.2.3	civic participation.	3
2.3	CAP provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked. List student learning and developmental outcomes in space provided.	
2.3.1	knowledge acquisition, integration, construction, and application Citizenship, Communication, Cultural Competence, Leadership, Life Skills, Scholarship and Inquiry, Self - Knowledge	3
2.3.2	cognitive complexity Self Knowledge, Scholarship and Inquiry, Leadership, Ethics and Values,	2
2.3.3	intrapersonal development Self Knowledge, Ethics and Values, Wellness, Citizenship, Leadership, Life Skills	3
2.3.4	interpersonal competence Citizenship, Communication, Cultural Competence, Ethics and Values, Leadership	3

2.3.5	humanitarianism and civic engagement Citizenship, Cultural Competence, Communication, Ethics and Values	2
2.3.6	practical competence Communication, Life Skills, Leadership, Scholarship and Inquiry, Self Knowledge	3
2.4	CAP identifies relevant and desirable student learning and development outcomes, consistent with the institutional mission, from among the six domains and related dimensions.	4
2.5	CAP explores possibilities for collaboration with faculty members and other colleagues	2
2.6	CAP articulates how it contributes to or supports students' learning and development in the domains not specifically assessed.	3
2.7	CAP is:	
2.7.1	integrated into the life of the institution	4
2.7.2	intentional and coherent	3
2.7.3	Guided by theories and knowledge of learning and development	2
2.7.4	reflective of developmental and demographic profiles of the student population	4
2.7.5	responsive to needs of individuals, diverse and special populations, and relevant constituencies.	2
2.8	CAP is comprehensive and reflects and promotes the diversity of student interests and needs.	3
2.9	CAP contributes to the achievement of a sense of self-esteem and community pride.	3
2.10	CAP has a broad scope that is inclusive of all educational domains for student learning and development.	3
2.11	CAP offers and encourages student participation in student-led campus activities.	4
2.12	The institution has a policy for the registration and recognition of student organizations.	4
2.13	CAP includes the following fundamental functions:	
2.13.1	implements campus programs that add vibrancy to the campus	4
2.13.2	advises student organizations that implement programs or services	3
2.13.3	advises student governing organizations	4
2.13.4	ensures the proper and efficient stewardship of funds including the student activity fee and institutional allocation	3
2.13.5	implements training, development, and educational opportunities.	3
2.14	Sponsored programs are produced and promoted according to professional and institutional practices and protocols.	4
2.15	Contracts are signed by an appropriate authority identified by institutional policies and procedures.	4
2.16	CAP provides effective administrative support for student organizations.	3
2.17	Every student organization has an advisor.	4
2.18	The eligibility criteria, roles, and responsibilities of advisors are defined by the institution.	3
2.19	CAP provides information and training opportunities for advisors.	2
2.20	Student governance groups have a regularly reviewed written mission, purpose, and process for continuity of leadership.	3
2.21	Criteria for student involvement are clear, widely publicized, easily accessible, and consistently followed.	3

2.22	Budgeting and fiscal procedures are clearly defined and follow all applicable laws.	3
2.23	Grievance procedures are clearly defined and exist to settle disagreements regarding continuity of leadership, budgeting procedures, and ethics violations by student leaders.	4
2.24	Student governance groups are encouraged to operate in accordance with institutional values, mission, and policies, and are informed of possible consequences for failure to do so.	3
2.25	The institution has policies and procedures for providing advisors to student organizations.	1
2.26	There are training education, and development opportunities for students involved in student organizations.	2
2.27	CAP training, education, and development activities are delivered by a diverse range of faculty members, students, and staff, using diverse pedagogies, and take place in a variety of ways.	2
2.28	CAP training, education, and development opportunities take differing student developmental levels into account.	3

Part 2. Program Overview Questions

A. What are the primary elements of the program?

The Primary Elements of the program include Student Activities Association, the Student Government Association, Student Organization service, Involvement Center, Traditions Council, SFA Homecoming and Jack Camp.

Each year the students and professional staff produce over 200 events for the SFA campus including:

- **124 entertainment events including comedians, game shows, coffeehouse productions, major concerts, edutainment events and student produced talent shows.**
- **A comprehensive homecoming program**
- **Student organization support**
- **Springfest**
- **Civic Engagement programs including constitution week, student advocacy week and voter registration.**
- **Information and events surrounding university traditions**
- **A first year experience camp for incoming freshmen.**

B. What evidence exists that confirms the contributions of the program to student learning and development?

Assessment Activity:

Learning and Development Outcome #2 - The Student will display an array of effective communication skills including clarity of message, completeness and professionalism.

Describe the Assessment Activity (Methodology):

Student Activities Association program evaluation rubrics, Student Government Association bill evaluation rubric, Beyond the Classroom survey

Major findings related to this LDO:

88.44% of Students reported improvement in their communication skills as a result of their involvement in co-curricular experiences.
 46% of students involved with the Office of Student Affairs sponsored programs identified communication skills as one of the top three skills improved as a result of participating in co-curricular activities.
 64.32% of students involved in a Student Affairs sponsored organization reported intrapersonal communication as the area they saw the most improvement in.
 87% of students said they are better able to communicate their thoughts and ideas as a result of being a student leader.
 46% of students said they felt better about speaking in front of an audience.
 Besides email 88.11% of students reported NOT communicating with peers or other students using written communication.

Students presenting their ideas to the Student Activities Association saw a 1.552 increase in communication scores from their first presentation to their 2nd presentation. More importantly, those students who scored in the lowest 25% of first presentation scores saw the highest increase with an average jump in presentation scores of 2.84.

Student Government Association members had an average presentation score of 6.58 on a ten point scale. Students who presented more than one bill this semester saw a presentation increase of .62.

Students communicating via minute papers offered up the following insights:

«When I came to SAA I had bad stage fright but now I look forward to speaking in front of crowds. I still get nervous though» / «To communicate effectively you need to be on your toes. Presenting a bill in SGA forces you to think while you are up there, you need to be able to answer questions effectively.» / «the challenge for communicating in a group is trying to get everyone's attention. You learn over time how to manage a group and make sure all ideas are heard without going overboard» / «Sometimes when we have an issue the only thing you want to do is talk but it helps to learn and listen sometimes, that way you don't repeat the other ideas.»

Assessment Activity:

Learning and Development Outcome #3 - The Student will be able to articulate a sense of their own core values and act in congruence with those stated values.

Describe the Assessment Activity (Methodology): Major findings related to this LDO:

Students who participated in student affairs programs reported they connected with the ethics and values of their chosen organization at a higher rate than students who simply reported themselves as being involved. Students who reported themselves as engaged in co-curricular activities reported they behave more ethically than they did before (57.47%), this increased for students who self-identified as student leaders (65.02%). Both were derived from the Outside the Classroom Survey. Students were also asked if their experience improved their ability to act in alignment with their own values. Students agreed with this statement 87.01% of the time. An internet survey of student leaders participating in student affairs programs found that 82.73% of our students felt the values of their organization was congruent with their personal values and 81.34%. While this does not measure improvement it does measure each student's reflection on the issue.

95% of students surveyed participating in student affairs programs agreed with the statement they joined the organization because it reflected the ethics and values they connect with.

For our minute papers students were asked how their involvement connected with their personal ethics and values, a sample of those responses were:

«I really like SFA cheer because everyone wants to work hard and win, just like I do. We don't accept not trying but if you give 100% then we understand when you make a mistake.»

«ODK is made up of students who believe that school is as important as getting involved, it helps me remember what is most important.»

«I am a new member (of Traditions Council) and we all have this same feeling for SFA and want everyone to bleed purple»

SAA, SGA and Traditions Council students were asked via a minute paper with the top three values each member connected with and why, a sample of their 138 responses were:

School Spirit – I feel in order to be a part of TC you have to have a love for SFA that is more obvious than other students.

Involved – We need to make sure we are involved and lead by example. Without our involvement we can't help other students get involved.

Integrity – By having respect and honor for yourself and others you make SFA a better place.

Friendliness – While we don't have to always like each other I think we are all friendly and want to make sure everyone picks up on that.

The top three answers were school spirit/pride (85%), integrity/honor (58%), kindness/fridenly/caring (42%)

Assessment Activity:

Learning and Development Outcome #4 - The Student will... be able to lead others to shared goal.

Describe the Assessment Activity (Methodology):

Student Activities Association program rubric, student leadership survey, minute paper reflections.

Major findings related to this LDO:

Students who identify themselves as being involved or believe they are a student leader feel confident in their ability to work together for a shared goal. Students reported:

88.34% of students felt they had improved their ability to work in groups.
91.48% of students feel they have improved their ability to collaborate and work in groups.
83.41% of students feel they have improved their ability to resolve conflict.
90.13% felt they had improved their ability to create consensus and motivate others toward a common goal.
87% felt they have improved their ability to organize complex projects.
89.68% felt more capable of leading others.

According to the Outside the Classroom survey students who identified themselves as involved 77.22% said they are more capable of leading others.

A survey of students involved in leadership programs sponsored by the Office of Student Affairs found that:

95% of students felt they had gained the experience necessary to lead others to a common goal.
41% of students felt that collaboration was the skill they improved on the most in the past year.

Members of these organizations (SAA, SGA, Cheer and Pom, ODK, and Traditions Council) rated their leaders as:

73.63% felt their leaders respected a diversity of opinions and used these ideas to find a collective solution.
77.27% of their student leaders embraced an environment that embraced teamwork.
81.01% of student leaders were able to effectively communicate with members the steps needed to accomplish a goal.
83.64% of students felt their leaders showed a strong sense of leadership.
86.43% of students said they felt comfortable following the leaders of their organization.
90% of members felt that their chosen organization gave them an opportunity to collaborate with others.

SAA event proposals contained evidence of collaboration among students and other student organizations. Of the 38 proposed events for the fall schedule, 17 suggested collaboration with other student organizations and all of the events mentioned collaboration with students within the organization. This spring 11 SAA events were the result of collaborative efforts with other organizations.

Minute paper reflections:

«Of course we collaborate as cheerleaders, cheerleading is the ultimate team sport and if you are not ready to work together then the routine will fall apart. You all have to be on the same page.»

« Being on a team of 25, there are always different points of views. At times it's easier to take different points of views in than others. It takes much compromising throughout the entire year to be successful.»

« Co-coordinating brought on some point of view issues. Me and my coordinator talked and compromised.»

« Everyone has their own personal views. But that's what a team is. Every team has to come together and work as one. Talk things over and come up with what's best for the team.»

communication is key. Being specific about both ideas and trying to find a common ground even if it is not exactly your way.»

Assessment Activity:

Learning and Development Outcome #5 - The Student will... perform better in the classroom than their peers and be able to connect classroom material to their student involvement.

Describe the Assessment Activity
(Methodology):

Student leader interviews, minute paper reflections, student involvement surveys, grade census

Major findings related to this LDO:

Students who participated in our sponsored programs on averaged performed better in the classroom than their peers. The all campus average for all students was a 2.62, in comparasion our students had:

Omicron Delta Kappa – 3.52 (note: they are a national honor society with a min. GPA of 3.00)
Traditions Council – 3.02
All Greek Women – 3.00
Student Government – 2.86
Pom Squad – 2.82
Student Activities Association – 2.81
Jack Attack – 2.68
Jack Camp – 2.68 (students in Jack Camp were also retained at 88% after one year)
All campus average – 2.62
All Greek Men – 2.52
Cheer (Small Co-Ed) – 2.46
Cheer (Large Co-Ed) – 2.37

During interviews and communicated through minute papers students reported a high rate of utilizing skills learned in the classroom. The most reported skills were communication (esspically public speaking), management classes, marketing classes and hospitality skills.

Asked if, as a result of their involvement, did students gain experiences relevant to their academic career. 93% of students said they gained these expereinces.

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

Student Activities Programming

Students will feel the SFA campus is an enjoyable place to socialize and connect with other students as a result of professionally produced slate of entertainment programming.

Design a diverse entertainment series which focuses on national touring acts, film series, small interactive events and campus wide competitions.

Complete - The Student Activities Association produced 124 events not including movies and featured national touring comedians, concerts featuring country, rock, hip hop and Christian acts and a slate of locally produced events that challenged our students creativity and organization . over 30,000 patrons attended an SAA event in 2009-2010.

Development of a spring programming schedule which promotes excitement during early winter semester.

In Progress / Complete - SAA kicked-off the semester with a "Welcome Back Week" which featured promotions for the SFA basketball teams, movies every night of the first week and two ballroom shows. SAA also distributed a number of prizes and t-shirts to 250 students. The week does need a better marketing scheme and not appear to be a week of loosely connected events.

Student Involvement and Organization Services

Students will become better informed about the programs and services offered by our office and will increase interest in getting further involved.

Design an Involvement Center program which focuses on attracting students who are not currently involved and offer comprehensive event and program information.

Complete - The Involvement Center was opened on September 23rd 2009 and has completed nearly 400 involvement advising sessions. Fall to spring retention of students who participated in Involvement advising topped 95%. Student advisors have access to hundreds of events and organizations and have been trained to match a student's interests to a program which best fits their schedule.

Develop a database of interested students to communicate with for special events and other activities.

Complete – We currently have an Involvement Center database and interest groups on facebook that contain 2343 members. These students receive communications on upcoming events and volunteer opportunities.

Develop a training program for our student organization officers and advisors which promotes campus wide-involvement, risk management awareness and member development.

In Process / Not Done – We are currently working on a three phase training model for student organization officers that include operational training (Basic Training), leadership training (in process) and social networking opportunities. We are hoping the combination will help our student leaders feel more connected to our Student Organization Services office . This project is in the production stage and will be introduced in the Fall of 2010.

Part 3: Leadership

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
Criterion Measures					Rating
3.1	CAP leaders:				
3.1.1	articulate a vision and mission for the program and services				3
3.1.2	set goals and objectives based on the needs of the population and desired student learning and development outcomes				3
3.1.3	advocate for the program and services				3
3.1.4	promote campus environments that provide meaningful opportunities for student learning, development, and integration				3
3.1.5	identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement				3
3.1.6	advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels				3
3.1.7	initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area				3
3.1.8	apply effective practices to educational and administrative processes				3
3.1.9	prescribe and model ethical behavior				3
3.1.10	communicate effectively				3
3.1.11	manage financial resources, including planning, allocation, monitoring, and analysis				3
3.1.12	incorporate sustainability practices in the management and design of programs, services, and facilities				3
3.1.13	manage human resource processes including, recruitment, selection, development, supervision, performance planning, and evaluation				3
3.1.14	empower professional, support, and student staff to accept leadership opportunities				3
3.1.15	encourage and support scholarly contribution to the profession				3
3.1.16	integrate appropriate technologies into programs and services				3
3.1.17	know federal, state/provincial, and local laws relevant to the programs and services				3
3.1.18	ensure that staff members understand their responsibilities about laws and offer appropriate training				3
3.1.19	develop and continuously improve programs and services in response to the changing needs of students and other populations and the evolving institutional priorities				3

3.1.20	recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions.	3
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Part 3. Leadership Overview Questions

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

Program officers in the student activities area bring years of professional experience and hold degrees suited for their chosen field.

Amanda Horne has her master’s degree in communication and has worked with students for five years. Prior to her employment she was a supervising orientation leader and a student coordinator for Jack Camp.

Lacey Claver will receive her masters degree in interdisciplinary studies with an emphasis on leadership and counseling in May 2011. Her student leadership experience included president of the Student Activities Association, chief justice of the student supreme court, student regent and Jack Camp coordinator.

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

Program leaders accomplish the mission of the program because they are given the opportunity to show their leadership skills by making decisions on the day to day operations, risk management issues and conduct issues. They are also responsible for planning and executing all trainings and assessments of both the program and its student members. Program managers are also given direct financial responsibility for their programs.

C. How are program leaders accountable for their performance?

Program leaders are accountable for their performance by providing weekly reports and assessments over programs and members at weekly staff meetings. Program leaders also sign a contract at the beginning of their term holding them accountable for all of their responsibilities during their tenure. Program managers are also evaluated through the employee performance review process and are held to the universities policies and procedures as an officer of the university.

D. What leadership practices best describe program leaders?

The program leaders practice situational leadership. In leading their peers, they feel it necessary to handle each situation on a case by case basis as determined by the policies, regulations and ethics of the organization. In addition they also practice PCP (positive, constructive, positive) when discussing situations within the organization.

Part 4: Human Resources

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
4.1 CAP is staffed adequately with personnel qualified to accomplish the mission and goals.	3
4.2 Procedures are in place for staff selection, training, and evaluation.	3
4.3 Expectations for supervision are set.	3
4.4 CAP provides professional development opportunities to improve the professional competence, leadership ability, and skills of all staff members.	3
4.5 Professional staff members hold earned graduate or professional degrees in fields relevant to the positions held or possess an appropriate combination of educational credentials and related work experience.	3
4.6 Interns are qualified by enrollment in an appropriate field of study and by relevant experience.	NR
4.7 Interns are trained and supervised by professional staff holding credentials and related work experience appropriate for supervision.	NR

4.8	Student employees and volunteers:	
4.8.1	are carefully selected, trained, supervised, and evaluated	3
4.8.2	are educated on how and when to refer those in need of additional assistance to a qualified staff member	3
4.8.3	have access to a supervisor for assistance in making judgments	3
4.8.4	have clear and precise job descriptions, pre-service training, and continuing staff development	3
4.9	Employees and volunteers receive specific training on institutional policies and privacy laws regarding access to student records and other sensitive institutional information.	3
4.10	CAP:	
4.10.1	has adequate technical and support staff to accomplish the mission	3
4.10.2	has adequate technical and support staff who are qualified to perform the job functions	3
4.10.2	requires professional and support staff to be knowledgeable about ethical and legal uses of technology	3
4.10.3	has training and resources to support performance of assigned professional and support staff responsibilities	3
4.11	CAP staff members receive training on policies and procedures related to the use of technology to store or access student records and institutional data.	2
4.12	CAP:	
4.12.1	ensures that personnel are trained in emergency procedures, crisis response, and prevention efforts	3
4.12.2	ensures that prevention efforts address identification of threatening conduct or behavior of students, faculty members, staff, and others	2
4.12.3	has a system or procedures for responding to threatening situations, including but not limited to reporting to appropriate campus officials.	2
4.13	Salary levels and benefits are commensurate with those of comparable positions within the institution, similar institutions, and geographic area.	4
4.14	Position descriptions for all staff members are maintained.	2
4.15	Hiring and promotion practices are fair, inclusive, proactive, and non-discriminatory.	4
4.16	Regular performance planning and evaluation of staff members are conducted.	3
4.17	CAP provides access to continuing and advanced education and professional development opportunities.	3
4.18	Identification of staff with authority to enter binding contracts is made by the institution and is clearly disseminated and explained to students and advisors.	3

Part 4. Human Resources Overview Questions

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

The program is currently staffed at an appropriate level. There is no immediate plans for expanding our staff in this area.

B. In what ways are staff members' qualifications examined and their performance judged?

Staff members are subject to a performance review each year and each professional must adhere to the policies and procedures of the university.

Part 5. Ethics

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
5.1	CAP has a statement of ethical practice that is published and reviewed periodically.	4
5.2	CAP staff members adhere to the principles of ethical behavior.	3
5.3	New staff members are oriented to the statement of ethical practice.	3
5.4	Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and statement of ethical practice.	3
5.5	Information contained in students' education records is never disclosed without written consent, except as allowed by law and institutional policy.	4
5.6	Information judged to be of an emergency nature is disclosed to appropriate authorities when an individual's safety or that of others is involved, or when otherwise required by institutional policy or relevant law.	3
5.7	CAP staff members:	
5.7.1	are aware and comply with the institution's human subjects research, students rights and responsibilities, and other policies addressing confidentiality of research data concerning individuals	3
5.7.2	avoid personal conflicts of interest or appearance thereof in transactions with students and others	3
5.7.3	ensure the fair, objective, and impartial treatment of all persons with whom they interact	3
5.7.4	ensure that funds are managed in accordance with established institutional accounting procedures and fiscal policies or processes of the institution.	4
5.8	CAP promotional information is accurate and free of deception.	3
5.9	CAP staff members:	
5.9.1	perform assigned duties within the limits of training, expertise, and competence, and when limits are exceeded make referrals to persons possessing appropriate qualifications	3
5.9.2	confront and otherwise hold accountable others who exhibit unethical behavior	3
5.9.3	practice ethical behavior in the use of technology.	3

Part 5. Ethics Overview Questions

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

The office of Student Affairs ascribes to the ethical standards of the American College Personnel Association (ACPA, College Student Educators International) as stated in the Statement of Ethical Principles and Standards [<http://www.myacpa.org/ethics/statement.cfm>].

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

As outlined in the ACPA statement on Ethical Standards and Practices, the programs strategy for managing student and staff member confidentiality and privacy issues is to abide by the following guidelines:

- **Maintain current, accurate knowledge of all regulations related to privacy of student records and electronic transmission of records and update knowledge of privacy legislation on a regular basis.**
- **Inform students of the nature and/or limits of confidentiality. They will share information about the students only in accordance with institutional policies and applicable laws, when given their permission, or when required to prevent personal harm to themselves or others.**
- **Refer students to appropriate specialists**

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

As outlined in the ACPA statement on Ethical Standards and Practices, ethical dilemmas and conflicts of interest are managed by abiding by the following guidelines:

- Initiate a private conversation
- Pursue institutional resources
- Request consultation from the ACPA Ethical Committee.

The guidelines are followed in order beginning with the private conversation to resolve the issues and ending with a consultation from the ACPA Ethical Committee in the event the previous attempts fail to be successful.

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

The Director of Student Affairs alongside the Human Resource department informs and supervises staff members regarding ethical conduct.

Part 6. Legal Responsibilities

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
6.1 CAP staff members:	
6.1.1 are knowledgeable about and responsive to laws and regulations relevant to their respective responsibilities that may pose legal obligations, limitations, or ramifications for the institution as a whole	3
6.1.2 inform users and officials of legal obligations and limitations associated with implementing the program.	3
6.2 CAP has written policies on all relevant operations, transactions, or tasks that have legal implications.	3
6.3 CAP staff members:	
6.3.1 do not participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive campus environment	4
6.3.2 use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents	4
6.3.3 are informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and are referred to external sources if coverage is not provided by the institution.	3
6.4 Legal advice is available to CAP staff members as needed to carry out assigned responsibilities.	4
6.5 CAP staff members and students are informed in a systematic fashion about extraordinary or changing legal obligations and potential liabilities.	3

Part 6. Legal Responsibilities Overview Questions

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

The crucial legal issues faced by the program are the liability issues of working with students on events and the liability issues of students participating in events. In addition, the program executes several binding contracts throughout the year, in doing so, it is the responsibility of the program to ensure the program, the university and the facilitators are not held financially responsible in the event of a conflict.

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

Staff members are referred to the Office of General Counsel with any legal concerns.

Part 7. Equity and Access

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
7.1	CAP provides services on a fair, equitable, and non-discriminatory basis.	3
7.2	The educational and work environment is free from discrimination on the basis of age, cultural heritage, disability, ethnicity, gender identify and expression, nationality, political affiliation, race, religious affiliation, sex, sexual orientation, economic / marital / social / veteran status, and any other bases included in local, state/provincial, or federal laws.	4
7.3	CAP:	
7.3.1	provides remedies for imbalances in student participation and staffing patterns	3
7.3.2	ensures physical and program access for persons with disabilities	3
7.3.3	is responsive to the needs of all those served when establishing hours of operation and developing methods of delivering programs and services.	3
7.4	Services are available and accessible to distance learner students or arrangements have been made for students to have access to appropriate services in their geographical region.	2

Part 7. Equity and Access Overview Questions

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

The program ensures non-discriminatory, fair and equitable treatment to all constituents by abiding by the guidelines outlined in the institutional Affirmative Action Policy and Academic Accommodation of Students with Disabilities policy.

B. What polices 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 program staff members?

The program abides by the guidelines outlined in the institutional Affirmative Action Policy and Academic Accommodation of Students with Disabilities policy. In addition, one of the core values of the program is Diversity – Diversity in the members and the programming.

Part 8. Diversity

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
8.1	CAP:	
8.1.1	nurtures environments that are welcoming to and bring together persons of diverse backgrounds	3
8.1.2	promotes an environment characterized by open and continuous communication that deepens understanding of identity, culture, and heritage, as well as that of others	3
8.1.3	recognizes, honors, educates, and promotes respect for commonalities and differences in historical and cultural contexts	3
8.1.4	addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures	3
8.1.5	provides educational programs that emphasize self-assessment and personal responsibility for creating and improving relationships across differences	2
8.1.6	supports and participates in creating a welcoming and nurturing environment for all students.	3
8.2	The staff designs and implements strategies for involving and engaging diverse student populations.	3

Part 8. Diversity Overview Questions

A. In what ways does the program nurture diversity?

The program nurtures diversity by maintaining a diverse student programming board. The programming board consists of members from all races, genders, religions and sexual orientation.s The program is an inclusive environment in both its makeup and the programs offered.

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

The program serves the needs of diverse populations by offering events which appeal to all races, religions and genders. In addition, the program board is made up of a diverse group of students which allows more ideas and creativity to better suit the needs of our diverse student population.

Part 9. Organization and Management

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
9.1 CAP is structured purposely.	3
9.2 CAP is managed effectively.	3
9.3 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.	3
9.4 Websites are monitored to ensure currency, accuracy, appropriate references, and accessibility.	3
9.5 CAP uses:	
9.5.1 comprehensive and accurate information for decisions and responds to changing conditions	3
9.5.2 clear sources and channels of authority	3
9.5.3 Effective communication practices	3
9.5.4 procedures for decision-making and conflict resolution	3
9.5.5 systems of accountability and evaluation	3
9.5.6 processes for recognition and award.	3
9.6 CAP aligns policies and procedures with those of the institution and provides channels for regular review.	3

Part 9. Organization and Management Overview Questions

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

The program board is housed under the department of Student Affairs which reports directly to the Director of Student Affairs, who in turn reports to the Dean of Student Affairs. This allows for a proper list of checks and balances for all coordinated events.

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

All students, both officers and board members, report to the Coordinator of Student Activities. In addition, the program board is guided by a constitution and by-laws which are upheld and reviewed by all members of the board.

Part 10. Campus and External Relations

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
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10.1	CAP reaches out to relevant individuals, campus offices, and external agencies to:	
10.1.1	establish, maintain, and promote effective relations	4
10.1.2	disseminate information about its own and other related programs and services	3
10.1.3	coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote achievement of student learning and development outcomes.	3
10.2	CAP has:	
10.2.1	procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations	3
10.2.2	systems and procedures for disseminating timely and accurate information to students and other members of the campus community during emergency situations	3
10.2.3	procedures and guidelines consistent with institutional policy for communicating with the media.	3

Part 10. Campus and External Relations Overview Questions

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

It is relevant for the program to maintain effective relations with all campus offices ranging from University Police to Grounds and Transportation. The nature of the programming area revolves on a diverse continuum, it would be difficult to meet all of the needs with failed or nonexistent relations with campus offices. It is also relevant for the program to maintain relations with the local chamber of commerce, law enforcement and members of the Better Business Bureau.

B. What evidence confirms effective relationships with program constituents?

Due to the relationships with program constituents, we are able to co sponsor events with various offices and organizations on campus. A few of our collaborations include:

Office of Student Affairs: Each year SAA hosts several events during Welcome Week as a way to introduce new and returning students to the campus. The event a week long process which is hosted by the Office of Student Affairs and Orientation.

Orientation: Each summer, SAA provides a movie for all parents attending Orientation. In addition, they host a pool party in conjunction with Campus Recreation for all incoming freshmen attending orientation.

Student Foundation/Athletics: Every April, SAA works with an alumni organization, Student Foundation and the SFA Athletic Department to host an end of the year celebration.

Residence Hall Association: SAA provides an annual comedy show for Parents Day hosted by our Residence Hall Association.

Part 11. Financial Resources

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
11.1	CAP has adequate funding to accomplish its mission and goals.	4
11.2	A comprehensive analysis of expenditures, external and internal resources, and impact on the campus community is completed before:	
11.2.1	establishing funding priorities	3
11.2.2	making significant changes.	3
11.3	CAP demonstrates fiscal responsibility and cost-effectiveness consistent with institutional protocols.	3
11.4	Methods for establishing, collecting, and allocating student and user fees are clear and equitable.	NR

11.5	The authority and processes for decisions relevant to campus activity fees is clearly established.	NR
11.6	Funds are spent consistent with established priorities.	3
11.7	Students with fiscal responsibility are provided information and training regarding institutional regulations and policies that govern accounting and the appropriate handling of funds.	3
11.8	CAP establishes clear policies and procedures for funding and managing major campus events and entertainment programs necessitating large financial commitments.	3

Part 11. Financial Resources Overview Questions

A. What is the funding strategy for the program?

The program is funded by two sources. The first source is through student services fee which is awarded through an application process to a committee made up of Student Government Association members and SFA staff including the vice president for financial affairs. Each spring our program areas must make a presentation on the program’s effectiveness and future plans for allocation of resources. The second source is through the university.

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

The budget for the program board is substantial with 64% of the budget going towards programming for students and the remaining 36% going towards administrative costs which include supplies, contract agreements, student wages and training.

Part 12. Technology

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
12.1	CAP has adequate technology to support its mission and goals.	3
12.2	Use of technology in the program complies with institutional policies and procedures and is evaluated for compliance with legal requirements.	3
12.3	CAP addresses security and back up of data.	1
12.4	CAP chooses technology that facilitates student learning and development and reflects current best pedagogical practices.	2
12.5	Technology as well as workstations and computer labs are accessible to all students, including persons with disabilities.	3
12.6	CAP provides access to:	
12.6.1	technology policies that are clear, easy to understand, and available to all students	1
12.6.2	instruction or training on how to use the technology	1
12.6.3	information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks.	2
12.7	Student violations of technology are addressed in student disciplinary procedures.	2
12.8	A referral support system is available for students who experience negative emotional or psychological consequences from the use of technology.	NR

Part 12. Technology Overview Questions

A. How is technology inventoried, maintained, and updated?

The Student Activities area is supported by the university computer replacement program and computer issues are addressed through university affairs computer support. All software upgrades are purchased and maintained by the office of student affairs.

B. What evidence exists to confirm that technology is available for all who are served by the program?

The ITS department and web development department is compliant with all access needs of students.

Part 13. Facilities and Equipment

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
Criterion Measures					Rating
13.1	CAP has adequate facilities and equipment to support its mission and goals.				2
13.2	Expenses related to regular maintenance and life cycle costs are taken into account if capital equipment is acquired.				NR
13.3	CAP facilities and equipment:				
13.3.1	are evaluated regularly, including consideration of sustainability				2
13.3.2	are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users				3
13.3.3	provide for security of records to ensure confidentiality of sensitive information				3
13.4	CAP staff members:				
13.4.1	have the ability to adequately secure their work				3
13.4.2	have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities				3
13.4.3	have access to private space for counseling				3
13.4.4	are trained in safety and emergency procedures for securing and vacating the facilities.				3
13.5	The location and layout is sensitive to the special needs of persons with disabilities as well as the needs of the constituencies served.				3

Part 13. Facilities and Equipment Overview Questions

A. How are facilities and equipment inventoried and maintained?

The facilities and equipment are inventoried and maintained by the Student Activities administrative assistant.

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

All spaces utilized for meetings and events meet all requirements for safety and accessibility and certification is maintained by the university safety office. This office performs a safety and accessibility check each year.

Part 14. Assessment and Evaluation

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
Criterion Measures					Rating
14.1	CAP has systematic plans and processes to meet internal and external accountability expectations regarding the program as well as student learning and development outcomes.				3
14.2	CAP conducts regular assessment and evaluations.				3
14.3	CAP employs both qualitative and quantitative methodologies to:				
14.3.1	determine achievement of mission and goals				3
14.3.2	determine achievement of student learning and development outcomes				3

14.3.3	ensure comprehensiveness.	3
14.4	Data are collected from students and other affected constituencies.	3
14.5	CAP evaluates regularly how well it complements and enhances the institution's stated mission and educational effectiveness.	3
14.6	Results of program evaluations are used to:	
14.6.1	revise and improve the program	3
14.6.2	identify needs and interests in shaping direction	3
14.6.3	recognize professional staff performance.	2

Part 14. Assessment and Evaluation Overview Questions

A. What is the comprehensive assessment strategy for the program?

The program utilizes satisfaction surveys for each event. In addition, throughout the semester the program will utilize questionnaires to determine student interest in various events and activities.

Each member who proposes an event to the officer board is assessed through an evaluation rubric. The rubric will determine level of preparedness, what learning outcomes are anticipated by the event, does the event align with the core values of the organization. Each member is assessed by the officers again when they propose their event to the program board.

At the end of each long semester, each member is assessed through a rubric which assesses their level of learning utilizing the nine learning outcomes outlined by the Office of Student Affairs. These nine outcomes are: Communication, Citizenship, Cultural Competence, Ethics and Values, Leadership, Life Skills, Self-Knowledge, Scholarship, Wellness.

B. How are tangible, measurable outcomes determined to ensure program achievement of mission and goals?

The program board uses data collected through satisfaction surveys and campus wide questionnaires to determine measurable outcomes. The results of the surveys and questionnaires will be used as a guide in selecting future events.

C. How are student learning and development outcomes determined to ensure their level of achievement?

Student learning and development outcomes are determined by the Office of Student Affairs.

CAS

Work Form A

Assessment, Ratings, and Significant Items

INSTRUCTIONS:

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

- **Discrepancies:** Item number(s) for which there is a substantial rating discrepancy (two or more ratings apart). These items will need to be discussed further by team members.
- **Strengths:** Item numbers(s) for which all participants have given a rating of 4, indicating agreement that the criterion is Fully Met.
- **Needed Improvements:** Item numbers for which all participants have given a rating of 1, indicating agreement that the criterion is Not Met.

Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated Minimally Met or Well Met. Items rated NR because of lack of evidence to support a rating should be listed in Needed Improvements.

Step Two (below): List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by any reviewer, as well as those with significant discrepancies that are not resolved by team discussion.

Part Number	Part	Discrepancies	Strengths	Needed Improvements
1	Mission		1.2, 1.3, 1.6.2, 1.6.4, 1.6.5	
2	Program		2.1, 2.4, 2.7.1, 2.7.4, 2.11, 2.12, 2.12, 2.13, 2.14, 2.15	2.23, 2.2.5, 2.26
3	Leadership			
4	Human Resources		4.13, 4.15	4.14
5	Ethics		5.1, 5.5, 5.7.4	
6	Legal Responsibilities		6.3.1, 6.3.2, 6.4	
7	Equity and Access		7.2	
8	Diversity			8.1.5
9	Organization and Management			

10	Campus and External Relations		10.1.1	
11	Financial Resources		11.1	
12	Technology			12.3, 12.6.1, 12.6.2
13	Facilities and Equipment			
14	Assessment and Evaluation			

Step Two: List item number(s) for each Part determined to merit follow-up, and describe the practice weaknesses that require attention.

1.
<p>2. 2.23 – Grievance procedures are clearly defined and exist to settle disagreements regarding the continuity of leadership, budgeting procedures, and ethics violations by student leaders / The Office of Student Affairs programs currently does not have such a policy or operating procedure.</p> <p>2.25 – The institution has polices and procedures for providing advisors for student organization / The university does have such policies however these policies are the organization simply have them and there is no mechanism for training and development of our organization advisors.</p> <p>2.26 – There are training education, and development opportunities for students involved in student organizations / Our training program is based in teaching policy and procedures and there is little done to develop student organization leaders.</p>
3.
4. 4.14 – Position descriptions for all staff members are maintained / We currently do not have updated position descriptions.
5.
6.
7.
8. 8.1.5 – Provides educational programs that emphasize self-assessment and personal responsibility for creating and improving relationships across differences. / While our programming is diverse in nature and our organizations are diverse in membership there is little diversity training completed by our staff with our students.
9.
10.

11.

12. 12.3 – CAP addresses security and back-up of data / We currently do not have a back-up system.

12.6.1 – Technology policies are clear, easy to understand, and available to all students / CAP currently does not communicate this information to our students.

12.6.2 – Instruction and training on how to use technology / We do not have a technology training plan, employees are on their own.

13.

14.

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Work Form B

Follow-Up Actions

INSTRUCTIONS:

The purpose of this work form is to begin the planning for action to be taken on practices judged to merit follow-up (Work Form A, Step Two). In the chart below, as *Step Three*, transfer short descriptions of the practices requiring follow-up and detail these items using the table format provided.

Step Three: Describe the current practice that requires change and actions to initiate the change

Practice Description	Corrective Action Sought	Task Assigned To	Timeline Due Dates
Grievance procedures are clearly defined and exist to settle disagreements regarding the continuity of leadership, budgeting procedures, and ethics violations by student leaders.	The Office of Student Affairs Programs will develop a plan of action using the new SFA Way ethics program and establish a procedure for ways to handle complaints and address concerns.	Michael Preston and Jonathan Elder	January 1, 2011
The institution has polices and procedures for providing advisors for student organization	Develop a guide for faculty advisors as well as a series of advisor trainings.	Jonathan Elder	January 1, 2011
There are training education, and development opportunities for students involved in student organizations	Develop both an online and live leadership development program.	Beverly Farmer, Jamie Bouldin	January 1, 2011
Position descriptions for all staff members are maintained.	Update job descriptions to better reflect current environment.	Michael Preston	September 30, 2010
Provides educational programs that emphasize self-assessment and personal responsibility for creating and improving relationships across differences.	Improve SAA and other trainings to include an inclusiveness and diversity training.	Amanda Horne	September 1, 2010
CAP addresses security and back-up of data	Procure a computer back-up system for all staff computers.	Michael Preston	September 1, 2010
Technology policies are clear, easy to understand, and available to all students	Utilize current policy to develop technology policies.	Beverly Farmer	September 1, 2010
Instruction and training on how to use technology	Develop a technology training series for employees.	Michael Preston	September 1, 2010

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Work Form C

Summary Action Plan

Step Four:

This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required. (Note: If using the electronic/CD version, text boxes will expand with typing.)

Part 1: Mission

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Part 2: Program

2.23 – Grievance procedures are clearly defined and exist to settle disagreements regarding the continuity of leadership, budgeting procedures, and ethics violations by student leaders / The Office of Student Affairs Programs will develop a plan of action using the new SFA Way ethics program and establish a procedure for ways to handle complaints and address concerns.

2.25 – The institution has polices and procedures for providing advisors for student organization / Develop a guide for faculty advisors as well as a series of advisor trainings.

2.26 – There are training education, and development opportunities for students involved in student organizations / Develop both an online and live leadership development program.

Part 3: Leadership

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Part 4: Human Resources

4.14 – Position descriptions for all staff members are maintained / We currently do not have updated position descriptions. / Update job descriptions to better reflect current environment.

Part 5: Ethics

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Part 6: Legal Responsibilities

--

Part 7: Equity and Access

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Part 8. Diversity

8.1.5 – Provides educational programs that emphasize self-assessment and personal responsibility for creating and improving relationships across differences. / Improve SAA and other trainings to include an inclusiveness and diversity training.

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Part 9: Organization and Management

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Part 10: Campus and External Relations

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Part 11: Financial Resources

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Part 12: Technology

12.3 – CAP addresses security and back-up of data / Procure a computer back-up system for all staff computers.

12.6.1 – Technology policies are clear, easy to understand, and available to all students / Utilize current policy to develop technology policies.

12.6.2 – Instruction and training on how to use technology / Develop a technology training series for employees.

Part 13: Facilities and Equipment

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Part 14: Assessment and Evaluation

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