

*Council for the Advancement of Standards  
in Higher Education*

CAS Self-Assessment Guide for  
**Student Leadership Programs**

One Dupont Circle, NW, Suite 300, Washington, D.C. 20036-1188

August 2009

**CAS**  
**Self-Assessment Guide**  
**Student Leadership Programs**  
 June 2009

**Part 1. Mission**

	<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
	Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated
<b>Criterion Measures</b>						<b>Rating</b>
1.1	SLP mission:					
1.1.1	is grounded in the belief that leadership can be learned					3
1.1.2	is based upon clearly stated principles, values and assumptions					3
1.1.3	utilizes multiple leadership theories, models and approaches - <b>The Freshman Leadership Academy utilizes <i>Exploring Leadership</i> by Komives, Lucas and McMahon. Lumberjack Leadership Academy has utilized Robert Greenleaf's Servant Leadership Model as well as <i>StrengthsQuest</i></b>					3
1.1.4	provides students with opportunities to develop a personal philosophy of leadership, including an understanding of self, others, and community, and acceptance of responsibilities inherent in community membership - <b>Our Lumberjack Leadership Academy students used what they learned in <i>StrengthsQuest</i> to develop their personal philosophy of leadership at our fall Ignite Retreat. They have also learned about their responsibility to the community through their Service Learning Projects. In addition, Omicron Delta Kappa's vast service opportunities provide our student leaders with a connection to needs in our community.</b>					4
1.1.5	promotes intentional student involvement and learning in varied leadership experiences - <b>Leader Lunches, Ignite Retreat, Reflection Retreat, Service Learning pitch process and execution</b>					3
1.1.6	acknowledges effective leadership behaviors and processes					2
1.1.7	is inclusive and accessible, by encouraging and seeking out underrepresented populations					3
1.2	SLP develops, disseminates, and regularly reviews its mission.					3
1.3	SLP implements its mission.					3
1.4	The mission statement is consistent with that of the host institution.					3
1.5	The mission statement is consistent with professional standards.					3
1.6	SLP incorporates learning and development outcome domains in the mission statement.					3
1.7	Student leadership development is an integral part of the institution's educational mission					4
1.8	SLP advocates for student involvement in institutional governance.					3

**Part 1: Mission Overview Questions**

A. What is the program mission?

**To introduce the servant leader model of leadership development to allow students to connect their personal leadership ethic and action more effectively.**

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

**The mission incorporates both the development of a personal leadership model/ethic as well as the introduction of the Servant Leadership Model to produce well-rounded student leaders.**

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

**The mission of SFA is: Stephen F. Austin State University is a comprehensive institution dedicated to excellence in teaching, research, scholarship, creative work and service. Through the personal attention of our faculty and staff, we engage our students in a learner-centered environment and offer opportunities to prepare for the challenges of living in the global community.**

**Part 2. Program**

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>Criterion Measures</b>		<b>Rating</b>
2.1	SLP promotes student learning and development outcomes that are purposeful and holistic	3
2.2	SLP promotes outcomes which prepare students for:	
2.2.1	satisfying and productive lifestyles	3
2.2.2	work	3
2.2.3	civic participation.	1
2.3	The program 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	2
2.3.2	cognitive complexity	2
2.3.3	intrapersonal development	3
2.3.4	interpersonal competence	3
2.3.5	humanitarianism and civic engagement	2

2.3.6	practical competence	
2.4	SLP creates opportunities for student learning and development, programs and services by exploring possibilities for collaboration with faculty members and other colleagues	1
2.5	SLP assesses relevant and desirable student learning and development outcomes and provides evidence of their impact on student learning and development	3
2.6	SLP articulates how it contributes to or supports student learning and development domains not specifically assessed.	3
2.7	SLP explores possibilities for collaboration with faculty members and other colleagues - Leader Lunch keynote speakers from faculty/community	1
2.8	SLP is:	
2.8.1	integrated into the life of the institution	2
2.8.2	intentional and coherent	3
2.8.3	guided by theories and knowledge of learning and development	3
2.8.4	reflective of developmental and demographic profiles of the student population	2
2.8.5	responsive to needs of individuals, diverse and special populations, and relevant constituencies.	3
2.9	SLP:	
2.9.1	is comprehensive in nature and provides opportunities for students to develop leadership knowledge and skills	3
2.9.2	Includes learning environments reflective of the institutional mission, organizational context, learning goals, and intended audience	3
2.9.3	has clear theoretical foundations and is based upon well-defined principles, values, and assumptions	3
2.9.4	facilitates students' self-awareness, capacity for collaboration, and ability to engage within multiple contexts while understanding diverse perspectives	3
2.10	SLP includes:	
2.10.1	opportunities for students to develop competencies in foundations of leadership, personal development, interpersonal development, and the development of groups, organizations, and systems.	3
2.10.2	multiple delivery formats, strategies, and contexts designed to meet developmental needs of participants across diverse contexts.	3
2.10.3	collaboration with campus and community partners - Service Learning Project partners our students in Lumberjack Leadership Academy with community agencies/partners, as well as faculty/staff representation at our Leader Lunches	3

## Part 2. Program Overview Questions

### A. What are the primary elements of the program?

Our student leadership programs consist of 1) Freshman Leadership Academy, two sections of the SFA 101 freshman seminar course taught by the dean and director of student affairs and geared toward freshmen who are motivated to become student leaders on our campus, 2) Lumberjack Leadership Academy, a year-long leadership development program for our upperclassmen, and 3) Omicron Delta Kappa, our leadership honor society for junior, senior, and graduate student leaders who have a 3.0 or higher GPA.

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

- Results from the SEE Leadership Conference
- Results from Ignite Retreat survey
- Results from ODK end-of-semester survey

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

- Results from the SEE Leadership Conference
- Results from Ignite Retreat survey
- Results from ODK end-of-semester survey
- Results from Leader Lunch surveys

### Part 3. Leadership

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures		Rating
3.1	SLP leaders:	
3.1.1	articulate a vision and mission for the program	3
3.1.2	set goals and objectives based on the needs of the population and desired student learning and development outcomes	2
3.1.3	advocate for the program	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	2
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	4
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	2
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 - <b>Jamie Bouldin is a member of the board of directors for Keep Nacogdoches Beautiful as well as a participant in the United Way fund allocation process; Sydni Mitchell, one of our student leaders, was recently chosen to be the student representative on the SFA Board of Regents.</b>	3
3.1.15	encourage and support scholarly contribution to the profession	4

3.1.16	integrate appropriate technologies into programs and services	2
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

### Part 3. Leadership Overview Questions

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

- Dr. Adam Peck, Dean of Student Affairs, holds a PhD from the University of Texas.
- Michael Preston, Director of Student Affairs, holds an M.S. from Southern Illinois University and is all-but-dissertation in his EdD program at Texas A&M University-Commerce.
- Jamie Bouldin, Assistant Director for Student Life, holds an M.S. from the University of Tennessee in College Student Personnel.

- Add in more information about qualifications

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

They are supported and encouraged by the university faculty, staff and leadership

C. How are program leaders accountable for their performance?

Through their annual performance reviews

D. What leadership practices best describe program leaders?

Servant leadership

### Part 4. Human Resources

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures		Rating
4.1	SLP is staffed adequately with personnel qualified to accomplish the mission and goals. - <b>Transcripts/resumes for staff – all but one has a master’s degree</b>	4
4.2	Procedures are in place for staff selection, training, and evaluation.	4
4.3	Expectations for supervision are set.	4
4.4	SLP provides professional development opportunities to improve the professional competence, leadership ability, and skills of all staff members. - <b>Conference attendance, ability to purchase books</b>	4
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.	4

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	4
4.8.2	are educated on how and when to refer those in need of additional assistance to a qualified staff member	4
4.8.3	have access to a supervisor for assistance in making judgments	4
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	SLP:	
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	SLP staff members receive training on policies and procedures related to the use of technology to store or access student records and institutional data.	3
4.12	SLP:	
4.12.1	ensures that personnel are trained in emergency procedures, crisis response, and prevention efforts - All staff goes through CPR and First Aid training, as well as most go through QPR training	4
4.12.2	ensures that prevention efforts address identification of threatening conduct or behavior of students, faculty members, staff, and others	3
4.12.3	has a system or procedures for responding to threatening situations, including but not limited to reporting to appropriate campus officials.	3
4.13	Salary levels and benefits are commensurate with those of comparable positions within the institution, similar institutions, and geographic area.	3
4.14	Position descriptions for all staff members are maintained.	3
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	SLP provides access to continuing and advanced education and professional development opportunities,	3
4.18	SLP staff as leadership educators are knowledgeable about learning theories and their implications for student development, program design, and assessment.	4

**Part 4. Human Resources Overview Questions**

A. What is the strategic plan for staffing the program?  
We are currently at full staff.

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

All staff members go through an annual performance review with the Director of Student Affairs and the Director of Student Activities.

**Part 5. Ethics**

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>Criterion Measures</b>		<b>Rating</b>
5.1	SLP has a statement of ethical practice that is published and reviewed periodically.	3
5.2	SLP 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.	3
5.7	SLP staff members:	
5.7.1	comply with the institution's human subjects research 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.	3
5.8	SLP promotional information is accurate and free of deception.	3
5.9	SLP 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
5.9.4	ensure that facilitators have appropriate training, experience, and credentials.	3

**Part 5. Ethics Overview Questions**

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

Our program has adopted the ACPA statement on Ethical Standards and Practices.

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

We limit access to student records to full-time staff who are trained to know what should remain confidential. If student employees have access to student records, it is only for specific reasons, such as eligibility for Omicron Delta Kappa.

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

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

All staff members go through Human Resources training upon hire, in addition to the ACPA Statement on Ethical Standards and Practices.

### Part 6. Legal Responsibilities

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures		Rating
6.1	SLP staff members:	
6.1.1	are knowledgeable about and responsive to laws and regulations relevant to their respective responsibilities.	3
6.1.2	inform users and officials of legal obligations and limitations associated with implementing the program.	3
6.2	SLP has written policies on all relevant operations, transactions, or tasks that have legal implications.	3
6.3	SLP 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	3
6.3.2	use reasonable and informed practices to limit the liability exposure of the institution and its personnel - Waivers for program participation	3
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 SLP staff members as needed to carry out assigned responsibilities. - Access to General Counsel's office	3
6.5	SLP staff members and students are informed in a systematic fashion about extraordinary or changing legal obligations and potential liabilities.	3
6.6	SLP uses copyrighted materials and instruments appropriately by obtaining permission or purchasing them.	3
6.7	SLP includes appropriate citations to reference copyrighted material	3

### Part 6. Legal Responsibilities Overview Questions

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

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

We have open access to ask the General Counsel's office for advice and help.

**Part 7. Equity and Access**

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>Criterion Measures</b>		<b>Rating</b>
7.1	SLP 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.	3
7.3	SLP:	
	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 delivery.	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?

All our programs are open to students of any race, creed and gender, and we actively recruit from areas we feel are not fairly represented through collaboration with staff in other areas with access to those populations.

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?

We follow the polices set forth by Stephen F. Austin State University. Our staff is not large enough to develop a diversity staffing plan.

**Part 8. Diversity**

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>Criterion Measures</b>		<b>Rating</b>
8.1	SLP:	
8.1.1	nurtures environments that are welcoming to and bring together persons of diverse backgrounds	2
8.1.2	promotes an environment characterized by open communication that deepens understanding of identity, culture, and heritage	3
8.1.3	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
8.2	SLP:	
8.2.1	recognizes the influences of social identity on personal and organizational leadership	3
8.2.2	examines the influence of social identities, multiple identities, and other aspects of development within different contexts	2
8.2.3	develops multicultural awareness, knowledge and skills	3

### **Part 8. Diversity Overview Questions**

A. In what ways does the program nurture diversity?

Our program is geared toward students being exposed to citizens from a number of cultural backgrounds. These events include MLK Day of Service and Alternative Spring Break. The effort being made by our volunteer program is focused on students investigating the root causes of social issues and finding permanent solutions. This can only happen through exposure and understanding of cultural diversity.

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

The diversity of our program offerings allow students with diverse backgrounds to be challenged collectively. Our volunteer program selection is also based on providing students with diverse opportunities and this in-turn allows for our program to reach diverse populations from families and children to the homeless and students with intellectual disabilities our students are exposed to an array of populations they would normally avoid and stereotypes are diminished.

### **Part 9. Organization and Management**

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures		Rating
9.1	SLP is structured purposely.	3
9.2	SLP is managed effectively.	3
9.3	Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.	2
9.4	Websites are monitored to ensure currency, accuracy, appropriate references, and accessibility.	3
9.5	SLP 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	procedures for decision-making and conflict resolution	3
9.5.4	systems of accountability and evaluation	3
9.5.5	processes for recognition and award.	3
9.6	SLP 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 Office of Student Affairs Programs maintains oversight of this program and it is governed by the policies and procedures maintained by Stephen F. Austin State University and the State of Texas.

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

The program is coordinated by an assistant director level employee who is supervised by a director who reports directly to the Student Affairs Dean. This allows for the workflow to both follow a direct channel to a high level administrator but also ensures that all programs are reviewed and managed at multiple levels.

### Part 10. Campus and External Relations

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures		Rating
10.1	SLP 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
10.1.4	seek additional staff and financial resources when appropriate	4
10.2	SLP has:	
10.2.1	procedures and guidelines consistent with institutional policy for responding to	4

	threats, emergencies, and crisis situations	
10.2.2	systems and procedures for disseminating timely and accurate information to students and other members of the campus community during emergency situations	4
10.2.3	procedures and guidelines consistent with institutional policy for communicating with the media.	4

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

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

We have a working relationship with the United Way of Nacogdoches, a number of academic departments, Nacogdoches Independent School District and many community non-profits.

B. What evidence confirms effective relationships with program constituents?

We have grown our opportunities for students by expanding our volunteer offerings. Nacogdoches ISD is a new partner and was key to our MLK Day of Service. We have also begun working with a number of junior colleges to place students in volunteer activities in cities throughout East Texas.

**Part 11. Financial Resources**

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>Criterion Measures</b>		<b>Rating</b>
11.1	SLP has adequate funding to accomplish its mission and goals.	2
11.2	SLP demonstrates fiscal responsibility and cost-effectiveness consistent with institutional protocols.	4
11.3	An analysis of expenditures, external and internal resources, and impact on the campus community is completed before:	
11.3.1	establishing funding priorities	3
11.3.2	making significant changes.	3
11.4	SLP demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.	3

**Part 11. Financial Resources Overview Questions**

A. What is the funding strategy for the program?

The program is funded by the SFA Student Service Fee Allocation process.

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

The budget has never been overdrawn and has been audited by our audit services annually to ensure proper stewardship.

**Part 12. Technology**

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>Criterion Measures</b>		<b>Rating</b>
12.1	SLP 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 legal requirements.	3
12.3	SLP addresses security and back up of data.	1
12.4	SLP chooses technology that facilitates student learning and development and reflects current best pedagogical practices.	3
12.5	Technology as well as workstations and computer labs are accessible to all students, including persons with disabilities.	3
12.6	SLP provides access to:	
12.6.1	technology policies that are clear, easy to understand, and available to all students	2
12.6.2	instruction or training on how to use the technology	2
12.6.3	information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks.	3
12.7	Student violations of technology are addressed in student disciplinary procedures.	3
12.8	A referral support system is available for students who experience negative emotional or psychological consequences from the use of technology.	3

### Part 12. Technology Overview Questions

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

We use the SFA technology inventory for physical upkeep and are part of the University Affairs technical support system for all other updates and maintenance.

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

We have posted assessable forms and information on our website at [www.sfasu.edu/studentaffairs](http://www.sfasu.edu/studentaffairs) and maintain a good relationship with our office of disability services for any requested accommodations.

### Part 13. Facilities and Equipment

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>Criterion Measures</b>		<b>Rating</b>
13.1	SLP has adequate facilities and equipment to support its mission and goals.	3
13.2	SLP facilities and equipment:	
13.2.1	are evaluated regularly	3
13.2.2	are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users	3

13.2.3	provide for security of records to ensure confidentiality of sensitive information	4
13.3	SLP staff members:	
13.3.1	have the ability to adequately secure their work	4
13.3.2	have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities	4
13.3.3	have access to private space for counseling	NR
13.3.4	are trained in safety and emergency procedures for securing and vacating the facilities.	4
13.4	The location and layout is sensitive to the special needs of persons with disabilities.	4
13.5	Expenses related to regular maintenance and life cycle costs are taken into account if capital equipment is acquired.	4

### Part 13. Facilities and Equipment Overview Questions

A. How are facilities and equipment inventoried and maintained?

All inventory is maintained by the university inventory system. Computers are rotated every four years to make sure we are current in our technology.

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?

Each year we conduct an inventory to show our equipment is where it should be, we have a safety audit conducted each year. All of these are confirmed by a third party.

### Part 14. Assessment and Evaluation

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures		Rating
14.1	SLP 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	SLP conducts regular assessment and evaluations.	3
14.3	SLP 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 relevant constituencies.	3
14.5	SLP 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.	3

**Part 14. Assessment and Evaluation Overview Questions**

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

We conduct an assessment program including direct and indirect measures. These assessment methods are connected to our division learning outcomes. We utilize Student Voice in our assessment as a reliable, online assessment tool.

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

Outcomes are developed by reviewing national best practices and blending them with the university strategic plan and divisional learning outcomes. We then analyze the results using our comprehensive assessment portfolio developed by the dean of student affairs office.

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

See above

# 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		1.1.4, 1.7	
2	Program			2.2.3, 2.4, 2.6
3	Leadership		3.1.9, 3.1.15	
4	Human Resources		4.1, 4.2, 4.3, 4.4, 4.5, 4.5.1, 4.8.3, 4.12.1, 4.15, 4.18	
5	Ethics		5.5	
6	Legal Responsibilities			
7	Equity and Access			
8	Diversity			
9	Organization and Management			
10	Campus and External Relations		10.1.1, 10.1.4, 10.2.1, 10.2.2, 10.2.3	

11	Financial Resources		11.2	
12	Technology			12.3
13	Facilities and Equipment		13.2.3, 13.3.1, 13.3.2, 13.3.4, 13.4, 13.5	
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.
2.
2.2.3 – Civic Participation / Students who participated in our program rates civic engagement as their lowest rated outcome.
2.4 - SLP creates opportunities for student learning and development, programs and services by exploring possibilities for collaboration with faculty members and other colleagues / There are few opportunities for interaction with faculty and the contact they do have is cosmetic at best.
2.6 - SLP explores possibilities for collaboration with faculty members and other colleagues - Leader Lunch keynote speakers from faculty/community / Our faculty are not utilized for this purpose.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
12.3 - SLP addresses security and back up of data. / Data is not currently backed-up
13.
14.



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# CAS

## 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**

**Part 2: Program**

2.2.3 – Civic Participation / Integrate civic education into all leadership development materials.

2.4 - SLP creates opportunities for student learning and development, programs and services by exploring possibilities for collaboration with faculty members and other colleagues / Look for opportunities to team with classroom environments to pair volunteer projects. Also encourage students to enroll in the leadership minor.

2.6 - SLP explores possibilities for collaboration with faculty members and other colleagues - Leader Lunch keynote speakers from faculty/community / Utilize faculty for the ODK leadership conference and brown bag leadership series.

**Part 3: Leadership**

**Part 4: Human Resources**

**Part 5: Ethics**

**Part 6: Legal Responsibilities**

**Part 7: Equity and Access**

**Part 8. Diversity**

**Part 9: Organization and Management**

**Part 10: Campus and External Relations**

**Part 11: Financial Resources**

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**Part 12: Technology**

12.3 - SLP addresses security and back up of data. / Get a back-up system placed on all leadership computers
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**Part 13: Facilities and Equipment**

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**Part 14: Assessment and Evaluation**

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