Campus Activities Program
***CAS* Self-Assessment**
2008-2010 Assessment Period

Prepared for:
The Center for Student Involvement

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The Division of Student Affairs ascribes to The Council for the
Advancement of Standards in Higher Education (CAS) Professional Standards of
Higher Education. In keeping to these standards, an assessment (program
evaluation) plan has been developed within Student Affairs that allows for, at
minimum, one department/program area to be reviewed annually.

The CAS Self-assessment was administered to assess the Campus
Activities Program (CAP) within the Center for Student Involvement (CSI),
formerly known as the Student Activities Program, in both the 2008-2009 and
2009-10 academic years.

In May 2009 the CAP Assessment Team (see Appendix A for a list of
Assessment Team Members) was convened to begin the assessment process.
The Mission section of the self-assessment was completed as a team and each
team member identified the areas of interest to evaluate. As a result of the late
start in beginning the evaluation process, the team was unable to complete a full
evaluation of the program before the end of the academic year. Team members,
however, agreed to reconvene in the 2009-10 academic year to complete the
review.

In February 2010, the Team was asked to reconvene but as a result of
unforeseen circumstances, many of the team members were unable to continue
to participate in the evaluation process and a new Team was convened (see
Appendix A for a list of the new Team members).

The Team members were split into three break out groups and assigned
to evaluate specific components of the CAP (see Appendix B for a list of break

out groups and assignments). Groups 1 and 3 completed the evaluations of the assigned components. Group 2 did not conduct the evaluations. When asked whether or not Group 2 would be completing the CAP evaluations, it was mentioned that since the Center for Student Involvement was undergoing a transition and reorganization, the group felt it did not make sense to continue the evaluation process, especially when a major component of the program (Eastern Student Entertainment) was moving to another unit within Student Affairs. As a result, the evaluation of the Campus Activities Program was postponed.

The evaluations that were completed for both the 2008-09 and 2009-10 academic years were compiled and entered into the CAP Self-Assessment Guide for the Campus Activities Program. As a result of the postponement of the evaluation, an analysis of the evaluation was not conducted. The Self-Assessment will be forwarded to the Center for Student Involvement for review as the information may assist in the reorganization and future program development/enhancement.

Campus Activities Program

Part 1: MISSION

The purpose of the Campus Activities Program (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.

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

Campus activities programs 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	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 1. MISSION *(Criterion Measures) Comments in **bold** were identified by teams.*	Rating Scale
1.1 The program offers activities that improve student cooperation and leadership. **Incorporate identified old information into the new mission**	ND 1 2 **3** 4 NR
1.2 The program prepares students to be responsible advocates and citizens. **Feel it is an outcome**	ND 1 2 3 4 **NR**
1.3 The program complements the institution's academic programs.	ND 1 2 **3** 4 NR
1.4 A program mission and goals statement exists is and is reviewed periodically. **Goals need to be identified**	ND 1 **2** 3 4 NR

1.5 Student learning, development, and educational experiences are incorporated in the mission statement.	ND 1 2 **3** 4 NR
1.6 The mission is consistent with that of the host institution and the CAS standards.	ND 1 2 **3** 4 NR
1.7 The program functions as an integral part of the host institution's overall mission.	ND 1 2 **3** 4 NR
1.8 The stated mission and goals are used to guide implementation of the program and activities. **Missing goals and objectives. Question is a circular.**	ND 1 2 3 4 **NR**
1.9 The program goals are disseminated on a regular basis. **Missing goals and objectives. Question is a circular.**	ND 1 2 3 4 **NR**
1.10 Program goals and objectives are consistent with the CAS Standards in this document. **Need to develop goals and objectives**	ND 1 2 3 4 **NR**
1.11 The program provides opportunities for students to:	
1.11a participate in co-curricular activities	ND 1 2 **3** 4 NR
1.11b participate in campus governance **Reword to include leadership and governance. There does not appear to be any oversight with teeth.**	ND **1** 2 3 4 NR
1.11c advocate for their organization and interests **List of objectives/goals need to be developed in order to rate.**	ND 1 2 3 4 **NR**
1.11d develop leadership abilities **Through personal leadership with identified revisions**	ND 1 **2** 3 4 NR
1.11e develop health interpersonal relationships	ND 1 2 **3** 4 NR
1.11f use leisure time purposefully	ND 1 2 **3** 4 NR
1.11g develop ethical decision-making skills **With leadership statement**	ND 1 **2** 3 4 NR

Part 1: Mission Overview Questions

A. What is the program mission?

> The program mission of the Center for Student Involvement is to develop and manage a comprehensive campus involvement program. The Center for Student Involvement is dedicated to providing and promoting social, cultural, intellectual, recreational, entertaining, and co-curricular programs/activities that encourage learning through involvement.

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

> By providing and promoting high-quality liberal arts and professional programs through involvement.

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

> It provides learning through involvement that directly supports EOU's commitment to high-quality liberal arts and professional programs with an aim toward interconnecting the University and community.

Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. The Campus Activities Program (CAP) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

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

The CAP must provide evidence of its impact on the achievement of student learning and development outcomes.

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

Desirable Student Learning and Development Outcomes	Examples of Achievement
Leadership Development	Understands that leadership is a process rather than a position; Acknowledges that leadership is relationship-oriented; Understands that everyone has a leadership capacity and that styles vary; Engages in the leadership process; Is identified by others as a capable leader; Relates insights to the application of the leadership process; Recognizes the ethical components of leadership; Acknowledges that leadership behaviors depend upon context; Articulates leadership philosophy as it evolves; Comprehends and responds to group dynamics; Encourages group members to be engaged in serving the group; Engages in community building; Challenges inappropriate authority
Meaningful Interpersonal Relationships	Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with students, faculty and staff members, friends, and colleagues; Listens to and reflects upon others' points of view; Treats others with respect
Collaboration	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Contributes as an active member of an organization; Exhibits effective listening skills
Social Responsibility	Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities and understands the

	importance of civic engagement
Effective Communication	Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances
Enhanced Self-Esteem	Shows self respect and respect for others; Initiates actions towards achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others
Realistic Self-Appraisal	Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences
Clarified Values	Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work, and lifestyle values and explains how they influence decision- making
Satisfying and Productive Lifestyles	Achieves balance between education, work, and unstructured free time; Articulates and meets goals for work, leisure, and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual, and moral values; Articulates long-term goals and objectives
Appreciating Diversity	Understands one's own identity and culture; Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Implements multicultural programs; Articulates the advantages and challenges of a diverse society; Appropriately challenges the abusive use of stereotypes by others; Understands the impact of diversity on one's own society
Independence	Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively
Intellectual Growth	Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences; Makes connections between campus involvement and curricular studies
Personal and Educational Goals	Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and educational goals on others; Obtains a degree or credential
Career Choices	Articulates career choices based on assessment of interests, values, skills, and abilities; Documents knowledge, skills, and accomplishments resulting from education, work, organization, community service, and volunteer experiences; Makes the

	connections between classroom and out-of-classroom learning; Can construct a resume incorporating skills and accomplishments including skills gained from co-curricular involvement; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education
Healthy Behavior	Chooses behaviors and environments that promote health and reduce risk; Articulates the relationship between health and wellness and accomplishing life-long goals; Exhibits behaviors that advance a healthy community
Spiritual Awareness	Develops and articulates personal belief system; Seeks to understand the belief systems of others; Understands the role of spirituality in personal and group values and behaviors

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

CAPs must be comprehensive and reflect and promote the diversity of student interests and needs, allowing especially for the achievement of a sense of self-esteem and community pride.

A comprehensive CAP program should include offerings that vary in type, size, scheduling, and cost.

The CAP must be of broad scope, inclusive of all educational domains for student learning and development.

Programs should include activities that:
- complement classroom instruction and academic learning
- offer instruction and experience in leadership and working in groups
- promote physical and psychosocial well-being
- promote understanding of and interaction with people of one's own culture and other cultures
- foster meaningful interactions between students and members of the faculty, staff, and administration
- build specific group communities and identity with the campus community

The CAP must offer and encourage student participation in student-led campus activities.

Additional encouragement can come from club advisors, faculty, staff, parents, peers, administrators, and others.

The CAP should create environments in which students can:

- explore activities in individual and group settings for self-understanding and growth
- learn about diverse cultures and experiences
- explore ideas and issues through the arts
- design and implement programs to enhance social, cultural, multicultural, social justice, intellectual, recreational, service, and campus governance involvement

- comprehend institutional policies and procedures and their relationship to individual and group interests and activities
- learn of and use campus facilities and other resources
- plan, market, implement, and assess programs

The CAP should enhance the retention and graduation of students and strengthen campus and community relations. Programs and events should be planned and implemented collaboratively by students, professional staff, and faculty.

CAP must ensure that the institution has a policy for the registration and recognition of student organizations.

The CAP must include these fundamental functions: implementing campus programs that add vibrancy to the campus, advising student organizations that implement programs or services, advising student governing organizations, ensuring the proper and efficient stewardship of funds including the student activity fee and institutional allocation, and implementing training, development, and educational opportunities.

Programs may evolve from the CAP office or from student organizations and student governing bodies and should add richness to the institution and its integral functions. The CAP should strive to build student institutional loyalty and allegiance while promoting citizenship and civility.

Student and student organizations' awards programs should be based on fair and equitable criteria.

These functions may be achieved directly or in collaboration or consultation with other campus entities.

Programs sponsored by the CAP must be produced and promoted according to professional and institutional practices and protocols.

Promotion methods the CAP may use include the creation and dissemination, either in print or on-line, of activities calendars, organizational directories, student handbooks, and programming and financial management guides.

Entertainment programs should:
- reflect the values stated in the institution and CAP mission statements
- maintain admission fees at levels that encourage widespread student attendance
- implement hospitality requirements that prohibit the provision of alcohol to entertainers where appropriate
- include a constituency-based advisory system for activities planning, implementation, and evaluation, to ensure coordination within the larger campus academic calendar

Contracts must be signed by an appropriate authority identified by institutional policies and procedures.

The CAP should provide guidance and training that enables students to recruit, negotiate with, and select performers.

Advising
The CAP must provide effective administrative support for student organizations. Every student organization must have an advisor. The criteria for who may serve

as an advisor and the role and responsibilities of advisors must be defined by the institution.

Responsibilities of advisors can include attending organization meetings, meeting with organization officers as a group or individually, overseeing budget and financial transactions, serving as an advocate for the organization, serving as a liaison between the institution and students, assisting the organization in problem-solving, and overseeing the election and/or appointment of new officers. Advising can take place through face-to-face meetings or via telephone, email, instant messaging, or other communication methods.

Advisors should be institutional faculty, staff, or graduate student employees.

Advisors must be knowledgeable of legal issues and institutional policies especially regarding risk management.

The CAP must provide information and training opportunities for advisors.

CAP staff should be available to provide oversight and to consult and problem-solve with advisors. Advisors who volunteer their time should be recognized by the institution for their contributions.

Advisors should:
- be knowledgeable of student development theory and philosophy to appropriately support students and also to encourage learning and development.
- have adaptive advising styles in order to be able to work with students with a variety of skill and knowledge levels
- have interest in the students involved in the organization
- have expertise in the topic for which the student group is engaged
- understand organizational development processes and team building

Student Governance
Student governance groups must have a written mission, purpose, and process for continuity of leadership that is regularly reviewed. Criteria for student involvement must be clear, widely publicized, easily accessible, and consistently followed. Budgeting and fiscal procedures must be clearly defined and must follow all applicable laws. Clearly defined grievance procedures must exist to settle disagreements regarding continuity of leadership, budgeting procedures, and ethics violations by student leaders.

Student governance groups could include undergraduate and graduate student government associations, residence hall associations, campus center governing boards, sports club councils, fraternity and sorority governance councils, media boards, and college councils.

Student governance groups must be encouraged to operate in accordance with institutional values, mission, and policies, and be informed of possible consequences for failure to do so.

Student governance groups may conduct a wide variety of activities and services, including executive, judicial, legislative, business or service functions, and educational or entertainment programming.

Institutions must have policies and procedures for providing an advisor to student governance organizations.

Training, Education, and Development
The CAP must ensure that there is training, education, and development opportunities for students involved in student organizations.

Many CAPs are responsible for the training, education, and development of students who are involved in student organizations. As outlined in the CAS Standards for Student Leadership Programs, training involves those activities designed to prepare students to assume leadership positions, improve performance of the individual in the role presently occupied, and enhance participants' knowledge and understanding of specific leadership theories, concepts, models, and institutional policies and procedures needed to work effectively. Successful developmental opportunities often occur in an environment that empowers students to mature and develop toward greater levels of leadership complexity.

CAP training, education, and development activities must be delivered by a diverse range of faculty, students, and staff, using diverse pedagogies, and take place in a variety of ways.

Training, education, and development activities may take the form of retreats; one-on-one conversations; manuals, handbooks, and other publications; workshops and conferences; seminars; mentoring; and for-credit courses.

CAP training, education, and development opportunities must take into account differing student developmental levels.

Students should be trained in leadership concepts and skills, organizational development, ethical behavior, and other skills particular to distinctive programming requirements, such as contracting for entertainment.

Additional information on leadership programs for students can be found in the CAS Student Leadership Programs standards and guidelines.

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

PART 2. PROGRAM *(Criterion Measures) Comments in **bold** were identified by teams.*	Rating Scale
2.1 The CAP promotes student learning and development that is purposeful and holistic, consisting of the curriculum and co-curriculum.	ND 1 2 3 4 NR
2.2 The program has identified student learning and development outcomes that are relevant to its purpose.	ND 1 2 3 4 NR
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.	ND 1 2 3 4 NR
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked	ND 1 2 3 4 NR
List student learning and/or developmental outcomes in spaces provided 2.4.1 ☐ Leadership Development	ND 1 2 3 4 NR

2.4.2	☐	Meaningful Interpersonal Relationships	ND 1 2 3 4 NR
2.4.3	☐	Collaboration	ND 1 2 3 4 NR
2.4.4	☐	Social Responsibility	ND 1 2 3 4 NR
2.4.5	☐	Effective Communication	ND 1 2 3 4 NR
2.4.6	☐	Enhanced Self-Esteem	ND 1 2 3 4 NR
2.4.7	☐	Realistic Self-Appraisal	ND 1 2 3 4 NR
2.4.8	☐	Clarified Values	ND 1 2 3 4 NR
2.4.9	☐	Satisfying and Productive Lifestyles	ND 1 2 3 4 NR
2.4.10	☐	Appreciating Diversity	ND 1 2 3 4 NR
2.4.11	☐	Independence	ND 1 2 3 4 NR
2.4.12	☐	Intellectual Growth	ND 1 2 3 4 NR
2.4.13	☐	Personal and Educational Goals	ND 1 2 3 4 NR
2.4.14	☐	Career Choices	ND 1 2 3 4 NR

2.4.15 ☐ Healthy Behavior	ND 1 2 3 4 NR
2.4.16 ☐ Spiritual Awareness	ND 1 2 3 4 NR
2.5 Program offerings are intentional, coherent, and based on theories of learning and human development.	ND 1 2 3 4 NR
2.6 Program offerings are designed to meet the needs of relevant student populations and communities.	ND 1 2 3 4 NR
2.7 The program is reflective of developmental and demographic profiles of the students served.	ND 1 2 3 4 NR
2.8 The program is comprehensive in nature, promoting the diversity of student interests and needs.	ND 1 2 3 4 NR
2.9 The program fosters the achievement of a sense of self-esteem and community pride in its participants.	ND 1 2 3 4 NR
2.10 The program is inclusive of all educational domains for student learning and development.	ND 1 2 3 4 NR
2.11 The program encourages student participation in student-led campus activities.	ND 1 2 3 4 NR
2.12 The institution has a policy for registration and recognition of student organizations.	ND 1 2 3 4 NR
2.13 The program includes these functions:	
2.13a implementing campus programs	ND 1 2 3 4 NR
2.13b advising student programming or service organizations	ND 1 2 3 4 NR
2.13c advising student governing organizations	ND 1 2 3 4 NR
2.13d ensuring appropriate stewardship of all related funds	ND 1 2 3 4 NR
2.13e implementing training opportunities	ND 1 2 3 4 NR
2.13f implementing development opportunities for students	ND 1 2 3 4 NR
2.13g implementing educational opportunities	ND 1 2 3 4 NR
2.14 Sponsored programs are produced and promoted according to professional and institutional practices and protocols.	ND 1 2 3 4 NR

2.15 Institutional policies and procedures specify who has authority to enter into contracts.	ND 1 2 3 4 NR
2.16 Contracts are signed by individuals with appropriate authority.	ND 1 2 3 4 NR
2.17 The program includes these functions related to advising:	
2.17a effective administrative support for student organizations	ND 1 2 3 4 NR
2.17b definition of criteria for who may serve as an advisor	ND 1 2 3 4 NR
2.17c definition of role and responsibilities of advisors	ND 1 2 3 4 NR
2.17d assurance that every student organization has an advisor	ND 1 2 3 4 NR
2.17e advisors who are knowledgeable about legal issues and institutional policies	ND 1 2 3 4 NR
2.17f provision of information and training opportunities for advisors	ND 1 2 3 4 NR
2.18 The program includes these functions related to student governance:	
2.18a assurance that student governance groups have a written mission, purpose, and process for continuity of leadership	ND 1 2 3 4 NR
2.18b process for regular review of student governance guiding documents	ND 1 2 3 4 NR
2.18c encouragement to groups to operate in accordance with institutional values, mission, and policies	ND 1 2 3 4 NR
2.18d process for informing groups of consequences for failure to act in accordance with institutional expectations	ND 1 2 3 4 NR
2.19 The program includes these functions related to training, education, and development:	
2.19a assurance that training, education, and development opportunities exist for students involved in organizations	ND 1 2 3 4 NR
2.19b opportunities are delivered by a diverse range of individuals, using diverse pedagogies and approaches	ND 1 2 3 4 NR
2.19c opportunities reflect differing developmental levels of participants	ND 1 2 3 4 NR

Part 2: Program Overview Questions

A. What are the primary elements of the program?

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

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

Part 3: LEADERSHIP

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

CAP leaders must exercise authority over resources for which they are responsible to achieve their respective missions.

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

Because of their frequent and informal interactions with students, CAP leaders must model ethical and professional behavior.

CAP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

CAP leaders must promote campus environments that result in multiple opportunities for student learning and development.

These opportunities could include activities boards; student governance bodies; academic, performance, cultural, arts, religious, recreational, and special interest organizations; program boards, theatrical productions, and media boards.

CAP leaders must continuously improve programs and services in response to changing needs of students and other constituents and evolving institutional priorities.

The CAP should be aware of the institutional strategic plan and be ready to respond to contemporary conditions and emergency preparedness. These conditions could include response to natural disasters, celebrations of notable achievements, and the changing nature of the student population.

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

PART 3. LEADERSHIP *(Criterion Measures) Comments in **bold** were identified by teams.*	Rating Scales
3.1 The host institution has selected, positioned, and empowered a program leader.	ND 1 2 3 **4** NR
3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials. - **Need other resumes of CAP individuals (only available for S. Jenkins)** - **Additional documentation needed (Robin and Hailey's resume)**	ND **1** 2 3 4 NR
3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.	ND 1 **2** 3 4 NR
3.4 Clearly defined leader accountability expectations are in place. - **Need additional information for leadership, student relations, etc**. - **Need job descriptions for positions evaluated**	ND 1 2 3 4 **NR**
3.5 Leader performance is fairly assessed on a regular basis.	ND 1 2 3 **4** NR
3.6 The leader exercises authority over program resources and uses them effectively. - **Need further documentation**	ND 1 **2** 3 4 NR
3.7 The program leader: 3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served - **Mission, leadership model, advisor role needs to be updated on the web** - **Scarf reports or other student demographic information?** - **No current CSI Mission**	ND **1** 2 3 4 NR
3.7b prescribes and practices appropriate ethical behavior - **Not certain how to fully determine** - **Definitions?** - **Staff evals could be used to satisfy w/ personal information redacted**	ND 1 2 3 4 **NR**
3.7c recruits, selects, supervises, instructs, and coordinates staff members - **no position description for classified and unclassified staff**	ND 1 2 **3** 4 NR
3.7d manages fiscal, physical, and human resources effectively - **unknown what documentation would be reviewed to document**	ND 1 **2** 3 4 NR
3.7e applies effective practices to educational and administrative processes **Missing processes/practices to follow**	ND 1 2 3 4 **NR**
3.7f communicates effectively and initiates collaborations with individuals and	ND 1 2 **3** 4 NR

agencies to enhance program functions.
   - **personal knowledge of ODS/OHSU potential collaboration**
   - web page information not complete	

3.8 The leaders model ethical and professional behavior.
   - **Documentation?**
   - **Staff evals could be used to satisfy (personal information redacted)**
	ND 1 2 3 4 NR

3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement. - **list of possible inhibition of goals needed**	ND 1 2 3 4 NR
3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.	ND 1 2 3 4 NR
3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities. **- updates to website and job descriptions need to reflect current student(s)**	ND 1 2 3 4 NR

Part 3: Leadership Overview Questions

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

- Met position description required degrees, licenses, etc., as noted by resume/cv for Stephen Jenkins
- Need additional information for others under CAP (student leadership, student relations, unclassified staff, etc.)
- Well qualified as outlined in position descriptions.
- Due to missing resumes for 6, Robin and Hailey, evaluator unable to fully evaluate if our leaders are qualified for their positions.

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

- Uncertain as program mission unavailable
- Uncertain as additional information needed
- Leadership seems empowered to accomplish mission.
- Seem to have authority to make decisions and encouraged to make recommendations.
- Program leaders are able to accomplish the mission by training and support from the students through the leadership seminars. Also, involving more community groups.

C. How are program leaders accountable for their performance?

- Appears they are accountable for performance by performance appraisals
- Yearly evaluations. Unsure who gives input into the evaluations (i.e., students, stakeholders, etc.).
- Through frequent and comprehensive evaluation, leaders can be held accountable for their actions.

D. What leadership practices best describe program leaders?

- Per website documentation, appears program leader's function as administrative support in addition to promotion of leadership development.
- Specific formal practices are unknown, based on evidence.
- Update "leadership model" webpage?
- Inclusiveness of campus stakeholders in evaluation of programs reveals efforts by Leadership to provide transparency.
- Respectful advocates for change, encouraging to new and returning students are some of the practices currently in place by program leaders.

Additional:
- The inclusion of the Division of Student Affairs employee flowchart would be helpful.
- Are position descriptions updated when the supervisor changes or is that handled by the current performance evaluation? If the position description needs to be updated, Stephen Jenkins still has Mike Daugherty as supervisor.

Part 4: ORGANIZATION and MANAGEMENT

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

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

The CAP may be organized as an autonomous unit or may be organized in the same unit as the campus union or other programming units.

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

PART 4. ORGANIZATION AND ADMINISTRATION *(Criterion Measures)* *Comments in **bold** below were identified by teams.*	Rating Scale
	ND 1 2 **3** 4 NR
4.1 The program is structured purposefully and managed effectively.	
	ND **1** 2 3 4 NR

4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.
    - **need positions for leadership, student relations, classified, etc.**
    - **unclear expectations, policies and procedures**	

	ND 1 **2** 3 4 NR
4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems. - **see comments above**	
	ND 1 **2** 3 4 NR
4.3 Channels are in place for regular review of administrative policies and procedures. - **Need review procedure outline**	

Part 4: Organization and Management Overview Questions

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

- Need additional information – uncertain if structure enables or restrains program without discussion with CAP personnel, or prior program reviews.
- Clearly defined organization chart for division that reflect channels of authority.
- Accessible policies for classified and unclassified employees
- The structures that define the program are the employee positions and how they serve the students.
- Structure that enables the program is the constitution for HUB Advisory Board.
- Restraint could come from the lack of written/enforced policy and procedure.

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

- Solid line of reporting
- Appears well developed position descriptions (just need copies)

- Fully developed recruitment/employment protocols
- Fully developed student supervisor instructions
- CAS Review of CAP
- Employee evaluations
- The Student Handbook provided by CSI is a great start. However, most policies included are vague and leaves from for negotiation; such as, contract processes, posting policy enforcement and budgetary policies and procedures.

Part 5: HUMAN RESOURCES

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

Appropriate continuous training opportunities should be offered for all CAP staff members. This can include training in leadership, organizational planning, diversity, ethical decision making, and communication skills. Staff members should seek to enhance their resourcefulness, empathy, creativity, and openness to serving diverse student populations. Staff members should also seek to increase their knowledge of current issues. Training and development opportunities could be achieved through participation with professional organizations.

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

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

Relevant fields may include college student affairs, higher education administration, organizational development, or other related programs. Graduate studies should include courses in the behavioral sciences, management, recreation, student affairs, student development, and research techniques. The CAP may require particular training and experience appropriate to serving distinct campus populations and specialized campus or community needs.

The primary functions of full-time professional staff members may include the administration and coordination of campus activities programs; assessment of student interests and needs; planning, implementing, and evaluating programs with students; assisting student organizations in planning and implementing their programs; advising student groups; advising student governance organizations; and providing training, education, and development opportunities for students and advisors involved in student organizations.

Additional qualifications of campus activities staff members should include:
- ability to collaborate with faculty members, administrators, staff colleagues, students, and all other constituencies
- capacity to interpret or advocate student concerns and interests to the campus community
- expertise in the development of students
- ability to create and deliver programs, activities, and services to students and to student groups
- experience in promoting student leadership

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- capability of serving as a role model for ethical behavior
- commitment to professional and personal development
- knowledge of group dynamics and ability to work effectively with groups
- ability to supervise a variety of staff including students, support staff, and professional staff
- knowledge of contracting procedures and contract negotiations
- skills in working with agents and performers
- experience in effectively managing budgets
- appropriate expertise in the use of technology
- ability to supervise student staff members
- balance the role of student advocate and the interest of the institution

At least one professional staff member should be assigned responsibility for campus activities programs.

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

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Thorough training should be provided for student employees and volunteers to enable them to carry out their duties and responsibilities and to enhance their personal experiences with campus activities programs.

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

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

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

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

The CAP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-

service training programs and participation in professional conferences and workshops.

Joint staff development efforts should be encouraged with colleagues in allied programs such as recreational sports, residence hall programming, and special programs for international students and students from traditionally under-represented groups.

Identification of staff with authority to enter into binding contracts must be made by the institution and clearly disseminated and explained to students and advisors.

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

PART 5. HUMAN RESOURCES *(Criterion Measures)* *Comments in **bold below** were identified by teams.*	Rating Scale
	ND 1 2 **3** 4 NR
5.1 The program is staffed adequately with personnel qualified to accomplish its mission.	
	ND 1 2 **3** 4 NR
5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.	
	ND 1 2 **3** 4 NR
5.3 The program strives to improve the professional competence and skills of all staff members.	
	ND 1 2 3 **4** NR
5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.	
	ND 1 2 **3** 4 NR
5.5 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.	
	ND 1 2 **3** 4 NR
5.6 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training. **- the program can express this more in student section**	
	ND 1 2 **3** 4 NR
5.7 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development. **- Job descriptions are excellent. Would like to see more in development**	
	ND 1 2 3 **4** NR
5.8 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.	
	ND 1 **2** 3 4 NR
5.9 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents. **- This is a program that can always use more help**	
	ND 1 2 **3** 4 NR
5.10 Staff member compensation, including benefits, is commensurate with those in comparable positions within the institution, in comparable institutions, and in situations in the relevant geographical region. **- comparable with positions and with schools at the same level**	
	ND 1 2 3 **4** NR
5.11 Hiring and promotion practices are fair, inclusive, and non-discriminatory.	
	ND 1 **2** 3 4 NR

5.12 A diverse program staff is in place that provides readily identifiable role models for students. **- the program could use some more minority hires if available**	ND 1 2 3 **4** NR
5.13 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes. **- very accessible on school website**	
5.14 The program has a system for regular staff evaluation.	ND 1 2 **3** 4 NR
5.15 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.	ND 1 2 **3** 4 NR
5.16 The institution has identified staff with authority to enter into binding contracts.	ND 1 2 **3** 4 NR
5.17 Information regarding staff with authority to enter into contracts is disseminated and explained to students and advisors.	ND 1 2 **3** 4 NR

Part 5: Human Resources Overview Questions

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

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

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

Part 6: FINANCIAL RESOURCES

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

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

Methods for establishing, collecting, and allocating student and user fees must be clear and equitable. The authority and processes for decisions relevant to campus activities fees must be clearly established and funds must be spent consistent with established priorities.

Authority for decisions relevant to campus activities fees should rest in large part with students and are typically initiated by a vote of the student body. The fees, once approved through institutional processes, may be managed and allocations distributed by representative student governing bodies or by other allocation boards or committees.

Finance committees of student organizations or student governments should work collaboratively with staff members to establish campus activities fees and priorities. Students and staff members

should share responsibility for budget development and implementation according to mutually established program priorities.

Students who have fiscal responsibility must be provided with information and training regarding institutional regulations and policies that govern accounting and the appropriate handling of funds.

The CAP should provide educational programs and training to students about the basics of financial management.

Due to the large amounts of money generated by campus activities and the transience of the student population, good business practice dictates that reasonable safeguards be established to ensure responsible management of and accounting for the funds involved. Student organizations may be required to maintain their funds with the institution's business office in which an account for each group is established and where bookkeeping and auditing services are provided. When possible, it is recommended that processes be established to permit individual student organizations to manage their own business transactions. Within this framework, the CAP works collaboratively with student organizations on matters of bookkeeping, budgeting, and other matters of fiscal accountability, including contract negotiations, consistent with institutional practices.

Funds for the CAP may be provided through state/provincial appropriations, institutional budgets, activities fees, user fees, membership and other specialized fees, revenues from programming or fund-raising projects, grants, and foundation resources. Funds may be supplemented by income from ticket sales, sales of promotional items, and individual or group gifts consistent with institutional policies.

In conjunction with students, the CAP must establish clear policies and procedures for funding and managing major campus events and entertainment programs necessitating large financial commitments, including concerts, athletic rivalries, homecoming, alumni days, campus traditions, and family weekend.

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

PART 6. FINANCIAL RESOURCES *(Criterion Measures)* *Comments in* **bold** *below were identified by teams.*	**Rating Scale**
	ND 1 2 3 4 NR
6.1 The program has adequate funding to accomplish its mission and goals.	
6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.	ND 1 2 3 4 NR
6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.	ND 1 2 3 4 NR
6.4 Methods for establishing, collecting, and allocating fees are clear and equitable.	ND 1 2 3 4 NR
6.5 The authority and processes for decisions relevant to campus activities fees are clearly established.	ND 1 2 3 4 NR
6.6 The program provides students with information about their fiscal responsibilities.	ND 1 2 3 4 NR
6.7 The program provides students with training about regulations and policies governing the accounting and handling of funds.	ND 1 2 3 4 NR

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6.8 The program has established clear policies and procedures for funding and managing major campus events.	ND 1 2 3 4 NR

Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

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

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

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

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

The CAP may be located in the college union. [See CAS Standards and Guidelines for College Unions.] In addition to their traditional programming, social, and service facilities, unions typically house campus activities programs, student organization offices, and related meeting, work, and storage rooms. Campus activities may also take place in residence halls, recreation centers, fraternity and sorority houses, sports facilities, worship centers, and other locations. CAP space should be designed to encourage maximum interaction among students and between staff members and students.

Technological capabilities should accommodate all common communication systems including email, on-line calendars, electronic portfolios, pod casts, instant messaging, web browsing, telephone and video conferencing, and other emerging technologies.

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

PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT *(Criterion Measures)* *Comments in **bold** below were identified by teams.*	Rating Scale
7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission. - **The program can use some newer technology**	ND 1 2 3 4 NR
7.2 Program facilities, technology, and equipment are regularly evaluated.	ND 1 2 3 4 NR
7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.	ND 1 2 3 4 NR

Part 7: Facilities, Technology, and Equipment Overview Questions

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

- As far as I can tell, no differently than the rest of campus.
- Little concern for adequacy of space for actual staff and programs and students and questionable handicap access.
- Certainly not easily found by majority of campus students.

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

- Evidence is merely lack of complaints?

Part 8: LEGAL RESPONSIBILITIES

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

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

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

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

CAP staff members should be well informed about current campus and student legal issues, including risk management, free speech, organization recognition and registration procedures, contractual issues, and student fees.

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

PART 8. LEGAL RESPONSIBILITIES *(Criterion Measures)* *Comments in **bold** below were identified by teams.*	Rating Scale
	ND 1 2 **3** 4 NR
8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities. - **Program has laws accessible, but a workshop would be nice**	ND 1 **2** 3 4 NR
8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.	ND 1 2 **3** 4 NR
8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.	ND 1 2 **3** 4 NR
8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.	

	Rating Scale
8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.	ND 1 **2** 3 4 NR
8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.	ND 1 **2** 3 4 NR

Part 8: Legal Responsibilities Overview Questions

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

- Campus needs a legal council (advocate) on campus for students and staff.
- Campus has a narrow vision of legal responsibilities – needs to include legalities of staff/student conferences, interaction and daily activities. Not just sexual harassment etc.
- Particularly concerned about liability of student staff.

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

- Workshops, conferences, and interaction with staff on other campuses.

Part 9: EQUITY and ACCESS

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

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

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

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

Outreach efforts could include electronic voting for student elections and student fee assessments and online communities.

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

PART 9. EQUITY AND ACCESS *(Criterion Measures)* *Comments in **bold** below were identified by teams.*	Rating Scale
	ND 1 2 3 4 NR
9.1 All programs and services are provided on a fair and equitable basis.	

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9.2 All program facilities and services are accessible to prospective user.	ND 1 2 3 4 NR
9.3 Program operations and delivery are responsive to the needs of all students and other users.	ND 1 2 3 4 NR
9.4 All services adhere to the spirit and intent of equal opportunity laws.	ND 1 2 3 4 NR
9.5 Program policies and practices do not discriminate against any potential users.	ND 1 2 3 4 NR
9.6 The program acts to remedy imbalances in student participation and staffing	ND 1 2 3 4 NR
9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.	ND 1 2 3 4 NR

Part 9: Equity and Access Overview Questions

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

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

Part 10: CAMPUS and EXTERNAL RELATIONS

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

The CAP should encourage faculty and staff members throughout the campus community to be involved in campus activities. Faculty members should serve as valuable resources related to their academic disciplines, especially as lecturers, performers, artists, and workshop facilitators. Faculty and staff members who serve as advisors should work directly with organizations in program and leadership development and should be supported by the CAP staff. Faculty and staff members, administrators, and students may serve together on advisory boards to provide leadership for important initiatives.

The CAP is a highly visible operation both on and off campus and may be influential in forming public opinion about the institution and creating a positive environment for the entire community. In that regard, to build bridges and connections, the CAP staff may volunteer for campus-wide or community-based committees, initiatives, and programs beyond the traditional student affairs areas.

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

PART 10. CAMPUS and EXTERNAL RELATIONS *(Criterion Measures)* Comments in **bold** below were identified by teams.	Rating Scale
10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.	ND 1 2 3 4 NR

Part 10: Campus and External Relations Overview Questions

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

- Students – EOU
- All campus offices (or the majority of)
- External agencies such as partnership programs (ODS, OHSU, OSU), local and regional high schools.
- General public
- EOU faculty
- Student staff and faculty at EOU, including those not located at EOU's campus in La Grande. Close ties with the Division of Enrollment Services, Colleges, and partnership programs (OHSU, ODS, etc.) local community and region.
- Student organization leaders, community/La Grande government officials and leaders and all campus organizations should all be included in appropriate capacity. Such as: community events include La Grande officials; campus events include needed EOU organizations.

B. What evidence confirms effective relationships with program constituents?

- Hoke Union Building constitution
- Center for Student Involvement Website
- Event Services website
- EOU Student Handbook
- ESE web information
- I would like to see a list of events and the campus offices that work cooperatively in that program (i.e., orientation, preview days, mountaineer days, homecoming, etc.). Perhaps a historical perspective would also help. Could also include the "Reading Group" for staff/faculty on related topics for curricular/co-curricular issues
- Great new program, but no evidence provided for this evaluation.
- List of campus sponsored events and outside events taking place on campus would be nice to review.
- EOU program pages are difficult to navigate as well as CSI section is not completed. This is evidence of a lack of connection between the campus and community at large.

Part 11: DIVERSITY

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

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

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

**CAP staff must design and implement strategies for involving and engaging
diverse student populations.**

The CAP must provide educational programs that emphasize self-assessment and personal responsibility for creating and improving relationships across differences.

The CAP must support and participate in creating a welcoming and nurturing educational environment for all students.

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

PART 11. DIVERSITY *(Criterion Measures) Comments in* **bold** *were identified by teams.*	Rating Scale
11.1 The program nurtures environments wherein commonalties and differences among people are recognized and honored.	ND 1 **2** 3 4 NR
11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.	ND 1 **2** 3 4 NR
11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.	ND 1 **2** 3 4 NR
11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	ND 1 **2** 3 4 NR
11.5 The program staff have designed and implemented strategies for involving diverse student populations. **- the program is getting better, would like to see more growth**	ND 1 **2** 3 4 NR
11.6 The program provides educational programs emphasizing self-assessment and personal responsibility for creating and improving relationships across differences.	ND 1 **2** 3 4 NR
11.7 The program supports and helps create a welcoming and nurturing educational environment.	ND 1 **2** 3 4 NR

Additional Comments: these might be 3 and 4 IF there were evidence available. I know the staff works on this and does a pretty good job but there are few available statements of goals and objectives. The Best evidence is the physical evidence of specific activities across campus. CSI should keep a specific list (perhaps use the calendar of activities) to show actual club, organization, cultural events that happen and randomly keep attendance records for these annually.

Part 11: Diversity Overview Questions

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

- Supports (financial, planning, event space, etc.) a diversity of clubs and activities.
-

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

- By request?
-

Part 12: ETHICS

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

Applicable statements may include principles and standards pertaining to:
- civil and ethical conduct
- accuracy of information (i.e., accurate presentation of institutional goals, services, and policies to the public and the college or university community, and fair and accurate representation in publicity and promotions)
- conflict of interest
- role conflicts
- fiscal accountability
- fair and equitable administration of institutional policies
- student involvement in relevant institutional decisions
- free and open exchange of ideas through campus activities programs
- fulfillment of contractual arrangements and agreements
- role modeling of ethical leadership practices

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

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

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

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

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

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

CAP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

CAP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

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

PART 12. ETHICS *(Criterion Measures) Comments in **bold** were identified by teams.*	Rating Scale
12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice. - **program missing ethical guidelines** - **I would highly assume they do – how is this documented?** - **ESE ONLY**	ND 1 2 3 4 **NR**
12.2 The program has a written statement of ethical practice that is reviewed periodically. - **document about ethical practice missing** - **only ESE & Student Organization policies (pg 3, 8)** - **ESE Only – unsure of review process**	ND **1** 2 3 4 NR
12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice. - **no data/privacy law info included** - **clear ethical statement for all programs – appears in place for ESE** - **FERPA assumed**	ND **1** 2 3 4 NR
12.4 Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy. - **need consent form/privacy law information** - **have policy – assume all follow** - **FERPA assumed**	ND 1 **2** 3 4 NR
12.5 Information judged to be of an emergency nature when an individual's safety or that of others in involved is disclose to appropriate authorities. - **need emergency procedure/release information** - **assume that it is**	ND **1** 2 3 4 NR
12.6 All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals. - **no data included**	ND **1** 2 3 4 NR
12.7 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others. - **documentation** - **assume that they do**	ND **1** 2 3 4 NR
12.8 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.	ND 1 **2** 3 4 NR

- **missing discrimination/ethical behavior policies** **- assume they do** **- sexual harassment training**	
12.9 Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes. **- budget/fiscal (SFC) policies missing** **- assume they do** **- EOU audit process**	ND 1 **2** 3 4 NR
12.10 All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications. **- missing policies/procedures** **- assume they do** **- evaluations**	ND 1 **2** 3 4 NR
12.11 Staff members confront and otherwise hold accountable others who exhibit unethical behavior. **- missing policies/procedures** **- assume they do**	ND **1** 2 3 4 NR
12.12 Staff members practice ethical behavior in the use of technology. - **need technology behavior policy** - **assume they do** - **EOU technology policy**	ND 1 **2** 3 4 NR

Part 12: Ethics Overview Questions

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

▪   I am unable to fully evaluate program's ethics policies due to the lack of available documentation of principles, standards and statements. ESE's code of ethics provides minimal guidelines for appropriate ethical behavior and should be updated. ▪   ESE code of ethics ▪   Center for student involvement handbook ▪   FERPA laws ▪   Assume compliance with EOU's employee handbooks and policies

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

▪   Unable to determine and evaluate due t missing ethics and confidentiality policies and procedures. ▪   FERPA? ▪   FERPA regulations, however, I don't see specific policy included in resource manuals.

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

▪   Unable to evaluate program; missing guidelines for dilemma resolution and conflict of interest avoidance. ▪   Unknown – included in student handbook? Staff training? ▪   Uncertain – no documentation

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

▪   Unable to evaluate due to missing policy and procedures for ethical conduct and discipline. ▪   Unknown for staff members ▪   Some information in ESE document and Center for Student Involvement handbook. ▪   Uncertain with division. EOU has programs in place for sexual harassment that are mandatory. Search committee members are trained in affirmative action.

Part 13: ASSESSMENT and EVALUATION

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

Assessment instrumentation and methods should be scientifically designed and implemented, and when possible, staff should seek advice and guidance and work collaboratively with institutional research offices.

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

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

The CAP should be evaluated regularly and the findings should be disseminated to appropriate campus agencies and constituencies including appropriate student organizations. Evaluation procedures should yield evidence relative to the achievement of program goals, student learning outcomes, quality and scope of program offerings, responsiveness to expressed interests, program attendance and effectiveness, cost effectiveness, quality and appearance of facilities, student success and retention, and equipment use and maintenance. Data sources should include students, staff, alumni, faculty members, administrators, community members, and relevant documents and records. Student self-assessment should be encouraged through the use of such techniques as electronic portfolios.

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

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

PART 13. ASSESSMENT AND EVALUATION *(Criterion Measures)* *Comments in **bold** below were identified by teams.*	Rating Scale
13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.	ND 1 2 3 4 NR
13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.	ND 1 2 3 4 NR
13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.	ND 1 2 3 4 NR
13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.	ND 1 2 3 4 NR

Part 13: Assessment and Evaluation Overview Questions

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

_____

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

_____

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

_____

Appendix A

CAS
Self-Assessment
Campus Activities Program

Dates of Assessment: 2008-09 through 2009-10

Site: Eastern Oregon University
            Center for Student Involvement
            Student Affairs
            One University Boulevard
            La Grande, OR 97850

2008-09 Program Evaluation Team:
            Hailey Wolcott - Asst. Director, CSI
            Sharon Nelson - Academic & Career Advising
            Bennie Moses - Multicultural Center
            Cory Peeke - Faculty
            Kat Galloway - Faculty
            Sam Ghrist - Athletics
            Liz Orwick - Student
            Mario Olivares - Student
            Lacey Johnston – Student
            Kim Sorenson - Faculty
            Robin Weinman - CSI
            Penny Diebel - OSU faculty
            Doug Kaigler - Faculty
            Claudia Plesa - Student
            Stephanie Brookhart - Student
            Charles Martin - Student
            Stephen Jenkins - Director, Housing and Student Involvement

2009-10 Program Evaluation Team:
            Hailey Wolcott - Asst. Director, CSI
            Kimberly Mueller - Academic & Career Advising
            Barrett Henderson – Athletics
            Robin Weinman - CSI
            Rellani Ogumoro - Student
            Sharon Nelson - Academic & Career Advising
            Rufaro Kambasha - Student
            Mary Sharinghousen - Student
            Le Alexander – Hoke Union Building
            Penny Diebel - OSU faculty
            Lacey Johnston - Student
            Stephen Jenkins - Director, Housing and Student Involvement

Appendix B
CAP Program Team
Break Out Groups

Group Participants	CAS Standard Components to Review
Group 1: Kimberly Mueller Mary Sharinghousen Sharon Nelson	**Group 1:** Part 3 – Leadership Part 4 – Organization and Management Part 10 – Campus and External Relations Part 12 - Ethics
Group 2: Robin Weinman Lacey Johnston Rellani Ogumoro Hailey Wolcott Stephen Jenkins Le Alexander (Program part only)	**Group 2:** Part 2 – Program Part 6 – Financial Responsibilities Part 9 - Equity
Group 3: Barrett Henderson Le Alexander Penny Diebel Rufaro Kambasha	**Group 3:** Part 5 – Human Resources Part 7 – Facilities, Technology, & Equipment Part 8 – Legal Responsibilities Part 11 - Diversity

Note: Part 1 - Mission (team completion last year)
Part 13 - Assessment and Evaluation – we will evaluate after the other areas have been completed