

Student Affairs Administrative Unit Review Self-Study Report

Purpose Statement

In an effort to improve and measure the work in student affairs at the University of Akron, in alignment with the academic plan and the mission of the Division of Student Affairs, each unit will embrace an assessment program with the following goals in mind:

1. The Unit's vision and mission as well as corresponding activities and the assessment of those activities are aligned with The University of Akron design principles, the Council for the Advancement of Standards in Higher Education (CAS standards), and with the mission of the Division of Student Affairs at the University of Akron
2. The unit will purposefully include the CAS standards as the measure of best practices in Student Affairs
3. The unit will develop, measure and continuously update appropriate student learning outcomes
4. The unit will regularly develop and implement appropriate benchmarking initiatives
5. The unit will utilize this template to navigate the Administrative Program Review (APR) every five years
6. By utilizing this APR template, each Student Affairs unit will be consistent with the divisional and University vision and objectives. Taken together, the results of the assessments required within this program review process will enhance service to students and forge a framework for the student affairs master plan.

Contextual Information

This APR template is based on the assumptions and purposes of the University of Akron Academic Plan, the Student Affairs mission and the CAS Standards. Information about each follow.

A. The University of Akron Academic Plan

The Academic Plan for The University of Akron serves as the compass to navigate the University's strategic plan. It also serves as a bridge document to link the strategic plan and the Academic Scorecard, a foundation document that establishes institutional and unit goals and metrics to allow assessment for the purposes of improvement and accountability.

The design principles of the Academic Plan and the metrics of the Academic Scorecard are the operational tools by which The University continues to realize the vision and intent that we first envisioned in the institution's strategic plan. In short, The University of Akron seeks to be known by the actual results that we achieve and by the success of the communities that we serve.

- Unlike others, we shall not be measured by how many students we exclude, but rather by how much value we add in enabling the success of our students.

- Unlike others, we shall not be measured by the barriers we erect between ourselves and our communities, but by the collaborative impact that we create for each other and for our common future.
- Unlike others, we shall not be measured by the isolation of our disciplines, but by their integration as applied in solving the problems of today.

As an institution, we seek to provide access to excellence for all students - not exclusion. We seek collaboration with community partners to create new knowledge, to expand human and business capital, and to increase our role in the new global economy. We seek collaboration among our faculty members and with our students and with our staff and contract professionals to enable a brighter tomorrow for all. In so doing, we remain committed to discovery and innovation for the betterment of our students and the community through our teaching and research excellence— we seek to advance our common good.

The Academic Plan Design Principles

1. Leadership: The University of Akron strategic intent requires leadership among peer institutions. The UA seeks to lead in the following areas:
 - a. All that is done to create and to protect new knowledge and technologies.
 - b. All that is done to define the cultural well being of the greater Akron region.
 - c. What is done to enhance the general well being of our community
 - d. What is done to enhance the economy of Akron, the state of Ohio, the nation, and the world.

Leadership requires that a culture of leadership at all levels in the institution. Individual leaders may be students, staff, contract professionals, or faculty members who have demonstrated special distinction in service to the University. At The UA, we must seek innovative ways to maximize the participatory environment, identify and foster leadership potential, and provide leadership opportunities.

2. Engagement: The University's work with students must incorporate appropriate levels of academic challenge, active and collaborative learning opportunities, dynamic student-faculty interactions, enriching educational experiences and a supportive campus environment.

Our students' education is enriched through their participation in a variety of experiential learning opportunities, including service learning and community service, cooperative education, internships and externships, study abroad and international exchange and partnerships, as well as varied opportunities for campus and civic leadership.

As units in Student Affairs, we must foster innovative collaborations between administrative units and with academic disciplines that bring to bear the multiple perspectives and varied expertise within this University to provide solutions for complex problems. Engagement finds expression in community service and collaborations between The University and the Akron community that are designed to enable the civic and cultural transformation.

3. Innovation: Innovation involves the development of new and creative ways to meet the ever-changing needs of students in ways that challenge our creativity,

imaginations and diligence. For our students' benefit, we must, in the words of the Council on Competitiveness "create the conditions that will stimulate individuals and enterprises to innovate and take the lead in the next generation."

4. **Inclusive Excellence:** Inclusive excellence at The University of Akron is defined as valuing differences with the intention of promoting learning, critical thinking, and personal enrichment of students that enables them to contribute to an increasingly diverse society and world as graduates of the University. Inclusive excellence builds a welcoming campus community that promotes learning for all students, administrators, faculty, contract professionals and staff.
5. **Assessment:** Assessment promotes sound decision-making by providing a structured system by which data are collected, analyzed and translated into a comprehensive action plan. It provides for continuous improvement through the establishment of benchmarks and incremental targets. Finally, it provides transparency for those calling for greater accountability from higher education.

B. The Student Affairs Mission and Vision Statements

Mission:

Led by innovative educators, the Division of Student Affairs creates transformative learning experiences that engage a culturally diverse group of students in all levels of personal, academic and social development. We provide stimulating, technologically advanced and accessible environments to challenge and nurture students to achieve their life goals, while empowering them to become involved alumni and citizens.

Vision:

Student Affairs at the University of Akron will be nationally recognized as innovators in student learning and development, research, programs and services. The University of Akron will develop a strong sense of community celebrating our history, traditions and campus pride. Students will value and model a caring and inclusive environment.

C. Council for the Advancement of Standards in Higher Education (CAS)

1. The CAS professional standards define the best practices in Student Affairs
2. The Council is composed of 36 member associations that broadly represent all of the functional areas within most student affairs divisions. The 36 member associations are in Appendix A.
3. The CAS mission includes the following:
 - a. To establish, adopt and disseminate unified and timely professional standards to guide student learning and development support programs and services and related higher education initiatives
 - b. To promote the assessment and improvement of higher education service and programs through self-study, evaluation, and the use of CAS standards
 - c. To establish, adopt and disseminate unified and timely professional preparation standard for education of student affairs practitioners

- d. To promote the assessment and improvement of professional preparation graduate programs for student affairs administrators through the use of CAS standards for assessment valuation and self-study purposes.
 - e. To advance the use and importance of professional standards among practitioners and education in higher education
 - f. To develop and provide materials to assist and support practitioners and educators in the use of professional standards in higher education.
 - g. To promote and encourage public and private higher education systems and institutions to focus attention on the assurance of quality in all educational endeavors
 - h. To promote inter-association efforts to address the issues of quality assurance, student learning and development and professional integrity in higher education.
4. When a college or university provides programs and services that meet or exceed the CAS criteria, the institution will have effectively implemented an intentional educational environment conducive to the learning and development of its students.
 5. The CAS standards call for institutions and student support programs to meet a standard of programmatic and organizational efficiency and effectiveness sufficient to provide opportunity and encouragement for students to grow, develop and achieve educational potential.
 6. As indicators of best practices in student affairs, the CAS standards provide a basis for effective benchmarking initiatives.
 7. Your representative to the student affairs assessment committee has been provided with a functional guide or guides for your individual area as a reference. The guide will walk the unit through each of the CAS standards as they apply specifically to your area.

The Role of the Student Affairs Assessment Committee

Each department is represented on the assessment committee by a professional trained in the CAS standards and the intent and function of administrative program review.

Departmental leadership will have the opportunity to receive appropriate training on CAS standards and the development of student learning outcomes, an area critical to the Division of Student Affairs at the University of Akron and required by the CAS standards.

The Student Affairs Assessment Committee is charged with the following:

- Assist Student Affairs departments in developing a unit assessment plan based on the CAS standards and aligned with the University's Administrative Unit Program Review, the University's Design Principles and overall mission.
- To ensure that Student Affairs Units are clearly demonstrating, through assessment and measurement, how they support the Academic Plan Design Principles.
- Assist Student Affairs departments in the purposeful inclusion of learning outcomes in their assessment plans.
- Develop a cycle for Administrative Program Review (APR).
- Assist departments as they go through the APR process
- Ready the Student Affairs departments that are approaching their cycle for APR.

- Identify benchmarking initiatives in each department
- Assist departments who need to develop benchmarking initiatives
- Make decisions about UA comparison institutions; UA Student Affairs comparable divisions and assist each department within our division in identifying comparable programs or those to which they aspire.

The purpose of the assessment committee stated simply is to:

- a. Monitor the progress of those units undergoing APR
- b. Provide assistance in the form of consultation to those areas undergoing APR
- c. Assist all areas with the development of benchmarking initiatives and with identifying comparable programs against whom to benchmark. The committee will assist in the development of criteria for the selection of appropriate comparable institutions.
- d. A member of the assessment committee will be part of the review team for each department's APR.

APR Readiness Timeline

1. Preparation activities:

One year or more in advance

- a. Participate in training on learning outcomes and CAS standards
- b. Begin the development of student learning outcomes if they do not exist in your area
- c. Re-visit your mission statement and work with your staff to align it with the current emphases in your department, the Academic Plan design principles, the student affairs mission and the criteria in the CAS standards for mission statements.
- d. Examine your current assessment efforts and devise ways in which you can consolidate them; ask staff members or subdivisions of your department to send appropriate monthly or quarterly assessment reports

Six months prior to APR deadline

- e. Re-visit with your staff the APR template, the CAS standards, the student affairs' mission and vision and The University's Academic Plan
- f. Decide upon your internal self-study team and ensure they have all been appropriately trained (you may contact the assessment committee for training if it is needed)
- g. Consider recommendations for your external review team (see guidelines below)

2. Time frame:

- a. The appropriate associate vice-president (AVP) is to receive the final self-study report by July 1 of the year in which the unit is undergoing APR.
- b. The reporting time frame for the unit spans the five years prior to APR and should go through the spring semester prior to the APR due date.
- c. The review team must receive the department's self-study from the appropriate AVP by August 1.
- d. The review team must complete their review by August 15 and meet with the department if needed for clarification of any issues or questions about the self-study.
- e. The department's response (if desired) and the action plan are due to the appropriate AVP by Sept. 15.

3. General steps to completion of APR

- a. Establish and prepare the review team
 - i. Choose review team members for submission to your AVP for approval. Review team members must be identified at least 6 months prior to the APR deadline.
 - ii. The review team must consist of a) one member of the assessment committee, b) one faculty member, c) one contract professional or staff member within student affairs, but outside of your area, d) a currently enrolled or recently graduated student, and d) a staff, contract professional, other faculty member or community member external to your area and external to student affairs.
 - iii. Team training will be conducted by the assessment committee to ensure that members' interpretive differences are resolved before initiating the review.

- a. Gather and summarize evaluative evidence
 - i. Utilize the student affairs APR template and the CAS standards functional area self-assessment guide to begin gathering your data
 - ii. Develop an internal timeline and identify a team in your department who will complete the bulk of the work.
 - iii. Consider and gather evaluative documents, reports and other evidence you will use to demonstrate consistency with the CAS standards.
 - iv. Consult with assessment committee as needed for assistance

- c. Initiate the review
 - i. Review team members should be given the completed APR template by August 1.
 - ii. After the review team completes the review, the full staff of the area under review will meet with the team to discuss the team's interim assessment of compliance with the elements in the APR template. This allows all staff members to explore together how well the program appears to be accomplishing its stated purpose. Team members may also gain additional insight into the program from the perspective of others.

- e. Finalize review
 - i. Review team members will compare their ratings and interpretation of program characteristics, accomplishments, strengths and shortcomings against the criteria expressed in the APR template, including the CAS standards.
 - ii. Review team members must provide a specific rationale for each shortcoming identified. This must be completed when any criteria or sub-criteria receives a rating of "not done" or "unsatisfactory."
 - iii. The review team will describe in detail the adjustments that need to be implemented for the program to achieve the quality and effectiveness to which it aspires. The review team will list specific actions identified during the review that require implementation and will attempt to set priorities on the list by order of importance, need and achievability of the desired change.

- f. Prepare an action plan
 - i. Once review team report is received, begin preparation of any desired responses to the review team's assessment and the action plan to address any concerns stated by the review team.
 - ii. Submit action plan to the appropriate AVP by September 15.

The use of other professional standards

Your unit may utilize other professional standards during review or accreditation periods. If this is the case, you must:

- a. Demonstrate in writing how those professional standards satisfy the criteria set forth in this APR template and particularly in the CAS standards
- b. In the case that not all areas of the APR template can be accounted for under or by the professional accreditation standards you are using, you must complete the portion of the APR template not covered by the other standards
- c. Receive prior approval from the Vice-President for Student Affairs or his/ her delegate to use a set of standards other than those supplied within for your unit's APR.
- d. Provide, as part of the APR, a summary paragraph that explains how the unit is consistent with all of the APR guidelines and criteria herein.
- e. In all cases, each unit must demonstrate that they have developed, are guided by, are assessing and are consistently renewing student learning outcomes.

Administrative Program Review: Demonstrating Program Effectiveness

CAS Standards:

Below is a list of the thirteen CAS standards for all Student Affairs units. Please reference your department's specific CAS Self-Assessment Guide in order to demonstrate your unit's level of compliance with each of the standards.

Expectations for assessing program effectiveness under each CAS standard:

- a. Compile, review and document evidence of program effectiveness under each standard. Ensure that all of your employees have a voice in this process. Additionally, select a self-study team to carry out the major tasks involved in this review.

Documentary evidence to support evaluative judgments might include: student recruitment and marketing materials; program documents (mission statements, catalogs, brochures, manuals, policy and procedure statements, handbooks); institutional administrative documents (purpose and philosophy statements, organizational charts, finance statements, student and staff profiles, assessment reports); research, assessment and evaluation data (satisfaction surveys, needs assessments, studies, outcome measures, previous self-study reports); staff activity reports (annual reports, vitae, service awards, service to department, activity analyses, scholarship and professional activities); student activity reports (developmental transcripts, portfolios, student contributions to department and profession)

- b. Judge your unit's performance and write summaries of your evaluation under each CAS standard.

Tips:

- Your unit is not expected to be perfect. Your goal is to judge how well your area meets the CAS standards. This is, however, also an opportunity to document the challenges your department faces, needs you have and resources you require. This is also a space to project forward and document your vision over the next several years. For example, your unit may not meet certain CAS standards particularly well, but you can document your plans to do so through this process.
 - In your report, make sure you reference all of the documents you are using for evidence. That is, consider keeping the actual documents in a notebook with the write-up, but use the documents as appendices and refer to them in your summary responses under each CAS standard.
 - The CAS self-assessment guides offer valuable numerical ratings and open-ended questions to which you can respond. These questions are helpful in guiding your self-evaluation and ultimately your report to the review team.
 - Make sure you respond to each CAS standard separately. The CAS self-assessment guides have the best information that is specific to your unit.
 - Contact the assessment committee for assistance.
- c. Include a final summary and list of recommendations for improvement. At the end of the self-study, write a final summary that documents the extent to which your unit is meeting the CAS standards and the direction in which you would like to see the unit go to ensure best practices and alignment with the CAS standards.

CAS Basic Standards

See Appendix B for the CAS Basic Standards.

The University of Akron Administrative Unit Review

All administrative units, including student affairs areas, will be undergoing five-year administrative unit or program review. However, student affairs areas will be utilizing this template versus the general template being used by all other administrative areas. The assessment committee has reviewed the University's template to examine when the CAS standards cover an area of that template. When needed, the assessment committee included additional areas in this student affairs template to ensure that each student affairs area is covering all of the needed elements of the University's program review guidelines. The CAS standards, in most cases, will provide us with a more comprehensive review focused on best practices versus minimum standards of effectiveness.

Learning Outcomes, Program Outcomes and Service Outcomes

The division of student affairs is embracing a broad focus on student learning. As a result, it is expected that each department develop and measure student learning outcomes. Departments may also have program and service outcomes. Please see the definitions below to understand the differences in these terms.

Learning outcomes: those that specifically measure STUDENT learning and development (this does not typically apply to staff, administrators or alumni)

Program Outcomes: those that measure the success of a program (e.g. attendance, did it meet intended goals, satisfaction of audience, did we meet financial goals)

Service Outcomes: those that measure how well we provide services for our constituents (e.g. customer satisfaction, customer service, meeting of quotas or deadlines, fiscal responsibility)

Because all departments are different in scope, services, and contributions to student learning, it is important that each have the opportunity to develop individual and unique learning outcomes. Such outcomes, however, should be guided by the following points:

1. What do you want students to learn as a result of participation in/interaction with a program, service, or experience with/in your office?
2. How would you know students acquired the skills, knowledge, etc. that you desire? For example, would they demonstrate a particular behavior or skill, articulate a particular piece of knowledge, etc.
3. Finally, how will you measure the learning that has taken place?

Student Affairs Administrative Unit Review Basic Structure

A. General Information

Department/Unit Name:	Submission Date:
Dept./Unit Head's Name:	Phone:
Explain the process/involvement of the unit's employees in the completion of the self-study:	
Self-Study Team Members (internal to department):	
List of Attachments included in this report:	

B. Information specific to department

1. What are the major functions or services of the unit?
2. How have those functions changed over the last five years (or longer if needed)
 - a. Have any functions been changed or added? If so, which ones?
 - b. What functions or services have been changed or discontinued?

C. CAS Standards

1. Under each CAS standard, provide information that demonstrates the level of departmental compliance with each aspect of the CAS standard.

2. Answer each of the overview questions under each CAS standard
3. Under CAS standard 3, Program, it is expected that you have student learning outcomes and service outcomes. Please note that some departments may only have service outcomes. Most departments should have student learning outcomes. Consult with your AVP or the assessment committee for guidance as to which departments may only have service outcomes. Please also refer to the section in this template that explains the difference between learning outcomes and services outcomes.

Please also note that the CAS standard 3 includes a set of learning outcome categories. You are not expected to utilize these categories. You may develop your own learning outcomes. For departments that have learning outcomes already developed, you are expected to show how you are assessing those outcomes or plan to assess them in the near future. For departments who are just beginning the development of learning outcomes, it should be part of your APR process to finalize some of the outcomes. Student affairs departments are not expected to have a host of student learning outcomes, but should have a reasonable number so that it is evident you are considering your impact on student learning and measuring the outcomes.

D. Benchmarking: This section relates to how your unit uses external information and standards, including trend analysis. Focus on the activities/processes your unit measures, the model(s) it uses to do so, and the related outcomes.

1. Is your unit currently involved in benchmarking activities? If yes, please list what unit(s) and institution(s) you use for comparison purposes and why these units and institutions were chosen?
2. What best practices and/or benchmarking measures do you currently track and why?
3. What best practice and/or benchmarking results have you obtained over the past one to five years?
4. If you do not currently use best practice/benchmarking information, please discuss how and when you will do so in the future. Include specific expected areas to review and best practice/benchmark measures to use, as well as expected comparison units/institutions.

E. Final Summary and Recommendations

Please summarize the self-study process and the extent to which your unit meets the CAS standards. Include in this summary, the extent to which your unit is meeting its mission, vision and goals. Summarize the significant strengths of your department and speak to areas of challenge. Describe what opportunities exist for improvement and what you need to make these improvements happen. For example:

1. Service or unit consolidation
2. Efficiencies
3. Quality improvement
4. Outsourcing

5. Training
6. Technology
7. Resources (monetary and non-monetary, space, equipment, personnel)
8. Policies/Procedures
9. Other

Student Affairs Administrative Unit Review 13

APPENDIX A
CAS Member Organizations

Am. Assoc. for Employment in Educ. (AAEE)
Am. Counseling Assoc. (ACA)
Am. College Counseling Assoc. (ACCA)
Assoc. of Collegiate Conference & Events Directors-Int'l (ACCED-I)
Am. College Health Assoc. (ACHA)
Assoc. of College Honor Societies (ACHS)
Am. College Personnel Assoc. (ACPA)
Assoc. of College & Univ. Housing Officers -- InterNat'l (ACUHO-I)
Assoc. of College Unions InterNat'l (ACUI)
Assoc. of Fraternity Advisors (AFA)
Assoc. on Higher Educ. & Disability (AHEAD)
Assoc. for Student Judicial Affairs (ASJA)
Canadian Assoc. of College & Univ. Student Services (CACUSS)
Collegiate Information & Visitor Services Assoc. (CIVSA)
Council for Opportunity in Education (COE)
College Reading and Learning Assoc. (CRLA)
Nat'l Assoc. for Campus Activities (NACA)
Nat'l Academic Advising Assoc. (NACADA)
Nat'l Assoc. of College Auxiliary Services (NACAS)
Nat'l Assoc. of College Stores (NACS)
Nat'l Assoc. of Colleges and Employers (NACE)
Nat'l Assoc. of College & Univ. Food Services (NACUFS)
Nat'l Assoc. for Developmental Educ. (NADE)
NAFSA - Assoc. of InterNat'l Educators
Nat'l Assoc. of Student Affairs Professionals (NASAP)
Nat'l Assoc. of Student Financial Aid Administrators (NASFAA)
Nat'l Assoc. of Student Personnel Administrators (NASPA)
Nat'l Clearinghouse for Commuter Programs (NCCP)
Nat'l Clearinghouse for Leadership Programs (NCLP)
Nat'l Consortium of Directors of Lesbian, Gay, Bisexual, and Transgender Resources in Higher Education (Consortium)
Nat'l Council on Student Development (NCSD)
Nat'l Intramural and Recreational Sports
Nat'l Orientation Directors Assoc. (NODA)
Nat'l Society for Experiential Education (NSEE)
Nat'l Women's Studies Assoc. (NWSA)
The Network: Addressing Collegiate Alcohol & Other Drug Issues (The Network)
Southern Assoc. for College Student Affairs (SACSA) -- Associate Member

APPENDIX B
CAS General Standards

THE ROLE of the CAS GENERAL STANDARDS in FUNCTIONAL AREA STANDARDS AND GUIDELINES

The Council for the Advancement of Standards in Higher Education (CAS) was established in 1979 as a consortium of professional associations whose members championed student learning and development in a variety of functional areas. From the outset, CAS identified its primary mission as the development and promulgation of professional standards that higher education practitioners could use to guide, develop, and assess programs and services. By 1986, with a repayable grant from the American College Testing Program (ACT), CAS had created 16 sets of functional area standards and published them in the first CAS *"Blue Book."* It was clear by the time of the initial publication that there were a number of characteristics common to all functional areas, commonalities that demanded inclusion in all current and future CAS standards. As a result, a set of *boilerplate, General Standards* were devised that CAS Board members unanimously agreed were relevant to all the student learning and development programs championed by CAS member associations. As the CAS General Standards evolved over the years, the Council consistently held to the principle that the fundamental commonalities underlying student learning and development are of the essence and must be maintained within the context of all CAS standards.

The most recent major revision of the General Standards was adopted by the CAS Board of Directors in 2002. A significant feature of this revision was the increased emphasis placed on achievable, observable, and assessable outcomes associated with student learning and development. Earlier versions of the CAS General Standards included a list of developmental domains (e.g., intellectual growth, effective communication, realistic self-appraisal, clarified values, career choices, leadership, and meaningful interpersonal relationships among others) for functional area programs to consider in their educational efforts. The 2002 revision, however, reaffirmed and reinforced the importance of the specified outcome domains by building into the General Standards a stated expectation that all functional area programs must place emphasis on identifying relevant learning outcomes and assessing their achievement by students.

Those who use CAS standards for program evaluation, development, and enhancement will note the importance of the 16 specified outcome domains and the fact that they are viewed as highly desirable for all functional areas to pursue. To facilitate assessment of the various outcome domains, the General Standards include a table listing the 16 domains along with

examples of assessment indicators that can be used to guide the assessment process. The indicators represent examples of observable student behaviors that practitioners can use to judge learning and developmental achievement. CAS has now also published the *Frameworks for Assessing Learning and Development Outcomes* to further assist practitioners in implementing outcomes assessment activities. In effect, the General Standards recognize the potential educational impact that functional area programs can have upon student learning and development and reflect the need for them to emphasize and influence that learning as a significant part of their missions. It is anticipated that over time the student learning and development emphases among student support programs and services will increase and that ultimately these programs that currently complement formal academic learning will become coordinate in status as a recognized vehicle for student learning and development.

Although the CAS General Standards were not designed to stand alone, they are presented here to remind and inform educators about the commonalities that exist among the many student support programs and services throughout higher education. There can be little doubt that if those who lead and practice in such programs combine their collective powers to make an educational difference in the lives of the students they serve, the resulting educational trust will carry student support programs and services to new heights of achievement for all concerned.

Part 1. MISSION

Each program and service in higher education must incorporate student learning and student development its mission. The program and service must enhance overall educational experiences. The program and service 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 program and service must operate as an integral part of the institution's overall mission.

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., Programs and services 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.

Each program and service must provide evidence of its impact on the achievement of student learning and development outcomes.

Programs and services 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.

Part 3. LEADERSHIP

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

Leaders of programs and services must exercise authority over resources for which they are responsible to achieve their respective missions.

Leaders must:

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

- **initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area**

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

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

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

Part 4. ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, programs and services 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 deliver expectations.

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

Part 5. HUMAN RESOURCES

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

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

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

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

Each organizational unit must have technical and supported staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training.

The level of staffing and workloads must be adequate and appropriate for program and service demands.

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

Programs and services 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.

Program and services must create and maintain position descriptions for staff members and provide regular performance planning and appraisals.

Programs and services 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.

Part 6. FINANCIAL RESOURCES

Each program and service 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.

Programs and services must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Part 7. FACILITIES, TECHNOLOGY, and EQUIPMENT

Each program and service 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.

Part 8. LEGAL RESPONSIBILITIES

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

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

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

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

Part 9. EQUITY and ACCESS

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. Each program and service must adhere to the spirit and intent of equal opportunity laws.

Programs and services 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, programs and services 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.

Part 10. CAMPUS and EXTERNAL RELATIONS

Programs and services must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

Part 11. DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, programs and services must nurture environments where commonalities and differences among people are recognized and honored.

Programs and services 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. Programs and services must educate and promote respect about commonalities and differences in their historical and cultural contexts.

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

Part 12. ETHICS

All persons involved in the delivery of programs and services must adhere to the highest principles of ethical behavior. Programs and services must develop or adopt and implement appropriate statements of ethical practice. Programs and services must publish these statements and ensure their periodic review by relevant constituencies.

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

All staff members must be aware of and comply with the provisions contained in the institution's

Revised 1/20/2009

human subject's research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

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

Staff members must strive to 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 staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

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

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

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

Part 13. ASSESSMENT and EVALUATION

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

Programs and services 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.