



**AGENDA**

**THE UNIVERSITY OF WEST FLORIDA  
BOARD OF TRUSTEES**

**Student Affairs Committee Meeting  
November 19, 2015**

**University of West Florida Conference Center  
11000 University Parkway, Pensacola, FL**

**Call to Order/Roll Call . . . . . Jay Patel, Chair**

**Chair's Greetings . . . . . Jay Patel**

**Action Item(s):**

**Information Item(s):**

1. Student Affairs Strategic Plan
2. CAS Self-Assessment for the University Commons Operations and Administration
3. Housing & Residence Life Update
4. Student Disability Resource Center
5. University Police, Self Assessment
6. Student Affairs Assessment, Planning & Research Program Review
7. Baseline Social Experiences Survey

**Other Committee Business:**

**Adjournment**

**UWF Board of Trustees Meeting**  
Student Affairs Committee  
November 19, 2015

**Issue:** Student Affairs Strategic Plan

**Proposed action:** For informational purposes only

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**Background information:**

In 2013, the Division of Student Affairs established a 4-year strategic plan that aligned with the University's strategic plan that began in 2012. This presentation will provide an update at the mid-point of the plan as to what has been accomplished to date and what goals are pending for the remaining two years of the plan.

**Recommendation:** Informational Item

**Implementation Plan:** Informational Item

**Fiscal Implications:** None at this time

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**Supporting documents: PPT**

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University of  
**West Florida**

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Division of Student Affairs

**2013-2017 Strategic Plan Update**



**2013-2017 STRATEGIC PLAN**

[uwf.edu/studentaffairs](http://uwf.edu/studentaffairs)

Priority 1: Facilitate robust student life programs and services that support retention, persistence and degree completion

Priority 2: Utilize technology to increase student engagement and deliver information.

Priority 3: Cultivate and retain highly-qualified staff.



**2013-2017 STRATEGIC PLAN**

[uwf.edu/studentaffairs](http://uwf.edu/studentaffairs)

Priority 4: Develop division-wide proficiency (competence) in the collection, analysis and dissemination of data that guides decision making, resource allocation, compliance and tells our story.

Priority 5: Advance student facility priorities identified within the scope of the UWF Campus Master Plan.

Priority 6: Identify and encourage collaborative partnerships between and among divisions.

# What have we done?



**2013-2017 STRATEGIC PLAN**

[uwf.edu/studentaffairs](http://uwf.edu/studentaffairs)

- Increased the number, chapter membership and variety of social fraternities and sororities
- Implemented strategies to identify and assist “at risk” FTICs with their academic success
- Implemented a case management approach for students experiencing a hardship or crisis
- Increased the number of industry-focused career fairs

# What have we done?



**2013-2017 STRATEGIC PLAN**

[uwf.edu/studentaffairs](http://uwf.edu/studentaffairs)

- Increased the number of departments providing “don’t cancel class” options for faculty
- Created mobile apps for events
- Installed security camera around the residence halls and parking lots to enhance student safety
- Increased the use of ID card swipers as a means to track student participation

# What have we done?



**2013-2017 STRATEGIC PLAN**

[uwf.edu/studentaffairs](http://uwf.edu/studentaffairs)

- Sought IACS Accreditation
- Developed the next series of modules for MCC
- Worked with HR to include MCC component in staff job descriptions
- Evaluated the readiness for the development of a Greek Village
- Developed policy and protocols to respond to Title IX allegations

# What have we done?



**2013-2017 STRATEGIC PLAN**

[uwf.edu/studentaffairs](http://uwf.edu/studentaffairs)

- Co-lead a team to review and provide recommendations to improve new student and transfer orientation
- Developed infographics and other documents to depict the results of the GSS and national benchmarking surveys
- Reassessed on-going assessment efforts and align with SACSCOC
- Completed 100% of departmental program reviews

# What's next?



**2013-2017 STRATEGIC PLAN**

[uwf.edu/studentaffairs](http://uwf.edu/studentaffairs)

- Review and strengthen Delphi & Oracle
- Develop a university-wide first year experience online presence
- Develop attributes in Banner to denote a student's involvement in student organizations
- Identify funding sources to install additional security cameras

**UWF Board of Trustees Meeting**  
Student Affairs Committee Meeting  
November 19, 2015

**Issue/Agenda Item:** CAS Self-Assessment for the University Commons Operations and Administration

**Proposed Action:** For informational purposes only

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**Background Information:** All departments within the Division of Student Affairs participate in a program review every five years. The review is a way to identify departmental strengths and areas of improvement. The Assistant Director of Operations and Reservations will provide a PowerPoint presentation regarding the program review for his area.

**Recommendation:** N/A

**Implementation Plan:** N/A

**Fiscal Implications:** N/A

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**Supporting documents:** [CAS Operations and Admin Google Site 2015](#)

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*Council for the Advancement of Standards  
in Higher Education*

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CAS Self-Assessment Guide for  
**College Unions**

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

August 2012

## College Unions

### CAS Standards Contextual Statement

Today's college union is a unifying force that brings together students, faculty, administrators, staff, alumni, and guests. It provides a forum for divergent viewpoints and creates an environment where all feel welcome. Optimally the union is a centrally located building where members of the campus community come together, formally and informally.

The word "union" implies a bringing together of the campus community, including its students, faculty, staff, and alumni. The word "university" derives from the Latin *universitas* meaning the whole; and the word "union" from *unio* meaning oneness—a whole made up of united parts. In the educational world the two concepts support and complement each other.

The college union, primarily referring to an organization or program, evolved from the debating tradition of British universities. The earliest college union, founded at Cambridge University in 1815, was literally a "union" of three debating societies. The first North American college union was organized at Harvard in 1832; like its British predecessors, it existed primarily for debating purposes. By the late 1800s, the Harvard Union had embraced the concept of being a general club. The first building erected explicitly for union purposes was Houston Hall at the University of Pennsylvania. Built in 1896, it housed lounges, dining rooms, reading and writing rooms, an auditorium, game rooms, and student offices; it was given to the university by the Houston family as a "place where all may meet on common ground."

In the 1930s, the success of civic recreational and cultural centers influenced college union leaders to view the union as the campus counterpart of the "community center" with an educational and recreational mission to perform. The first extensive period of union building construction took place following World War II, as enrollments surged and colleges and universities sought to better fulfill the needs of students and faculty. A second building boom occurred in the 1990s and 2000s as the original facilities were renovated or replaced. Numerous institutions built their first unions during this second boom as well.

Traditionally, the union was described as the "hearthstone" or "living room" of the campus. Today's union is the gathering place of the campus. In the 21<sup>st</sup> century, the college union movement has concentrated on building community, emphasizing its educational mission, and promoting student learning and leadership. During this time, the names of facilities that embody the union idea have expanded to include memorial union, student union, university commons, college or university center, student center, and campus center, among others. Funding and institutional preferences have led to the variety of names. Regardless of the facility's name, the fundamental principle of college unions remains to bring together and unify its campus community.

The contemporary college union meets many needs expressed by all members of the campus community. College union facilities often include banks, post offices, child care, dining facilities, study lounges, fitness centers, bookstores, and other services the campus community, especially students, relies on during the course of the day. In providing these services, the college union supports the community focus on academic and personal achievement. College unions vary by institutional size, scope, and purpose. No universal formula identifies the

optimum size of a college union. However, the Association of College Unions International (ACUI) offers a benchmarking service that allows for institutional comparison in size and facilities.

In 2005, ACUI announced a set of 11 core competencies for the college union and student activities profession. Developed over six years, the core competencies are a composite set of knowledge and behaviors that provide the basis and foundation for professional practice in college union and student activities work. Subsequently, ACUI developed skill sets associated with each competency. The ACUI website ([www.acui.org](http://www.acui.org)) has more information about these efforts, which may be used to complement the CAS standards.

The college union provides numerous educationally purposeful activities outside the classroom that are "key to enhancing learning and personal development," according to *The Student Learning Imperative* (ACPA, 1996). The union contributes to the education of the student body-at-large through its cultural, educational, social, and recreational programs; the union also educates students involved in its governance and program boards and those it employs. The *Role of the College Union* defines the union as "a student centered organization that values participatory decision making. Through volunteerism, its boards, committees, and student employment, the union offers firsthand experience in citizenship and educates students in leadership, social responsibility, and values" (ACUI, 2008). These models of college union governance foster student/staff partnerships that form the foundation for student development and leadership training.

The modern college union is a complex entity, offering a wide array of programs and services to the campus community. The standards and guidelines that follow outline the characteristics of a college union that offers high-quality experiences and uses informed practice to educate and serve a diverse range of constituents.

## References, Readings, and Resources

- American College Personnel Association. (1996). *The student learning imperative*. Washington, DC: Author.
- Association of College Unions International (ACUI) Central Office, One City Centre, Suite 200, 120 W. Seventh St., Bloomington, IN 47404-3839. 812.245.2284, [www.acui.org](http://www.acui.org).
- Association of College Unions International. (1998). *The role of the college union*. Bloomington, IN: Author.
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- Butts, P. F. (1971). *The college union idea*. Bloomington, IN: Association of College Unions International.
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Perozzi, B.P. (Ed.). (2009). *Enhancing student learning through college employment*. Bloomington, IN: Association of College Unions International.

*The Bulletin*, ACUI publication, published bimonthly; available from the ACUI Central Office.

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# **CAS**

## **Self-Assessment Guide (SAG)**

### **Introduction and Instructions**

#### **I. Purpose and Organization of the Guide**

The *Self-Assessment Guides* (SAG) translate functional area *CAS Standards and Guidelines* into a format enabling self-assessment. Educators can use this *Guide* to gain informed perspectives on the strengths and deficiencies of their programs and services and plan for improvements. Grounded in the self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional and unit leaders a tool to assess programs and services using currently accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to put it into operation, and is organized into four sections. These include I. Purpose and Organization, II. Self-Assessment Process, III. Rating Examples, and IV. Formulating an Action Plan. The introduction is followed by the *Self-Assessment Worksheet*, which presents the *CAS Standards and Guidelines* for the functional area and incorporates a series of criterion measures for rating purposes.

***SAG Worksheet Format.*** CAS standards and guidelines are organized into twelve components.

- Part 1. Mission
- Part 2. Program
- Part 3. Organization and Leadership
- Part 4. Human Resources
- Part 5. Ethics
- Part 6. Law, Policy, and Governance
- Part 7. Diversity, Equity, and Access
- Part 8. Institutional and External Relations
- Part 9. Financial Resources
- Part 10. Technology
- Part 11. Facilities and Equipment
- Part 12. Assessment and Evaluation

A rating scale designed for assessment purposes is displayed following the standards and guidelines, along with a series of criterion measures to be rated. Making performance judgments by applying the rating scale to individual items (criterion measures) is the first step in assessing the program.

#### **II. Self-Assessment Process**

CAS self-assessment procedures involve several steps:

- A. Establish the self-study process and review team

- B. Understand the CAS Standards and Guidelines and the Self-Assessment Guide
- C. Compile and review documentary evidence
  
- D. Judge performance
- E. Complete the assessment process

***Step A: Establish and Prepare the Self-Assessment Review Team***

The first step is to identify an individual to coordinate the self-assessment process. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, and students] need to be identified and invited to participate. Whether a sole functional area or a full division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

As a group, the review team should examine the standards carefully before implementing the study. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment. Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding with individual ratings.

***Step B: Understand the CAS Standards and Guidelines***

CAS *Standards* represent essential practices as formulated by representatives of multiple professional associations concerned with student learning and development in higher education. CAS *Guidelines*, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines published in *CAS Professional Standards for Higher Education (2012)* and presented in this SAG are formatted so that standards (i.e., essentials of quality practice) are printed in **bold type**. Guidelines, which complement the standards, are printed in light-face type. Standards use the auxiliary verbs “**must**” and “**shall**” while guidelines use “should” and “may.”

In this SAG, the CAS Standards and Guidelines, presented prior to each part of the SAG, have been translated into multiple criterion measures for rating purposes. Each criterion measure focuses on a particular aspect of the standard. The criterion measures are not designed to focus on completely discrete ideas, as would be true if the SAG were developed to be valid and reliable research instrument; rather, the measures are designed to capture the major ideas and elements reflected in the standards. For each of the 12 component parts, there is a series of numbered criterion measures that team members will rate. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly sub-divided to facilitate the rating process.

### ***Step C: Compile and Review Documentary Evidence***

Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs routinely to collect and file relevant data that can be used to document program effectiveness over time.

Documentary evidence often used to support evaluative judgments includes:

- *Student Recruitment and Marketing Materials:* brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations
- *Program Documents:* mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos
- *Institutional Administrative Documents:* statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports
- *Research, Assessment, and Evaluation Data:* needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports
- *Staff Activity Reports:* annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession
- *Student Activity Reports:* developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

Having a variety of evidence assists raters to make judgments about the wide range of program expectations articulated in the standards. Whatever is determined appropriate under given circumstances, multiple forms of evidence used should be reviewed and reported in the narrative section of the SAG worksheets. The self-study rating process may identify a need to obtain additional information or documentation before proceeding to lend substance to judgments about a given assessment criterion. Support documentation should be appended and referred to in the final self-assessment report.

### ***Step D: Judge Performance***

Assessment criterion measures are used to judge how well areas under review meet CAS Standards. These criterion measures are designed to be evaluated using a 5-point rating scale. In addition to the numerical rating options, *Does Not Apply* (ND) and *Insufficient*

*Evidence/Unable to Rate* (0) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

**CAS CRITERION MEASURE RATING SCALE**

<b>ND</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds	Exemplary

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, a ND rating can be used and the rationale for excluding the practice reflected in the criterion measure presented in the self-study report. The 0 response can be used when relevant data are unavailable to support a judgment. When either the ND or the 0 ratings are used, an explanatory note should be entered. 0 items should generate careful group consideration and follow-up action as appropriate.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS Guidelines or other rating scales, into the procedures before the self-assessment process begins. Such practice is encouraged, and the SAG instrument can be amended to incorporate additional criterion measure *yardsticks* for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

***Step E: Complete the Assessment Process***

A two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS Standard is suggested. First, the self-assessment team and, if desired, the functional area staff members individually should rate each criterion measure using separate copies of the *CAS Self-Assessment Guide*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

The individual ratings should be reviewed and translated into a collective rating; then the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates considerable discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection. After the team review is completed, a meeting with concerned administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan. The Work Forms will guide this process.

### **III. Rating Examples**

#### ***Rating Standard Criterion Measures***

All CAS Standards, printed in **bold type**, are viewed as being essential to a sound and relevant student support program. Many of the statements contained in the standards incorporate multiple criteria that, to facilitate more precise judgment, have been subdivided into measurable parts for rating purposes. Consequently, a single statement in the standards may require several criterion measure statements that allow raters to judge it part by part rather than broadly. This approach often requires multiple judgments concerning a single statement in the standards, but leads to a more precise assessment. Using a "Mission" standard as an example, the following illustrates how several criterion measures are used to assess a single standard statement.

## Part 1. MISSION

**Programs and services must develop, disseminate, implement, and regularly review their missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.**

<b>ND</b> Does Not Apply	<b>0</b> Insufficient Evidence/ Unable to Rate	<b>1</b> Does Not Meet	<b>2</b> Partly Meets	<b>3</b> Meets	<b>4</b> Exceeds	<b>5</b> Exemplary
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Criterion Measures	Rating
1.1 The program	
1.1.1 develops, disseminates, and implements the mission	4
1.1.2 regularly reviews its mission	3
1.2 The mission statement	
1.2.1 is consistent with that of the institution	4
1.2.2 is consistent with professional standards	4
1.2.3 is appropriate for student populations and community settings	4
1.2.4 references learning and development	4

### ***Using Guidelines to Make Judgments about the Program***

As discussed above, program leaders may wish to include selected *CAS Guidelines* to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered as being already in compliance with the standards can benefit especially by using guidelines in this way because guidelines typically call for enhanced program quality. The following "Financial Resources" program guidelines rating example illustrates the process.

## Part 9. FINANCIAL RESOURCES

**Programs and services must have funding to accomplish the mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and impact on students and the institution.**

**Programs and services must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.**

Financial resources should be sufficient to support study conceptualization, data collection, data entry and analysis, and the dissemination of assessment and research findings, as well as methodological training for staff.

<b>ND</b> Does Not Apply	<b>0</b> Insufficient Evidence/ Unable to Rate	<b>1</b> Does Not Meet	<b>2</b> Partly Meets	<b>3</b> Meets	<b>4</b> Exceeds	<b>5</b> Exemplary
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<b>Criterion Measures</b>	<b>Rating</b>
9.1 The program has adequate funding to accomplish its mission and goals.	
9.2 The program demonstrates fiscal responsibility, responsible stewardship, and cost-effectiveness consistent with institutional protocols.	
9.3 An analysis of expenditures, external and internal resources, and impact on the campus community is completed before	
9.3.1 establishing funding priorities	
9.3.2 making significant changes	
9.4 Financial resources are sufficient to support	
9.4.1 study conceptualization	
9.4.2 data collection	
9.4.3 data entry and analysis	
9.4.4 dissemination of assessment and research findings	
9.4.5 methodological training for staff	

Not all programs under review will incorporate guidelines to be rated as part of their self-studies. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When *CAS Guidelines* or other criterion measures are rated, they should be treated as if they were standards.

#### **IV. Formulating an Action Plan**

Typically, the assessment process will identify areas where the program is not in compliance with the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur.

To complete the process, a final summary document should be produced that (a) explains the mission, purpose, and philosophy of the program; (b) reviews the outcome of the assessment; and (c) recommends specific plans for action. Following is an outline of recommended steps for establishing a comprehensive plan of action using the CAS self-assessment work forms. Space is provided in the SAG for recording relevant information.

## **1. Answer Overview Questions (In the Instrument)**

- a. Respond, in writing in the space provided, to the *Overview Questions* that immediately follow the rating section of each of the 12 components.
- b. Use answers to the *Overview Questions*, which are designed to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings and development of the self-study report.

## **2. Identify Areas of Program Strength (Work Form A)**

- a. Identify criterion measure ratings where *strength* in performance or accomplishment was noted (i.e., program exceeds criterion, generally rated 4 or 5, and viewed as *Exceeds* criteria or is *Exemplary*).
- b. Identify remaining ratings in which performance *Meets* the criterion (i.e., acceptable practice as reflected in rating of 3).

## **3. Identify Areas of Program Weakness (Work Form A)**

- a. Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures and/or rating discrepancies among raters of two points or more) were noted.
- b. Identify criterion measures viewed as *Does Not Meet* or *Partly Meets* by one or more reviewer.

## **4. Describe Practices Requiring Follow-up (Work Form A)**

- a. Note criterion measure numbers where the standard was judged to be *Insufficient Evidence/ Unable to Rate* and describe shortcomings that need to be improved.

## **5. Summarize Actions Required for the Program to Meet Standards (Work Form B)**

- a. List each criterion measure and/or related practices that the self-study process identified as being *Insufficient Evidence/Unable to Rate, Does Not Meet, Partly Meetings*, or where rater discrepancies were noted. Be specific when noting the rationale for each shortcoming identified.
- b. List *specific actions* identified in the self-study that require implementation
- c. Prioritize the list by importance, need, and achievability of the desired change.

## **6. Summarize Program Enhancement Actions (Work Form C)**

- a. List each specific action identified in the self-study that would enhance and strengthen services.
- b. Establish specific priorities for the action plan.

## **7. Write Program Action Plan**

- a. Prepare a comprehensive action plan for implementing program changes.
- b. Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
- c. Set dates by which specific actions are to be completed.
  
- d. Identify responsible parties to complete the action steps.
- e. Set tentative start-up date for initiating a subsequent self-study.

# CAS

## Self-Assessment Guide College Unions

August 2012

### Part 1. MISSION

**The primary goals of College Unions (CU) must be to bring campus constituents together, build campus community, support and initiate programs, provide services, and maintain facilities that promote student learning and development.**

**CU must develop, disseminate, implement, and regularly review their missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.**

The CU should provide educational, social, cultural, and recreational programs, services, and facilities that enhance the quality of campus life.

**Students must be the principal constituents of the CU.**

The CU should provide opportunities for students to learn and practice leadership, program planning, organizational management, social and civic responsibility, and interpersonal skills.

The vitality, variety, and spontaneity of the CU's activities should stem primarily from student boards, committees, and student-directed initiatives.

**The CU must be an inclusive environment where interaction and understanding among individuals from diverse backgrounds occurs.**

<b>ND</b> Does Not Apply	<b>0</b> Insufficient Evidence/ Unable to Rate	<b>1</b> Does Not Meet	<b>2</b> Partly Meets	<b>3</b> Meets	<b>4</b> Exceeds	<b>5</b> Exemplary
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Criterion Measures		Rating
1.1	The missions of the College Union (CU) are to bring campus constituents together, build campus community, support and initiate programs, provide services, and maintain facilities that promote student learning and development	4
1.2	The CU	
1.2.1	develops, disseminates, and implements its mission	4
1.2.2	regularly reviews its mission	3
1.3	The CU mission statement	
1.3.1	is consistent with that of the institution	4
1.3.2	is consistent with professional standards	4

1.3.3	is appropriate for student populations and community settings	4
1.3.4	references learning and development	4
1.4	Students are the principal constituents of the CU	4
1.5	The CU is an inclusive environment where interaction and understanding among individuals from diverse backgrounds occurs	4

## Part 1. Mission Overview Questions

A. What is the program mission? **A. Mission Statement: The University Commons through its associated facilities, programs and services balances the diverse educational, recreational, cultural and social needs of the University community and its visitors. University Commons Production Services provides facility and technical support for all activities in the Commons plus special events at other campus locations. UC Production Services coordinates with Reservations and Conference Services to provide for the needs of non-University sponsors according to established fee structures and rentals. The Operations staff is committed to providing quality products, user-friendly service and programs within a well-maintained, attractive and comfortable environment. Managing the day-to-day functions of keeping the Commons running efficiently and effectively is a priority.**

B. How does the mission embrace student learning and development? **Mission states that the Commons provides the facilities and services necessary to conduct meetings and programming that help facilitate student learning and development.**

C. In what ways does the program mission complement the mission of the institution? **. "UWF's mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences"**

**The University Commons supports the institutional mission by providing facilities and services to students and departments that contribute to the education of our students. The University Commons also employs almost 50 students which facilitates their learning experiences.**

## Part 2. PROGRAM

**The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful, contribute to students' realization of their potential, and prepare students for satisfying and productive lives.**

**College Unions (CU) must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.**

**Consistent with the institutional mission, CU must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions:**

**Domain: knowledge acquisition, integration, construction, and application**

- **Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life**

**Domain: cognitive complexity**

- **Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity**

**Domain: intrapersonal development**

- **Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness**

**Domain: interpersonal competence**

- **Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership.**

**Domain: humanitarianism and civic engagement**

- **Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility**

**Domain: practical competence**

- **Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life**

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Developmental Outcomes* statement for examples of outcomes related to these domains and dimensions.]

**CU must**

- **assess relevant and desirable student learning and development**
- **provide evidence of impact on outcomes**
- **articulate contributions to or support of student learning and development in the domains not specifically assessed**
- **articulate contributions to or support of student persistence and success**
- **use evidence gathered through this process to create strategies for improvement of programs and services**

### **CU must be**

- **intentionally designed**
- **guided by theories and knowledge of learning and development**
- **integrated into the life of the institution**
- **reflective of developmental and demographic profiles of the student population**
- **responsive to needs of individuals, populations with distinct needs, and relevant constituencies**
- **delivered using multiple formats, strategies, and contexts**

**Where institutions provide distance education, CU must assist distance learners to achieve their educational goals by providing access to information about programs and services, to staff members who can address questions and concerns, and to counseling, advising, or other forms of assistance.**

**CU must include programs, activities and events, services, and facilities that address campus, community, and student needs.**

CU programs, activities, and events could include

- student development programs
- social, cultural, intellectual, and diversity programs
- leisure activities and recreational opportunities
- student leadership development programs and opportunities
- service-learning and community service programs
- performances
- entertainment
- tournaments
- outdoor recreation and travel
- social events
- educational programs
- crafts and hobbies
- leisure activities
- continuing education opportunities

CU services could include

- food services
- retail stores and services
- communication technology
- mailing and duplication services
- information center
- campus and community information

CU facilities could include

- commuter accommodations
- rooms of various sizes and configurations for meetings, banquets, conferences, and programs
- office space for student organization including storage

- office space for relevant administrative functions
- recreational facilities
- rest rooms that meet all constituents needs
- technological capabilities including connectivity to campus intranets, the Internet, and emerging technologies
- exhibit spaces
- art galleries
- quiet rooms, lounges, and study spaces
- conference facilities
- studios

**CU must provide opportunities for student, staff, and faculty involvement in program planning, policy development, and facility operation.**

CU should also provide appropriate opportunities for involvement, participation, and collaboration with alumni and other institutional stakeholders.

Spaces in CU should be comfortable, inviting, and attractive, and appropriate space should be consistently available for informal and spontaneous interactions.

CU should create and support programs that instill an enduring affinity for the institution, including the history, legacy, traditions, and culture of the institution.

<b>ND</b> Does Not Apply	<b>0</b> Insufficient Evidence/ Unable to Rate	<b>1</b> Does Not Meet	<b>2</b> Partly Meets	<b>3</b> Meets	<b>4</b> Exceeds	<b>5</b> Exemplary
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Criterion Measures		Rating
2.1	The College Union (CU) promotes student learning and development outcomes that	
2.1.1	are purposeful	3
2.1.2	contribute to students' realization of their potential	3
2.1.3	prepare students for satisfying and productive lives	3
2.2	The CU collaborates with colleagues and departments across the institution to promote student learning, development, persistence, and success	4
2.3	The CU	
2.3.1	assesses relevant and desirable student learning and development	2
2.3.2	provides evidence of impact on outcomes	2
2.3.3	articulates contributions to or support of student learning and development in the domains not specifically assessed	1
2.3.4	articulates contributions to or support of student persistence and success	1
2.3.5	uses evidence gathered through assessment to create strategies for improvement	2
2.4	The CU is	
2.4.1	intentionally designed	0
2.4.2	guided by theories and knowledge of learning and development	1

2.4.3	integrated into the life of the institution	4
2.4.4	reflective of developmental and demographic profiles of the student population	1
2.4.5	responsive to needs of individuals, populations with distinct needs, and relevant constituencies	2
2.4.6	delivered using multiple formats, strategies, and contexts	N/D
2.5	When distance education is provided, the CU assists learners in achieving their education goals by providing access to	
2.5.1	information about programs and services	N/D
2.5.2	staff members who can address questions and concerns	N/D
2.5.3	counseling, advising, or other forms of assistance	N/D
2.6	The CU includes programs, activities and events, services, and facilities that address campus, community, and student needs	4
2.7	The CU provides opportunities for student, staff, and faculty involvement in program planning, policy development, and facility operation	4

## Part 2. Program Overview Questions

A. What are the primary elements of the program? **A. The UWF Commons Primary elements are:**

**Social, Cultural and diversity programs (Confucius Corner)**  
**Leisure activities and recreational opportunities (Magic, video games)**  
**Student leadership development (Building Managers)**  
**Performances and entertainment (CAB, Open Mic Nights)**  
**Social events (CAB, Argo Arrival)**  
**Educational programs (Rock Out the Red Zone)**  
**Food service**  
**Retail (Bookstore, Galley)**  
**Postal services**  
**Computer Lab**  
**Printing Services**  
**Campus and Community Information (Service Desk)**  
**Meeting rooms and event spaces**  
**Office spaces for Student Government Association and African American Student Association**  
**Administrative Office spaces**  
**Rest Rooms (including handicap accommodations)**  
**Wi-Fi and Ethernet connectivity to campus intranets and Internet**  
**Exhibit spaces**  
**Conference facilities**

B. What evidence exists that confirms the contributions of the program to student learning and development? **The University Commons and Student Involvement annual report contains assessment data pertaining to program and staff focuses in the areas of student learning and development.**

C. What evidence is available to confirm achievement of program goals? **The University Commons and Student Involvement annual report contains assessment data that serves to spotlight areas in which there is need for improvement and confirms achievement of the program goals.**

### **Part 3. ORGANIZATION AND LEADERSHIP**

**To achieve student and program outcomes, College Unions (CU) must be structured purposefully and organized effectively. CU must have**

- **clearly stated goals**
- **current and accessible policies and procedures**
- **written performance expectations for employees**
- **functional work flow graphics or organizational charts demonstrating clear channels of authority**

**Leaders with organizational authority for the programs and services must provide strategic planning, supervision, and management; advance the organization; and maintain integrity through the following functions:**

#### **Strategic Planning**

- **articulate a vision and mission that drive short- and long-term planning**
- **set goals and objectives based on the needs of the population served and desired student learning or development and program outcomes**
- **facilitate continuous development, implementation, and assessment of goal attainment congruent with institutional mission and strategic plans**
- **promote environments that provide meaningful opportunities for student learning, development, and engagement**
- **develop and continuously improve programs and services in response to the changing needs of students served and evolving institutional priorities**
- **intentionally include diverse perspectives to inform decision making**

#### **Supervising**

- **manage human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward**
- **influence others to contribute to the effectiveness and success of the unit**
- **empower professional, support, and student staff to accept leadership opportunities**
- **offer appropriate feedback to colleagues and students on skills needed to become more effective leaders**
- **encourage and support professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession**

#### **Managing**

- **identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement**
- **plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources**
- **use current and valid evidence to inform decisions**
- **incorporate sustainability practices in the management and design of programs, services, and facilities**

- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that staff members understand their responsibilities through appropriate training
- assess potential risks and take action to mitigate them

#### **Advancing the Organization**

- communicate effectively in writing, speaking, and electronic venues
- advocate for programs and services
- advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels
- initiate collaborative interactions with internal and external stakeholders who have legitimate concerns about and interests in the functional area
- facilitate processes to reach consensus where wide support is needed
- inform other areas within the institution about issues affecting practice

#### **Maintaining Integrity**

- model ethical behavior and institutional citizenship
- share data used to inform key decisions in transparent and accessible ways
- monitor media used for distributing information about programs and services to ensure the content is current, accurate, appropriately referenced, and accessible

#### **In addition CU leaders must**

- promote efforts to build community
- use principles of good organizational management
- facilitate good planning processes and philosophies
- use leadership skills to effectively manage facilities
- demonstrate intercultural competencies
- conduct outreach and marketing that describes and promotes the programs and services of the CU
- ensure excellent customer services
- utilize developmental and learning theories to design and implement learning initiatives and experiences for students
- engage in professional development activities to stay current with research and best practices

**CU must be organized to provide effective social, cultural, intellectual, and recreational programming; offer appropriate business enterprises and services; and maintain its physical plant.**

**CU must involve members of the campus community in its governance and programming structure and in the formulation of CU policies.**

Involvement of the campus community should include students, faculty and staff members, and alumni. Involvement could include parents and local community members. Typically such

involvement is through advisory, governing, and program boards. These boards should address issues such as (a) facility operating policies related to the use and/or rental of CU facilities by campus and non-campus groups, (b) programming goals, (c) scheduling of events, (d) budget planning, fee structure, and allocation priorities, (e) employment policies, (f) space allocation priorities, and (g) hours of operation.

**CU must assure that outsourced programs and services comply with the goals, policies, and procedures of the CU and the institution.**

**CU must have an emergency preparedness plan and a business continuity plan. The emergency preparedness plan must be compatible with the institution's emergency preparedness plan. The business continuity plan must be in place to respond after an emergency that compromises essential services and access to the facility.**

**Procedures must be in place to assess and manage events with large numbers of participants, potential volatile content, or dangerous materials and equipment.**

<b>ND</b> Does Not Apply	<b>0</b> Insufficient Evidence/ Unable to Rate	<b>1</b> Does Not Meet	<b>2</b> Partly Meets	<b>3</b> Meets	<b>4</b> Exceeds	<b>5</b> Exemplary
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<b>Criterion Measures</b>	<b>Rating</b>
3.1 College Unions (CU) have	
3.1.1 clearly stated goals	4
3.1.2 current and accessible policies and procedures	4
3.1.3 written performance expectations for employees	4
3.1.4 functional work flow graphics or organizational charts demonstrating clear channels of authority	5
3.2 In providing strategic planning, CU leaders	
3.2.1 articulate a vision and mission that drive short- and long-term planning	4
3.2.2 set goals and objectives based on the needs of the population served and desired student learning or development and program outcomes	4
3.2.3 facilitate continuous development, implementation, and assessment of goal attainment congruent with institutional mission and strategic plans	4
3.2.4 promote environments that provide meaningful opportunities for student learning, development, and engagement	4
3.2.5 develop and continuously improve programs and services in response to the changing needs of students served and evolving institutional priorities	4
3.2.6 intentionally include diverse perspectives to inform decision making	4
3.3 In providing supervision, CU leaders	
3.3.1 manage human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward	3
3.3.2 influence others to contribute to the effectiveness and success of the unit	4
3.3.3 empower professional, support, and student staff to accept leadership opportunities	3
3.3.4 offer appropriate feedback to colleagues and students on skills needed to become more effective leaders	0

3.3.5	encourage and support professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession	3
3.4	In providing management, CU leaders	
3.4.1	identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement	0
3.4.2	plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources	4
3.4.3	use current and valid evidence to inform decisions	4
3.4.4	incorporate sustainability practices in the management and design of programs, services, and facilities	4
3.4.5	understand appropriate technologies and integrate them into programs and services	4
3.4.6	are knowledgeable about codes and laws relevant to programs and services and ensure that staff members understand their responsibilities through appropriate training	3
3.4.7	assess potential risks and take action to mitigate them	4
3.5	In advancing the organization, CU leaders	
3.5.1	communicate effectively in writing, speaking, and electronic venues	3
3.5.2	advocate for programs and services	3
3.5.3	advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels	3
3.5.4	initiate collaborative interactions with internal and external stakeholders who have legitimate concerns about and interests in the functional area	4
3.5.5	facilitate processes to reach consensus where wide support is needed	2
3.5.6	inform other areas within the institution about issues affecting practice	2
3.6	In maintaining integrity, CU leaders	
3.6.1	model ethical behavior and institutional citizenship	3
3.6.2	share data used to inform key decisions in transparent and accessible ways	4
3.6.3	monitor media used for distributing information about programs and services to ensure the content is current, accurate, appropriately referenced, and accessible	3
3.7	The institution has a defined governance structure that sets policy and takes responsibility for the CU and its operations	5
3.8	The CU director or coordinator is placed within the institution's organizational structure to be able to promote cooperative interactions with appropriate campus and community entities	5
3.9	The CU involves members of the campus community in its governance and programming structure and in the formulation of CU policies	2
3.10	The CU assures that outsourced programs and services comply with the goals, policies, and procedures of the CU and the institution	ND
3.11	The CU has an emergency preparedness plan that is compatible with the institution's emergency preparedness plan	4
3.12	The CU has a business continuity plan in place to respond after an emergency that compromises essential services and access to the facility	4
3.13	CU procedures are in place to assess and manage events with large numbers of participants, potential volatile content, or dangerous materials and equipment	4

### **Part 3. Organization and Leadership Overview Questions**

- A. In what ways are program leaders positioned and empowered to accomplish the program mission? **Program leaders participate in an annual departmental planning retreat where strategic plans are developed and goals and objectives are created. Individual goals and objectives are generated to ensure that the program mission is accomplished.**
- B. How do program leaders advance the organization? **Program leaders hold regular staff meetings to discuss status of programs and services. They collaborate on events and areas that require input from multiple areas of expertise. Use of technology such as Trello and Google Applications assists with sharing relevant information. Program leaders also advocate for the Union regarding building renovation plans and usage of Green Fees funding.**
- C. How are program leaders accountable for their performance? **Program leaders are evaluated on performance annually through the Human Resources programs. In addition, several assessment tools are utilized to make sure that goal attainment aligns with the University and Divisional mission and strategic plans. Other departments such as Budget and Financial Services provide reports that assist with accountability of funds awarded.**
- D. What leadership practices best describe program leaders? **The program leaders participate in events that promote efforts to build the University community. They facilitate good planning processes, use their leadership skills to effectively manage the facilities, and focus on providing excellent customer service. Program leaders participate in professional development activities and intercultural competency classes provided internally and externally.**

### **Part 4. HUMAN RESOURCES**

**College Unions (CU) must be staffed adequately by individuals qualified to accomplish mission and goals.**

**Within institutional guidelines, CU must**

- **establish procedures for staff recruitment and selection, training, performance planning, and evaluation**
- **set expectations for supervision and performance**
- **assess the performance of employees individually and as a team**
- **provide access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.**

**CU must maintain position descriptions for all staff members.**

**To create a diverse staff, CU must institute recruitment and hiring strategies that encourage individuals from under-represented populations to apply for positions.**

**CU must develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.**

**To further the recruitment and retention of staff, CU must consider work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework.**

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

Graduate degrees should be earned in fields relevant to the CU including, but not limited to, college student affairs; student development; public, business, or higher education administration; and recreation studies.

**CU staff responsible for programs, services, and facilities must have appropriate combinations of education, experience, and credentials to adequately and safely provide a level of management and leadership consistent with relevant industry standards and institutional expectations.**

Cross training should be made available to enable appropriate staff to assume critical operations and responsibilities during unforeseen situations.

Staff members should possess (a) knowledge of and ability to use management principles, including the effective management of volunteers; (b) understanding of and the ability to apply student development theory; (c) skills in assessment, planning, training, and evaluation; (d) interpersonal skills; (e) technical skills; (f) understanding of CU philosophy; (g) commitment to institutional mission; and (h) safety and emergency management skills.

**CU professional staff members must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.**

**CU must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.**

Staff members may include food service personnel, audio visual technicians, stage hands, information technology staff, maintenance personnel, support staff, attendants, housekeepers, reservationists, sales clerks, and cashiers.

**Degree- or credential-seeking interns or graduate assistants 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. Supervisors must be cognizant of the roles of interns and graduate assistants as both student and employee and closely adhere to all parameters of their job descriptions, work hours, and schedules. Supervisors and the interns or graduate assistants must agree to compensatory time or other appropriate compensation if circumstances necessitate additional hours**

The CU should offer internships or practicums to graduate students pursuing advanced degrees in college student affairs; student development; public, business, or higher educational administration; and recreation studies. These students should be utilized in a manner consistent with the missions of the CU and graduate programs.

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

Student employees and volunteers should be an integral part of the CU's operation. Their work experience should be an important part of their educational experience and contribute to increased engagement in the campus community. A thorough training program should be provided for part-time student employees and volunteers and, depending on their assigned duties, might include leadership training, group facilitation skills, communication skills, CU policies, and emergency procedures.

**All CU staff members, including student employees and volunteers, must receive specific training on institutional policies pertaining to functions or activities they support and to privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information.**

**All CU staff members must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.**

**CU must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty and staff members, and others and must incorporate a system for responding and reporting.**

**CU must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.**

<b>ND</b> Does Not Apply	<b>0</b> Insufficient Evidence/ Unable to Rate	<b>1</b> Does Not Meet	<b>2</b> Partly Meets	<b>3</b> Meets	<b>4</b> Exceeds	<b>5</b> Exemplary
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<b>Criterion Measures</b>		<b>Rating</b>
4.1	The College Union (CU) is staffed adequately to accomplish mission and goals	2
4.2	Within institutional guidelines, the CU	
4.2.1	establishes procedures for staff recruitment and selection, training, performance planning, and evaluation	4
4.2.2	sets expectations for supervision and performance	4
4.2.3	assesses the performance of employees individually and as a team	3
4.2.4	provides access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees	4
4.3	The CU	
4.3.1	maintains position descriptions for all staff members	4
4.3.2	institutes recruitment and hiring strategies that encourage applications from under-represented populations	4
4.3.3	develops promotion practices that are fair, inclusive, proactive, and non-discriminatory	4
4.3.4	considers work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework	0
4.3.5	has technical and support staff members adequate to accomplish the mission	2
4.4	CU professional staff members	
4.4.1	hold earned graduate or professional degrees in fields relevant to the position or possess an appropriate combination of educational credentials and related work experience	4
4.4.2	engage in continuing professional development activities	4
4.5	Degree- or credential-seeking interns or graduate assistants in the CU	
4.5.1	are qualified by enrollment in an appropriate field of study and by relevant experience	4
4.5.2	are trained and supervised adequately by professional staff members	3
4.6	Supervisors of CU interns or graduate students adhere to all parameters of job descriptions, work hours, and schedules	4
4.7	CU staff responsible for programs, services, and facilities have appropriate combinations of education, experience, and credentials to adequately and safely provide a level of management and leadership consistent with industry standards and institutional expectations	4
4.8	Student employees and volunteers	
4.8.1	are carefully selected, trained, supervised, and evaluated	3
4.8.2	are educated on how and when to refer those in need of additional assistance to qualified staff members and have access to a supervisor for assistance in making these judgments	3
4.8.3	are provided clear job descriptions, pre-service training based on assessed needs, and continuing development	4
4.9	All CU staff members, including student employees and volunteers,	
4.9.1	receive specific training on institutional policies pertaining to functions or activities they support	4
4.9.2	receive specific training on privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information	3
4.9.3	receive training on policies and procedures related to the use of technology to store or access student records and institutional data	2
4.9.4	are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts and in safety and emergency procedures for securing and vacating facilities	2

#### **Part 4. Human Resources Overview Questions**

- A. In what ways are staff members' qualifications examined? **Resumes are reviewed and references from previous employers are checked to verify experience requirements. Sealed transcripts are received by Human Resources to verify educational requirements. Certificates and other documentation are reviewed for completion of specific training programs provided internally or externally as needed.**
- B. In what ways are staff members' performance judged? **Annual performance reviews are conducted on all regular staff personnel as directed by Human Resources using the programs provided. The performance of Other Personnel staff is reviewed at least annually in a less formal process. Student staff is evaluated each semester.**

#### **Part 5. ETHICS**

**College Unions (CU) must review relevant professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice.**

**CU must publish and adhere to statements of ethical practice and ensure their periodic review by relevant constituencies.**

**CU must orient new staff members to relevant ethical standards and statements of ethical practice and related institutional policies.**

**Statements of ethical standards must specify that staff members respect privacy and maintain confidentiality in all communications and records to the extent that such communications and records are protected under relevant privacy laws.**

**Statements of ethical standards must specify limits on disclosure of information contained in students' educational records as well as requirements to disclose to appropriate authorities.**

**Statements of ethical standards must address personal and economic conflicts of interest, or appearance thereof, by staff members in the performance of their work.**

**Statements of ethical standards must reflect the responsibility of staff members to be fair, objective, and impartial in their interactions with others.**

**Statements of ethical standards must reference management of institutional funds.**

**Statements of ethical standards must reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities.**

**Statements of ethical standards must include the expectation that CU staff members confront and hold accountable other staff members who exhibit unethical behavior.**

**Statements of ethical standards must address issues surrounding scholarly integrity.**

**As appropriate, CU staff members must inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.**

**CU staff members must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.**

**CU staff members must perform their duties within the limits of their position, training, expertise, and competence.**

**When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.**

**Promotional and descriptive information must be accurate and free of deception.**

**CU must adhere to institutional policies regarding ethical and legal use of software and technology.**

**Marketing and advertising must be informative, respectful, socially responsible, and useful to students, faculty, staff, and visitors.**

<b>ND</b> Does Not Apply	<b>0</b> Insufficient Evidence/ Unable to Rate	<b>1</b> Does Not Meet	<b>2</b> Partly Meets	<b>3</b> Meets	<b>4</b> Exceeds	<b>5</b> Exemplary
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<b>Criterion Measures</b>		<b>Rating</b>
5.1	The College Union (CU) reviews relevant professional ethical standards and implements appropriate statements of ethical practice	3
5.2	The CU publishes and adheres to statements of ethical practice and ensures periodic review by relevant constituents	1
5.3	The CU orients new staff members to relevant statements of ethical practice and related institutional policies	1
5.4	The CU's statement of ethical standards	
5.4.1	specifies that staff members respect privacy and maintain confidentiality as appropriate	3
5.4.2	specifies limits on disclosure of student records as well as requirements to disclose to appropriate authorities	3
5.4.3	addresses personal and economic conflicts, or appearance thereof, by staff members in the performance of their work	3
5.4.4	reflects the responsibility of staff members to be fair, objective, and impartial in their interactions with others	3
5.4.5	references management of institutional funds	3
5.4.6	references appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities	3
5.4.7	includes the expectation that CU staff members confront and hold accountable other staff members who exhibit unethical behavior	3

5.4.8	addresses issues surrounding scholarly integrity	N/D
5.5	CU staff members	
5.5.1	inform users of programs of ethical obligations and limitations emanating from codes and laws or from licensure requirements	2
5.5.2	recognize and avoid conflicts of interest that could influence their judgment and objectivity	4
5.5.3	perform duties within the limits of the position, training, expertise, and competence, and when limits are exceeded make referrals to persons possessing appropriate qualifications	3
5.6	Promotional and descriptive information are accurate and free of deception	4
5.7	The CU adheres to institutional policies regarding ethical and legal use of software and technology	4
5.8	The CU's marketing and advertising are informative, respectful, socially responsible, and useful to students, faculty, staff, and visitors	4

## Part 5. Ethics Overview Questions

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

**The University Commons is guided by the "Big Book", the University, divisional and departmental Mission, Vision and Values, the Students Handbook, and the University policy and procedures (HR 22- Standards of Conduct).**

B. What is the program's strategy for managing student and staff member confidentiality and privacy issues? **The staff members must take a class on FERPA regulations regarding student confidentiality and privacy. Access to certain information is limited to those with specific job needs. Student staff is aware of confidentiality requirements and sign a statement to that effect when hired.**

C. How are ethical dilemmas and conflicts of interest managed? **Conflict of Interest forms are provided and required of those staff members who might have employment or outside interests that could influence their judgment and objectivity. Any perceived conflicts of interest are discussed with the employee and referred to Human Resources. Staff members are made knowledgeable of university policies and procedures by holding meetings with individuals and groups for discussion and clarification purposes. Argo Pulse and the Big Book are available, online, for student organizations and staff that need to refer to policies and procedures.**

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

- **Staff training**
- **HR training**
- **Individual meetings**
- **Role playing (staff training)**

## Part 6. LAW, POLICY, AND GOVERNANCE

**College Unions (CU) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.**

**CU must inform staff members, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.**

**CU must have written policies on all relevant operations, transactions, or tasks that have legal implications.**

**CU must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.**

**CU staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. CU staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if the institution does not provide coverage.**

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

**CU must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.**

**CU staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.**

**CU must obtain permission to use copyrighted materials and instruments. CU must purchase the materials and instruments from legally compliant sources or seek alternative permission from the publisher or owner. References to copyrighted materials and instruments must include appropriate citations.**

**CU staff members must be knowledgeable about internal and external governance systems that affect programs and services.**

<b>ND</b> Does Not Apply	<b>0</b> Insufficient Evidence/ Unable to Rate	<b>1</b> Does Not Meet	<b>2</b> Partly Meets	<b>3</b> Meets	<b>4</b> Exceeds	<b>5</b> Exemplary
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<b>Criterion Measures</b>		<b>Rating</b>
6.1	The College Union (CU)	
6.1.1	is in compliance with laws, regulations, and policies that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole	4
6.1.2	informs staff members, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations	4
6.1.3	has written policies on all relevant operations, transactions, or tasks that have legal implications	4
6.1.4	regularly reviews policies to ensure that they reflect best practices, available evidence, and policy issues in higher education	3

6.1.5	has procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations	3
6.1.6	has systems and procedures to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations	3
6.1.7	obtains permission to use copyrighted materials and instruments	3
6.1.8	purchases the materials and instruments from legally compliant sources or seeks permission from the publisher or owner	3
6.1.9	references copyrighted materials and instruments with appropriate citations	3
6.2	CU staff members	
6.2.1	use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents	3
6.2.2	are informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and are referred to external sources if the institution does not provide coverage	3
6.2.3	neither participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive environment	3
6.2.4	are knowledgeable about internal and external governance systems that affect programs	3
6.3	The institution provides access to legal advice for CU staff members as needed to carry out assigned responsibilities	3

## Part 6. Law, Policy, and Governance Overview Questions

A. What are the crucial legal, policy and governance issues faced by the program?

- **Risk management and safety codes adherence**
- **Alcohol licensing and food services contract adherence**
- **Human resources/workers compensation compliance**

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

- **HR Bulletin and workshops**
- **Office of General Council**
- **VP of Student Affairs**
- **Director of University Commons and Student Activities**

C. How are staff members informed about internal and external governance systems?

- **Emails**
- **Workshops**
- **Meetings**
- **“Big Book” review**
- **University policy review**

## **Part 7. DIVERSITY, EQUITY, AND ACCESS**

**Within the context of each institution's unique mission and in accordance with institutional policies and all applicable codes and laws, College Unions (CU) must create and maintain educational and work environments that are**

- **welcoming, accessible, and inclusive to persons of diverse backgrounds**
- **equitable and non-discriminatory**
- **free from harassment**

**CU must not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history (e.g., first generation to attend college); gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.**

**CU must**

- **advocate for greater sensitivity to multicultural and social justice concerns by the institution and its personnel**
- **modify or remove policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities**
- **include diversity, equity, and access initiatives within their strategic plans**
- **foster communication that deepens understanding of identity, culture, self-expression, and heritage**
- **promote respect about commonalities and differences among people within their historical and cultural contexts**
- **address the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices**
- **provide staff members with access to multicultural training and hold staff members accountable for integrating the training into their work**
- **respond to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources**
- **ensure physical, program, and resource access for persons with disabilities**
- **recognize the needs of distance learning students by providing appropriate and accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region**

CU governing and programming boards should represent campus diversity and institutional goals for inclusion.

CU should conduct outreach to include and engage all populations in the life of the Union.

Outsourced programs and services are accountable to the institution. Therefore, CU should encourage providers of outsourced programs and services to offer a diverse workforce and inclusive environment.

<b>ND</b> Does Not Apply	<b>0</b> Insufficient Evidence/ Unable to Rate	<b>1</b> Does Not Meet	<b>2</b> Partly Meets	<b>3</b> Meets	<b>4</b> Exceeds	<b>5</b> Exemplary
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<b>Criterion Measures</b>		<b>Rating</b>
7.1	The College Union (CU) creates and maintains educational work environments that are	
7.1.1	welcoming, accessible, and inclusive to persons of diverse backgrounds	3
7.1.2	equitable and non-discriminatory	3
7.1.3	free from harassment	3
7.2	The CU does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws	3
7.3	The CU	
7.3.1	advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel	3
7.3.2	modifies or removes policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities	0
7.3.3	includes diversity, equity, and access initiatives within its strategic plan	1
7.3.4	fosters communication that deepens understanding of identity, culture, self-expression, and heritage	3
7.3.5	promotes respect about commonalities and differences among people within their historical and cultural contexts	0
7.3.6	addresses the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices	0
7.3.7	provides staff members with access to multicultural training and holds staff members accountable for integrating the training into their work	5
7.3.8	responds to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources	2
7.3.9	ensures physical, program, and resource access for persons with disabilities	3
7.3.10	recognizes the needs of distance learning students by providing appropriate and accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region	ND

## Part 7. Diversity, Equity, and Access Overview Questions

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

**Staff is required to attend mandatory training programs provided by the division. Staff is also strongly encouraged to attend training programs provided through Human Resources. Multicultural Diversity segments are included in professional and student staff meetings and professional development sessions on a frequent basis. Discussions are regularly held regarding any incidents in the news or on campus. ADA notifications are printed on all advertisements for events. A stage lift is available for conference center events.**

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 program staff members?

**Job descriptions for open positions are posted and verbiage of the University non-discrimination policies is placed on the job opening materials. The University Human Resources office collects data on job applicants and lets us know if the applicant pool meets adequate diversity criteria. Job advertisements are placed in multiple venues to attract a variety of applicants. Student programs are varied to encourage participation of all students at events.**

C. How does the program create and maintain the educational and work environment to comply with institutional policies and all applicable codes and laws?

**Educational programs, training sessions, and discussions at meetings are held to assist employees and student staff provides an environment that complies with all applicable codes and laws. Fire inspections are held. Fire drill training and practices are held. Awareness of student and customer accessibility within the building is addressed. Students and staff are trained to intervene and report any noncompliance issues.**

## **Part 8. INSTITUTIONAL AND EXTERNAL RELATIONS**

**College Unions (CU) must reach out to relevant individuals, groups, communities, and organizations internal and external to the institution to**

- **establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services**
- **garner support and resources for programs and services as defined by the mission statement**
- **disseminate information about the programs and services**
- **collaborate, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes**
- **engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents**

Examples of relevant individuals, campus offices, and external agencies include students; student organizations, especially student government and program board(s); faculty members; administrative offices; alumni; local community members; contracted service providers, including lessees; and campus safety offices.

CU should use relevant and appropriate student and campus marketing and outreach resources to inform the campus community about CU programs and services. Staff and volunteers throughout CU should be considered for membership on various institutional committees and governing bodies.

**CU must have procedures and guidelines consistent with institutional policy for**

- **communicating with the media**
- **contracting with external organizations for delivery of programs and services**
- **cultivating, soliciting, and managing gifts**
- **applying to and managing funds from grants**

<b>ND</b> Does Not Apply	<b>0</b> Insufficient Evidence/ Unable to Rate	<b>1</b> Does Not Meet	<b>2</b> Partly Meets	<b>3</b> Meets	<b>4</b> Exceeds	<b>5</b> Exemplary
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Criterion Measures		Rating
8.1	The College Union (CU) reaches out to internal and external populations to	
8.1.1	establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services	3
8.1.2	garner support and resources for programs and services as defined by the mission statement	4
8.1.3	disseminate information about the programs and services	3
8.1.4	collaborate, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes	4
8.1.5	engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents	ND
8.2	The CU has procedures and guidelines consistent with institutional policy to	
8.2.1	communicate with the media	3
8.2.2	contract with external organizations for delivery of programs and services	3
8.2.3	cultivate, solicit, and manage gifts	3
8.2.4	apply to and manage funds from grants	3

## Part 8. Institutional and External Relations Overview Questions

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

- **Student Government Association**
- **Campus Police**
- **Auxiliary Services**
- **Dining Services/Catering**
- **Cashier's Office**
- **Procurement**
- **Facilities Maintenance**
- **UWF Student Affairs Administrative Offices**
- **Student Involvement**

B. What evidence confirms effective relationships with program constituents?

**Email conversations between operations and relevant individuals, campus offices, and external agencies serve as evidence of effective relationships.**

## Part 9. FINANCIAL RESOURCES

**College Unions (CU) must have funding to accomplish the mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and impact on students and the institution.**

**CU must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.**

CU should have financial resources to ensure reasonable pricing of services and adequate programming, staffing, maintenance, and professional development.

**When handling student fee funds, CU must manage fees in accordance with approved accounting methods of the institution.**

Student fee funds should be used to benefit students directly.

The institution should consider various methods and sources of financial support including, but not limited to (a) direct institutional support (e.g., salaries, utilities, housekeeping, maintenance, and membership fees); (b) student fees; (c) income from sales, services, rentals, and leases; and (d) fundraising initiatives.

<b>ND</b> Does Not Apply	<b>0</b> Insufficient Evidence/ Unable to Rate	<b>1</b> Does Not Meet	<b>2</b> Partly Meets	<b>3</b> Meets	<b>4</b> Exceeds	<b>5</b> Exemplary
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<b>Criterion Measures</b>		<b>Rating</b>
9.1	The College Union (CU) has adequate funding to accomplish its mission and goals	3
9.2	An analysis of expenditures, external and internal resources, and impact on the campus community is completed before	
9.2.1	establishing funding priorities	3
9.2.2	making significant changes	3
9.3	The CU demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols	3
9.4	The CU manages student fee funds in accordance with approved accounting methods	4

### Part 9. Financial Resources Overview Questions

- A. What is the funding strategy for the program?

**Student Fee allocations make up 68% of our total departmental operations budgets. 10% comes from state funding and 22% is auxiliary earned revenues. Our strategy has always been to utilize the state funds first on building maintenance and operational expenses including student staffing as needed. Student Fee funding is used for direct student programs, events and operations. Auxiliary funds are used for upgrades and repairs to equipment as needed.**

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

**Budgetary performance reports are produced monthly and reconciled with all backup documentation posted. Quarterly reviews are held with account managers and the Director. Purchase Card purchases are reconciled monthly in accordance with Procurement policies and procedures and include upper management reviews and signatures. Internal and state audits are performed as needed. Budgetary deficit reports are run monthly and corrective actions and adjustments are made. Purchases are made with the guidance of the Procurement office and utilize state contracts when possible.**

## **Part 10. TECHNOLOGY**

**College Unions (CU) must have adequate technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant codes and laws.**

**CU must use current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients.**

**CU must explore the use of technology to enhance delivery of programs and services, especially for students at a distance or external constituencies.**

**When technology is used to facilitate student learning and development, CU must select technology that reflects intended outcomes.**

### **CU must**

- **maintain policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws**
- **have clearly articulated plans in place for protecting confidentiality and security of information when using Internet-based technologies**
- **develop plans for replacing and updating existing hardware and software as well as plans for integrating new technically-based or supported programs, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems**

**Technology, as well as workstations or computer labs maintained by programs and services for student use, must be accessible to all designated clients and must meet established technology standards for delivery to persons with disabilities.**

### **When providing student access to technology, CU must**

- **have policies on the use of technology that are clear, easy to understand, and available to all students**
- **provide assistance, information, or referral to appropriate support services to those needing help accessing or using technology**

- **provide instruction or training on how to use the technology**
- **inform students on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks**

**Student violations of technology policies must follow established institutional student disciplinary procedures.**

**Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.**

The CU should use current and appropriate technology to facilitate, improve, assess, and extend access to its programs, products, services, and facilities.

<b>ND</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds	Exemplary

<b>Criterion Measures</b>		<b>Rating</b>
10.1	The College Union (CU) has adequate technology to support its mission and goals	3
10.2	Use of technology in the CU complies with institutional policies and procedures and legal requirements	3
10.3	The CU uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients	4
10.4	The CU explores use of technology to enhance delivery of programs and services, especially for students at a distance and external constituencies	3
10.5	The CU uses technology that facilitates learning and development and reflects intended outcomes	3
10.6	The CU	
10.6.1	maintains policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws	2
10.6.2	has plans in place for protecting confidentiality and security of information when using Internet-based technologies	2
10.6.3	develops plans for replacing and updating existing hardware and software as well as for integrating new technically-based or -supported programs	2
10.7	Workstations and computer labs maintained by the CU for student use are accessible to all designated clients and meet standards for delivery to persons with disabilities	3
10.8	The CU provides	
10.8.1	access to policies on technology use that are clear, easy to understand, and available to all students	ND
10.8.2	assistance, information, or referral to appropriate support services to those needing help accessing or using technology	3
10.8.3	instruction or training on how to use technology	4
10.8.4	information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks	3
10.9	Student violations of technology are addressed in student disciplinary procedures	3
10.10	A referral support system is available for students who experience negative emotional or psychological consequences from the use of technology	ND

## **Part 10. Technology Overview Questions**

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

**Our Event Management System (EMS) not only serves as our scheduling database, it also serves as our inventory database. We are able to keep a listing of our active and inactive general and technical inventory and generate custom reports pertaining to usage. The EMS data base is housed on a separate server and is backed-up, automatically, several times a day through a script developed by our IT department. We also keep a technical inventory on the department drive that contains purchase price, date, warranty information as well as a repair schedule.**

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

**Our "Big Book" is available on-line, through our website (<http://uwf.edu/ucommons/sectional.cfm>) and contains a partial listing of the technology available to all customer (including students). Most of the information on available technology is provided via customer consultations and there is a plan to provide more information online. Signage regarding using the University Wi-Fi is located in the Commons Great Hall and at the Service Desk. Guest access user names and passwords are available.**

## **Part 11. FACILITIES AND EQUIPMENT**

**College Unions (CU) must have adequate, accessible, and suitably located facilities and equipment to support the mission and goals. If acquiring capital equipment as defined by the institution, programs and services must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated on an established cycle, including consideration of sustainability, and be in compliance with codes and laws to provide for access, health, safety, and security.**

**Recycling, energy conservation, and other sustainability efforts must be addressed throughout the CU.**

CU facilities should be proportional in size to the needs of the campus community and be centrally located.

CU should provide appropriate spaces that meet the unique needs of diverse groups, while simultaneously promoting interaction and community.

**Facilities must be accessible, clean, reasonably priced, well maintained, and have adequate safety and security features.**

New construction and renovation projects should be responsive to the current and future needs of the campus community. Decisions about new construction and renovation should be based upon clearly defined needs and consistent with the mission of the institution, which may include adherence to institutional standards for sustainability, accessibility, beautification, debt coverage, and historic preservation.

Members of the campus community and the CU staff should be involved in program development of new and renovated facilities. Such planning efforts should include representation by students, faculty, and staff.

Systematically planned replacement cycles should exist for furnishings, mechanical and electrical systems, maintenance equipment, floor/wall/window treatments, technology, and service equipment.

**CU staff members must have workspace that is well equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.**

**CU staff members who share workspace must be able to secure their own work.**

**The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information.**

**The location and layout of the facilities must be sensitive to the needs of persons with disabilities as well as the needs of other constituencies.**

<b>ND</b> Does Not Apply	<b>0</b> Insufficient Evidence/ Unable to Rate	<b>1</b> Does Not Meet	<b>2</b> Partly Meets	<b>3</b> Meets	<b>4</b> Exceeds	<b>5</b> Exemplary
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Criterion Measures	Rating
11.1 The College Union (CU)	
11.1.1 has adequate, accessible, and suitably located facilities and equipment to support its mission and goals	3
11.1.2 takes into account expenses related to regular maintenance and life-cycle costs when purchasing capital equipment	2
11.2 CU facilities and equipment	
11.2.1 are evaluated regularly	2
11.2.2 are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users	3
11.3 Recycling, energy conservation, and other sustainability efforts are addressed throughout the CU	4
11.4 CU facilities are accessible, clean, reasonably priced, and well maintained, and have adequate safety and security features	3
11.5 CU staff members have	
11.5.1 workspace that is well equipped, adequate in size, and designed to support their work	3
11.5.2 access to appropriate space for private conversations	4
11.5.3 the ability to adequately secure their work	3
11.6 The facilities guarantee security and privacy of records and ensure confidentiality of sensitive information	3
11.7 The location and layout of the facilities are sensitive to the needs of persons with disabilities as well as with the needs of other constituencies	3

## **Part 11. Facilities and Equipment Overview Questions**

A. How are facilities inventoried and maintained?

**Equipment, rooms, buildings and scheduled events are inventoried within the Event Management Software (EMS). Additional inventories for departmental computers and technical items are housed on the department's shared "O" drive. Both the "O" drive and EMS are backed-up by the university several times a day. Maintenance of the Commons facility is done via Quality Assurance checks, daily Building Manager reporting and Facilities Services work orders for maintenance and repairs. Recently, the Trello free workflow software has been implemented to keep track of daily custodial tasks and maintenance issues, via mobile devices.**

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

**Fire drills are conducted regularly, throughout the year (as evidenced by the supplied fire marshal reports). Security cameras, building manager presence and staff risk management training help us to provide safety and security to our customers. Our equipment inventories and daily usage of many types of A/V equipment serve as evidence of its availability to all customers.**

## **Part 12. ASSESSMENT AND EVALUATION**

**College Unions (CU) must have a clearly articulated assessment plan to document achievement of stated goals and learning outcomes, demonstrate accountability, provide evidence of improvement, and describe resulting changes in programs and services.**

**CU must have adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.**

**Assessments must include direct and indirect evaluation and use qualitative and quantitative methodologies and existing evidence, as appropriate, to determine whether and to what degree the stated mission, goals, and intended outcomes are being met as effectively and efficiently as possible. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other constituencies, and aggregated results must be shared with those groups. Results of assessments must be shared appropriately with multiple constituents.**

**Results of assessments and evaluations must be used to identify needs and interests in revising and improving programs and services, recognizing staff performance, maximizing resource efficiency and effectiveness, improving student achievement of learning and development outcomes, and improving student persistence and success. Changes resulting from the use of assessments and evaluation must be shared with stakeholders.**

Evaluation should include goal-related progress on such considerations as student satisfaction, attendance at programs, cash flow, appearance of facilities, and vitality of volunteer groups such as programming and governing boards.

Results and summary data from assessment and evaluation should be broadly shared with all appropriate constituencies including students, faculty and staff members, cabinet members, and board members.

<b>ND</b> Does Not Apply	<b>0</b> Insufficient Evidence/ Unable to Rate	<b>1</b> Does Not Meet	<b>2</b> Partly Meets	<b>3</b> Meets	<b>4</b> Exceeds	<b>5</b> Exemplary
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Criterion Measures		Rating
12.1	The College Union (CU) has a clearly-articulated assessment plan to	
12.1.1	document achievement of stated goals and learning outcomes	2
12.1.2	demonstrate accountability	2
12.1.3	provide evidence of improvement	2
12.1.4	describe resulting changes	3
12.2	The CU has adequate resources in the following dimensions to develop and implement assessment plans:	
12.2.1	fiscal	3
12.2.2	human	4
12.2.3	professional development	4
12.2.4	technology	4
12.3	The CU employs direct and indirect evaluation and qualitative and quantitative methodologies to	
12.3.1	determine achievement of mission and goals	2
12.3.2	determine achievement of learning and development outcomes and whether they are met effectively and efficiently	2
12.3.3	ensure comprehensiveness	2
12.4	Data are collected from students and other constituencies	3
12.5	Assessments are shared appropriately with multiple constituencies	2
12.6	Assessment and evaluation results are used to	
12.6.1	identify needs and interests in revising and improving programs and services	2
12.6.2	recognize staff performance	1
12.6.3	maximize resource efficiency and effectiveness	3
12.6.4	improve student learning and development outcomes	2
12.6.5	improve student persistence and success	2
12.7	Changes resulting from assessment and evaluation are shared with stakeholders	2

## Part 12. Assessment and Evaluation Overview Questions

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

**As a program in the University Commons & Student Involvement department, the assessment strategy is two parts: strategic plan assessment, and annual recurring assessment. Each year, the department revises its strategic plan and describes annual objectives. The assessments of action items related to these objectives are articulated. In addition, each program carries out recurring assessment projects. These relate to the mission and priorities of each program, and to showing progress and improvement over time.**

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

**Tangible, measurable outcomes related to the Commons Operations & Service Desk focus primarily on student staff development and learning. These are framed in the context of ArgoGROW - a qualitative assessment program based on the Iowa Guided Reflection on Work program. Outcomes related to service delivery are currently being developed and articulated in efforts to better serve the campus community.**

*General Standards revised in 2011; CU content developed/revised in 1986, 1997, 1998, & 2009*

**CAS  
Work Form A**

**Assessment, Ratings, and Significant Items**

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**INSTRUCTIONS:**

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

- **Discrepancies:** Item number(s) for which there is a substantial rating discrepancy (two or more ratings apart). These items will need to be discussed further by team members.
- **Strengths:** Item number(s) for which all participants have given a rating of 4 & 5, indicating agreement that the criterion *Exceeds* the standard or is *Exemplary*.
- **Needed Improvements:** Item numbers for which all participants have given a rating of 1 & 2, indicating agreement that the criterion *Does Not Meet* or *Partly Meets* the standard.

Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated a 3, which indicates *Meets* the standard. Items rated 0 because of *Insufficient Evidence/Unable to Rate* should be listed in Needed Improvements.

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

Part Number	Part	Discrepancies	Strengths	Needed Improvements
<b>1</b>	<b>Mission</b>		1.1, 1.2.1, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.4, 1.5	
<b>2</b>	<b>Program</b>		2.2, 2.4.3, 2.6., 2.7	2.4.1, 2.4.2, 2.4.4., 2.4.5, 2.4.6
<b>3</b>	<b>Organization and Leadership</b>		3.1.1, 3.1.2., 3.1.3., 3.1.4., 3.2.1., 3.2.2., 3.2.3., 3.2.4., 3.2.5., 3.2.6., 3.3.2., 3.4.2., 3.4.3, 3.4.5., 3.4.7., 3.5.4., 3.6.2., 3.7., 3.8., 3.11, 3.12., 3.13	3.3.4., 3.4.1., 3.5.5., 3.5.6., 3.9

4	<b>Human Resources</b>		4.2.1, 4.2.2, 4.2.4., 4.3.1., 4.3.2., 4.3.3., 4.4.1., 4.4.2., 4.5.1., 4.6., 4.7., 4.8.3., 4.9.1	4.1, 4.3.4., 4.3.5., 4.9.3., 4.9.4
5	<b>Ethics</b>		5.5.2., 5.6, 5.7., 5.8	5.2., 5.3., 5.5.1
6	<b>Law, Policy, and Governance</b>		6.1.1., 6.1.2., 6.1.3	
7	<b>Diversity, Equity, and Access</b>		7.3.7	7.3.2., 7.3.5., 7.3.6., 7.3.8
8	<b>Institutional and External Relations</b>		8.1.2., 8.1.4	
9	<b>Financial Resources</b>		9.4	
10	<b>Technology</b>		10.3., 10.8.3	10.6.1., 10.6.2., 10.6.3
11	<b>Facilities and Equipment</b>		11.3., 11.5.2	11.1.2., 11.2.1
12	<b>Assessment and Evaluation</b>		12.2.2-12.2.4	12.1.1-12.1.3, 12.3.1-12.3.3, 12.5, 12.6.1, 12.6.2, 12.6.4, 12.6.5, 12.7

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

<b>1. None</b>
<p><b>2.</b> The CU:</p> <p>2.4.1 - does not have measureable evidence of being intentionally designed</p> <p>2.4.2 - is not intentionally guided by theories and knowledge of learning and development</p> <p>2.4.4 - is somewhat reflective of developmental and demographic profiles of the student population</p> <p>2.4.5 - is not entirely responsive to needs of individuals, populations with distinct needs, and relevant constituencies</p> <p>2.4.6 - delivered using multiple formats, strategies, and contexts</p>

<p><b>3.</b></p> <p>In providing supervision, CU leaders</p> <p>3.3.4 - need to offer appropriate feedback to colleagues and students on skills needed to become more effective leaders</p> <p>In providing management, CU leaders</p> <p>3.4.1 - need to identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement</p> <p>In advancing the organization, CU leaders</p> <p>3.5.5 - should facilitate processes to reach consensus where wide support is needed</p> <p>3.5.6 - should inform other areas within the institution about issues affecting practice</p> <p>3.9 - The CU should seek to involve members of the campus community in its governance and programming structure and in the formulation of CU policies</p>
<p><b>4.</b></p> <p>4.1 - The College Union is staffed adequately to accomplish mission and goals</p> <p>The CU</p> <p>4.3.4 - considers work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework</p> <p>4.3.5 - has technical and support staff members adequate to accomplish the mission</p> <p>All CU staff members, including student employees and volunteers,</p> <p>4.9.3 - receive training on policies and procedures related to the use of technology to store or access student records and institutional data</p> <p>4.9.4 - are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts and in safety and emergency procedures for securing and vacating facilities</p>
<p><b>5.</b></p> <p>5.2 - The CU published and adheres to statements of ethical practice and ensures periodic review by relevant constituents</p> <p>5.3 - The CU orients new staff members to relevant statements of ethical practice and related institutional policies</p> <p>CU staff members</p> <p>5.5.1 - inform users of programs of ethical obligations and limitations emanating from codes and laws or from licensure requirements</p>
<p><b>6. None</b></p>
<p><b>7.</b> The CU</p> <p>7.3.2 - modifies or removes policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities</p> <p>7.3.5 - promotes respect about commonalities and differences among people within their historical and cultural contexts</p> <p>7.3.6 - addresses the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices</p> <p>7.3.8 - responds to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources</p>
<p><b>8. None</b></p>
<p><b>9. None</b></p>

**10.** The CU

- 10.6.1 - maintains policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws
- 10.6.2 - has plans in place for protecting confidentiality and security of information when using Internet-based technologies
- 10.6.3 - develops plans for replacing and updating existing hardware and software as well as for integrating new technically-based or -supported programs

**11.**

The CU

- 11.1.2 - takes into account expenses related to regular maintenance and life-cycle costs when purchasing capital equipment
- CU facilities and equipment
- 11.2.1 - are evaluated regularly

**12.**

The CU has a clearly articulated plan to

- 12.1.1 - document achievement of stated goals and learning outcomes
  - 12.1.2 - demonstrate accountability
  - 12.1.3 - provide evidence of improvement
- The CU employs direct and indirect evaluation and qualitative and quantitative methodologies to
- 12.3.1 - determine achievement of mission and goals
  - 12.3.2 - determine achievement of learning and development outcomes and whether they are met effectively and efficiently
  - 12.3.3 - ensure comprehensiveness
- 12.5 - Assessments are shared appropriately with multiple constituencies
- The CU Assessment and evaluation results are used to
- 12.6.1 - identify needs and interests in revising and improving programs and services
  - 12.6.2 - recognize staff performance
  - 12.6.4 - improve student learning and development outcomes
  - 12.6.5 - improve student persistence and success
- 12.7 - Changes resulting from assessment and evaluation are shared with stakeholders

**CAS**  
**Work Form B**  
**Follow-Up Actions**

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**INSTRUCTIONS:**

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

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

<b>Practice Description</b>	<b>Corrective Action Sought</b>	<b>Task Assigned To</b>	<b>Timeline Due Dates</b>
2.4.1 - The CU is intentionally designed	Any and all modifications to the current building should encompass intentionally designed elements	Matt Marshall Matt McKinney	2016-2017
2.4.2 - The CU is guided by theories and knowledge of learning and development	Staff will read books and articles to learn about how to incorporate learning and development into the Union operations	Matt McKinney Eric Ingerman Jackie Winkelman	2017-2018
2.4.4 - The CU is reflective of developmental and demographic profiles of the student population	Gather input from students representative of the student population on any changes to the current building	Matt Marshall Matt McKinney	2016-2017
2.4.5 - The CU is responsive to needs of individuals, populations with distinct needs, and relevant constituencies	Update signage and lighting to facilitate better mobility and access within the building. Inspect the building daily to determine if there are any obstacles needing removal. Upgrade restrooms to include family access and gender neutral access.	Operations GA Melissa Puckett Jackie Winkelman Matt McKinney	6/30/2016
2.4.6 - The CU is delivered using multiple formats, strategies, and contexts	Create advertising and promotion of events and services across multiple media sources in order to reach a wide variety of customers.	Melissa Puckett Matt McKinney Kennyattah Cox	6/30/2017
3.3.4 - In providing supervision, CU leaders offer appropriate feedback to colleagues and students on skills needed to become more effective leaders	Develop methods for supervisors to share feedback and train staff/student staff to become more effective leaders	Kennyattah Cox Tara Kermiet Ben Stubbs Matt McKinney Eric Ingerman	6/30/2016

3.4.1 - In providing management, CU leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement	Hold open forums, utilize surveys, and address topics in staff meetings and professional development sessions to identify conditions that inhibit mission achievement.	Matt Marshall Kennyattah Cox Jackie Winkelman Matt McKinney	06/30/2016
3.5.5 - In advancing the organization, CU leaders facilitate processes to reach consensus where wide support is needed	Work with upper administration to develop renovation and improvement plans. Garner input from professional and student staff.	Matt Marshal Matt McKinney Ben Stubbs Jackie Winkelman	ongoing
3.5.6 - In advancing the organization, CU leaders inform other areas within the institution about issues affecting practice	Create communication methods to inform other areas of UWF regarding issues affecting practice. Utilize @UWF, websites, Divisional newsletters, flyers, signage, social media.	Melissa Puckett Kennyattah Cox Matt McKinney	12/31/2016
3.9 - The CU involves members of the campus community in its governance and programming structure and in the formulation of CU policies	Include Student Government, student staff, surveys, choices/comments from general student population regarding policies	Matt Marshall Matt McKinney Kennyattah Cox	6/30/2015
4.1 - The College Union is staffed adequately to accomplish mission and goals	Review mission and goals to determine staffing needs. Rely on budgetary planning and schedule of events to assist in determining staffing levels	Matt Marshall Jackie Winkelman Matt McKinney Eric Ingerman	6/30/2015
4.3.4 - The CU considers work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework	Develop a policy for the department which addresses work/life initiatives in accordance with guidelines established by Human Resources	Jackie Winkelman Kennyattah Cox Matt Marshall	12/31/2016
4.3.5 -The CU has technical and support staff members adequate to accomplish the mission	Review mission and resumes/training history of current staff to determine where weaknesses exist. Within budget, hire adequately trained personnel or send current staff for additional training.	Matt Marshall Eric Ingerman	6/30/2015
4.9.3 - All CU staff members, including student employees and volunteers, receive training on policies and procedures related to the use of technology to store or access student	Use University guidelines to develop staff training modules. Disseminate information to all staff during bi-annual staff training	Jackie Winkelman Kennyattah Cox	Spring and Fall 2016

records and institutional data			
4.9.4 - All CU staff members, including student employees and volunteers, are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts and in safety and emergency procedures for securing and vacating facilities	Place increased emphasis on risk management training during weekly unit meetings. Hold periodic Risk Management training with staff	Matt McKinney Operations GA Building Managers Eric Ingerman Productions Services GA	Spring 2016 - ongoing
5.2 - The CU publishes and adheres to statements of ethical practice and ensures periodic review by relevant constituents	Develop and publish statement of ethical practice. Introduce ethics training into weekly unit meetings. Develop full staff training module.	UCSI Pro Staff	Spring 2016
5.3 - The CU orients new staff members to relevant statements of ethical practice and related institutional policies	Include information on University wide ethical policies for new hires during Administrative Orientation sessions. Include Conflict of Interest Form.	Kennyattah Cox Jackie Winkelman	12/31/2015
5.5.1 - CU staff members inform users of programs of ethical obligations and limitations emanating from codes and laws or from licensure requirements	Include information on showing movies, copyright laws, using others' materials in presentations without citing, playing music on campus (Royalties) and using licensed music for videos used in public venues at various staff meetings.	Jackie Winkelman Kennyattah Cox Ben Stubbs	6/30/2016
7.3.2 - The CU modifies or removes policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities	Review and update "Big Book" of policies and procedures. Inspect building entrances and passageways to determine if necessary structural modifications are needed.	Matt McKinney Ben Stubbs Jackie Winkelman Matt Marshal	Spring 2016
7.3.5 - The CU promotes respect about commonalities and differences among people within their historical and cultural contexts	Criterion Measure is addressed on an institutional level via multi-cultural competency training and certificate programs	All staff	ongoing
7.3.6 -The CU addresses the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive	Review student/customer survey information related to recreational and gaming services as well as printing services from the Service Desk when updating or expanding services offered.	Kennyattah Cox Jackie Winkelman	6/30/2016

programs, services, policies, procedures, and practices			
7.3.8 - The CU responds to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources	Use reservations scheduled on the EMS system when scheduling staffing and building needs that are outside of normal operating hours	Matt McKinney Eric Ingerman	12/31/2015
10.6.1 - The CU maintains policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws	Develop policies to ensure security of information kept in Trello software and department "O" drive (virtual storage). Develop policy/procedures for elimination of access to individuals no longer employed with the CU	Melissa Puckett Kennyattah Cox	Spring 2016
10.6.2 - The CU has plans in place for protecting confidentiality and security of information when using Internet-based technologies	The UWF IT department has developed a usage policy for all UWF owned computers. All users are required to agree to this policy prior to logging in to any UWF-owned computer technologies	All staff	11/5/2015
10.6.3 - The CU develops plans for replacing and updating existing hardware and software as well as for integrating new technically-based or - supported programs	Develop a computer replacement plan for departmental computers and build this replacement/upgrade plan into the annual budget requests. Maintain software updates as needed and review needs/usage on an annual basis.	Matt McKinney Kennyattah Cox Eric Ingerman	6/30/2015
11.1.2 - The CU takes into account expenses related to regular maintenance and life-cycle costs when purchasing capital equipment	Develop a process by which capital equipment and related costs are tracked to include replacement costs at end of equipment life. Compare warranty information on equipment prior to purchasing.	Jackie Winkelman Matt McKinney Eric Ingerman	12/31/2015
11.2.1 -CU facilities and equipment are evaluated regularly	Develop an intentional, documented evaluation process using models from, similar institutions	Matt McKinney Matt Marshall Eric Ingerman Operations GA Kohl Rabin	Spring 2015
12.1.1 - The CU does not have a clearly articulated plan to document achievement of stated goals and learning outcomes	Develop new strategic planning practices to aid in documenting achievement of stated goals and learning outcomes	Ben Stubbs Eric Ingerman Kennyattah Cox Melissa Puckett	Spring 2015
12.1.2 - The CU has a clearly articulated plan to demonstrate accountability	Further clarification is needed - accountability to whom or what?	Matt McKinney Ben Stubbs Matt Marshal	January 2016

12.1.3 -The CU has a clearly articulated plan to provide evidence of improvement	Develop a comprehensive assessment on overall Union operations	Ben Stubbs Kennyattah Cox Eric Ingerman Matt McKinney	Summer 2016
12.3.1 - The CU employs direct and indirect evaluation and qualitative and quantitative methodologies to determine achievement of mission and goals	Develop a comprehensive assessment that includes direct and indirect evaluations and qualitative and quantitative methodologies to measure achievement of goals and objectives.	Ben Stubbs Kennyattah Cox Eric Ingerman Matt McKinney	Summer 2016
12.3.2 - The CU employs direct and indirect evaluation and qualitative and quantitative methodologies to determine achievement of learning and development outcomes and whether they are met effectively and efficiently	Develop a comprehensive assessment that includes direct and indirect evaluations and qualitative and quantitative methodologies to measure achievement of learning and development outcomes and whether they are met effectively and efficiently	Ben Stubbs Kennyattah Cox Eric Ingerman Matt McKinney	summer 2016
12.3.3 - The CU employs direct and indirect evaluation and qualitative and quantitative methodologies to ensure comprehensiveness	Develop a comprehensive assessment that includes direct and indirect evaluations and qualitative and quantitative methodologies to ensure comprehensiveness	Ben Stubbs Kennyattah Cox Eric Ingerman Matt McKinney	Summer 2016
12.5 - Assessments are shared appropriately with multiple constituencies	Include CU assessment data in Annual report distributed to multiple constituencies	Ben Stubbs Kennyattah Cox Eric Ingerman Matt McKinney	June 30, 2015
12.6.1 - The CU assessment and evaluation results are used to identify needs and interests in revising and improving programs and services	Develop assessments and evaluate results to identify needs and interest in revising and improving programs and services	Matt Marshal Kennyattah Cox Eric Ingerman Matt McKinney	Summer 2016
12.6.2 - The CU assessment and evaluation results are used to recognize staff performance	Create a staff recognition plan based on performance and assessment results	Matt Marshal Kennyattah Cox Eric Ingerman Matt McKinney	Summer 2016
12.6.4 - The CU assessment and evaluation results are used to improve student learning and development outcomes	Create intentional assessment to provide data to be used in improving student learning and development outcomes	Matt Marshal Kennyattah Cox Eric Ingerman Matt McKinney	Summer 2016
12.6.5 - The CU assessment and evaluation results are used to	Create intentional assessment to provide data to be used in improving student persistence and	Matt Marshal Kennyattah Cox Eric Ingerman	Summer 2016

improve student persistence and success	success	Matt McKinney	
12.7 - Changes resulting from assessment and evaluation are shared with stakeholders	Document changes resulting from assessments and evaluations and share those results with stakeholders.	Ben Stubbs Matt Marshal Melissa Puckett Kennyattah Cox Eric Ingerman Matt McKinney	Summer 2016

**CAS**  
**Work Form C**  
**Summary Action Plan**

**Step Four:**

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

**Part 1: Mission**

No action required

**Part 2: Program**

The CU offers support services and facilities to student organizations, university departments, and the community. The program will seek input from its many constituents when implementing facility or policy updates and upgrades. The CU will be conscientious of and responsive to the needs of distinct individuals and populations by updating lighting and signage, reallocating space and planning upgrades to restrooms to include family access and gender neutral access.

**Part 3: Organization and Leadership**

The CU will seek to increase campus awareness and input pertaining to policy changes and facility upgrades. This will be accomplished by utilizing existing communication avenues such as social media, division newsletters, @UWF, flyers and signage.

**Part 4: Human Resources**

Budgetary shortages make it necessary to review the CU mission and goals to help determine adequate staffing levels, and reinforce the need to hire and train qualified personnel. Budgetary shortages often require a "do more with less" outlook, making the work-life balance important. The CU should develop a policy for the department which addresses work-life initiatives in accordance with guidelines established by Human Resources.

**Part 5: Ethics**

The CU will incorporate University wide ethics policies to develop and publish a Statement of Ethical Practice. Staff will be introduced to ethical practices in orientations and encouraged to attend HR ethics training sessions.

**Part 6: Law, Policy, and Governance**

No action required

**Part 7: Diversity, Equity, and Access**

The CU staff will continue to participate in mandatory divisional multicultural training as well as take advantage of the certificate program offered by Human Resources. Student staff training

and professional development sessions will include diversity awareness programs. Accessibility issues will be addressed in the current building as well as any plans for renovation. Staff will be mindful and intentional when making changes to programs or operations including building hours.

### **Part 8. Institutional and External Relations**

No action required

### **Part 9: Financial Resources**

No action required

### **Part 10: Technology**

Although the CU keeps records on computer and technical equipment, it has not established a plan for review and replacement of these items. These resources will be assessed based on age and functionality to determine the sequence of replacement. Also, new technology is accompanied by the need to secure information access. The CU will work with the UWF IT department to establish policies and procedures to ensure proper security of sensitive information.

### **Part 11: Facilities and Equipment**

The CU includes a budgetary line item for the purpose of maintenance of capital equipment but needs to develop a process by which capital equipment and related costs are tracked to include replacement costs at end of equipment life. This should aid in strategic and budgetary planning.

### **Part 12: Assessment and Evaluation**

The University Commons and Student Involvement has been intentional in developing assessment tools for the various units. Operations and Administration will work with Ben Stubbs to develop an assessment strategy to aid in student support, development and retention.



**Division of Student Affairs**

**Commons Operations and Administration CAS Assessment**

**Matt McKinney. Assistant Director of Operations and Reservations**

# Commons Operations and Administration CAS Assessment

- Matt McKinney- Asst. Director of Reservations and Operations
- Jackie Winkelman – Asst. Director of Admin/Fiscal
- Eric Ingerman – Asst. Director of Events and Production Services
- Melissa Puckett – Marketing and Technology Coordinator
- Kennyattah Cox – Personnel Support & Admin Coordinator
- Kenny Parker – Operations Graduate Assistant

# Findings (Strengths)

- Commons' mission meets or exceeds all CAS criterion measures and is consistent with the mission of the University
- Commons is in compliance with the laws, regulations, and policies that relate to the program and institution. Employees are knowledgeable about internal and external governance systems that affect programs
- Commons maintains effective relations and collaborates with relevant internal and external individuals, offices and agencies, responding to the needs of all students and other populations
- Despite budgetary shortages, the CU has adequate funding to accomplish its mission and goals

# Recommendations and Actions

- Seek constituent feedback when making program and facility improvements and updates
- Publish and adhere to statements of ethical practice – review periodically
- Intentional program and facility review in order to modify or remove policies, practices, facilities, structures and technologies that limit access, discriminate or produce inequities
- Develop plan for replacing and updating existing hardware and software

# Recommendations and Actions

- Develop a clearly stated assessment and evaluation plan that –
  - Articulates contributions to student persistence and success
  - Provides evidence of impact on outcomes
  - Uses evidence gathered through assessment to create strategies for improvement

**UWF Board of Trustees Meeting**  
Student Affairs Committee  
November 19, 2015

**Issue:** Housing and Residence Life Update

**Proposed action:** Informational Item

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**Background information:**

The Department of Housing and Residence life (HRL) will provide a brief update on the following: housing occupancy, rental rates for 2016-17 and capital projects.

**Recommendation:** N/A

**Implementation Plan:** N/A

**Fiscal Implications:** N/A

**Supporting documents:**

Power Point Presentation

**Prepared and Presented by:**

Dr. Ruth Davison, Director, Housing and Residence Life, [rdavison@uwf.edu](mailto:rdavison@uwf.edu), 850-474-2463

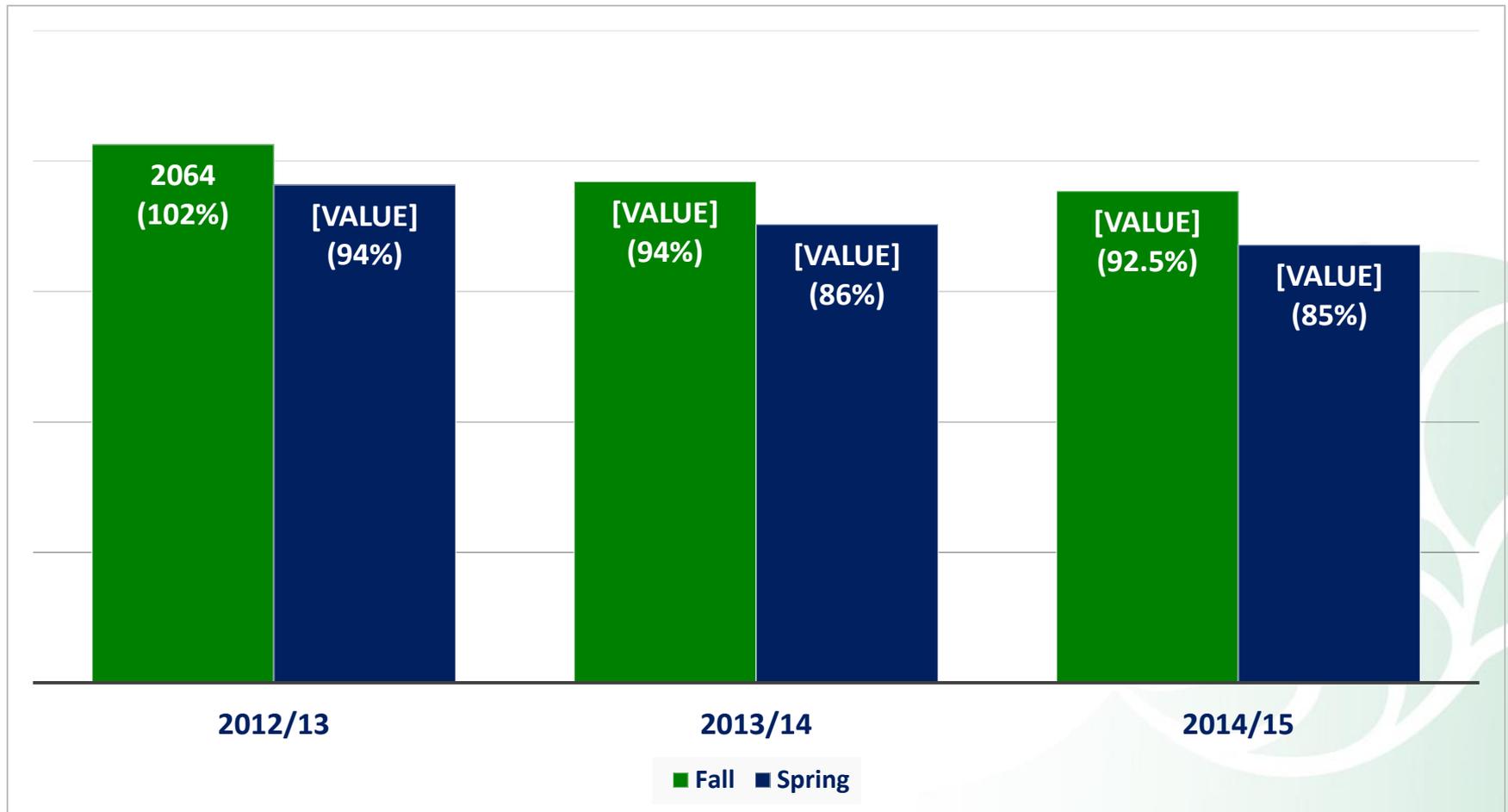


University of  
**West Florida**

Housing & Residence Life Update

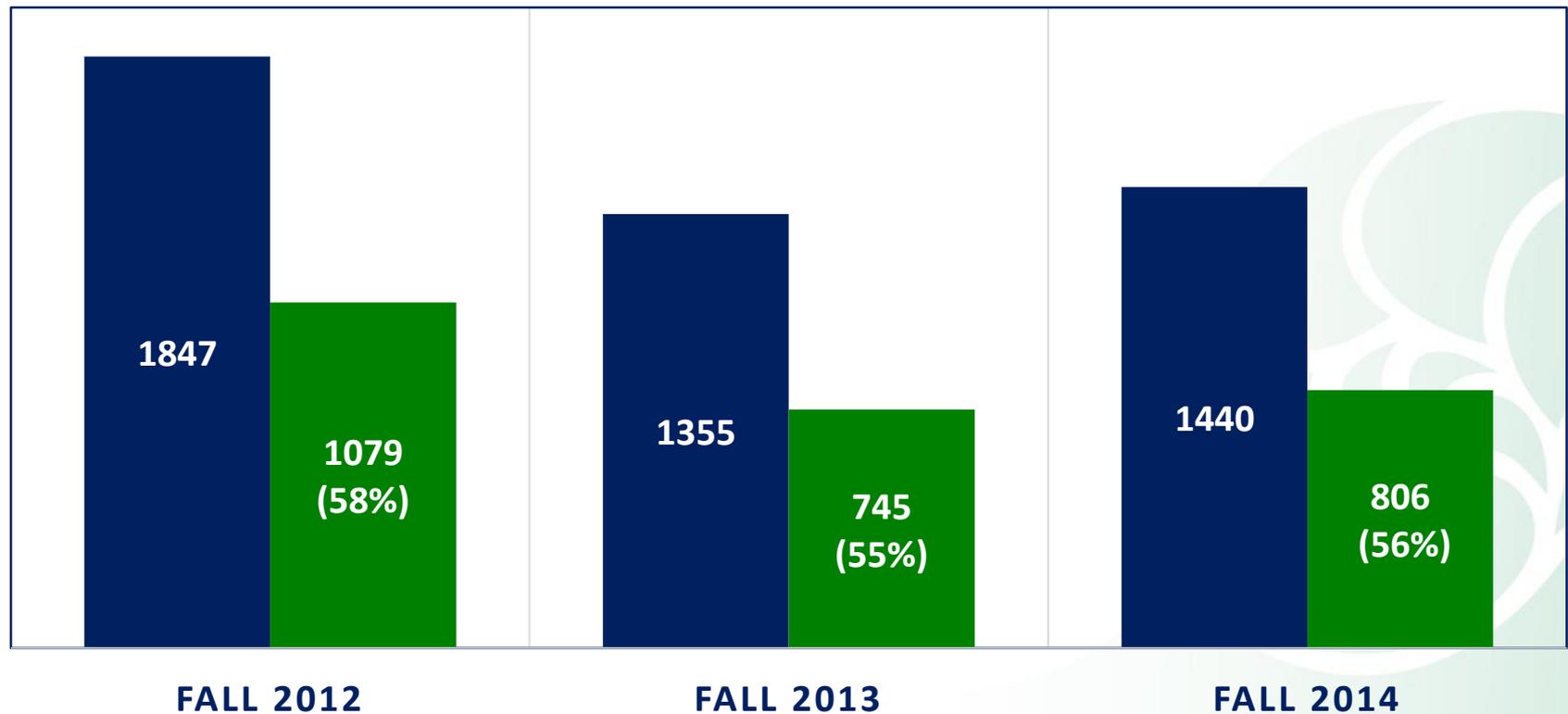
Dr. Ruth Davison, Director  
Department of Housing and Residence Life

# OCCUPANCY HISTORY



# FTIC in HOUSING

■ FTIC Total ■ FTIC in Housing



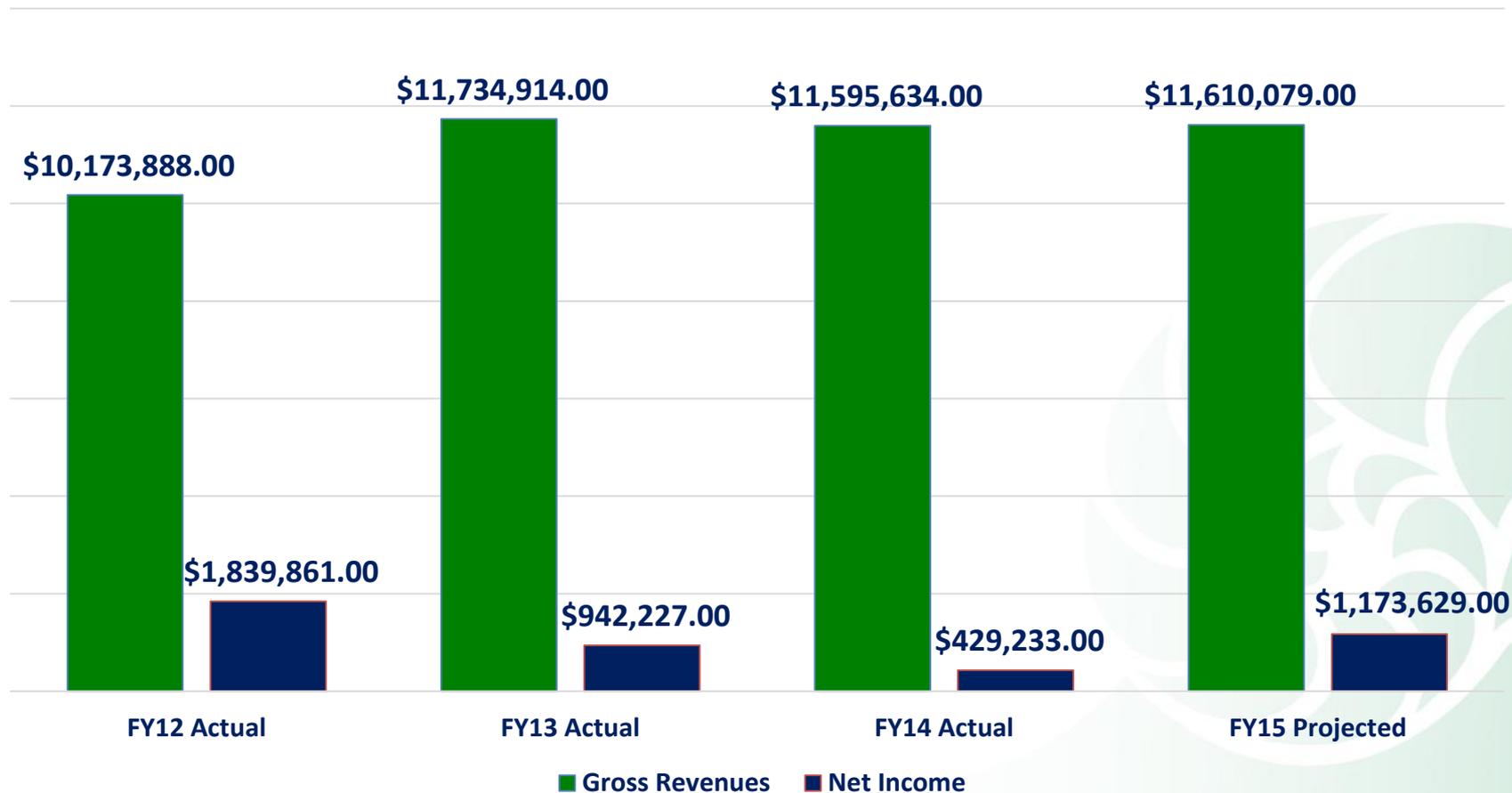
# OCCUPANCY PROJECTIONS

- **91% occupancy – Fall 2015**
- **85% occupancy – Spring 2016**

## **Rationale:**

- **15% increase in returner contracts (as of 05/08/15)**
- **26% decrease in FTIC contracts (as of 05/08/15)**
- **3% decrease in overall contracts for Fall 2015 from the same time in 2014**

# Revenue History



# CURRENT BUDGET PICTURE

## *FY15 Third Quarter*



- Revenue (4.4% higher than projected)
- Expenses (8.68% lower than projected)

## *Continuous focus on four core priorities:*

### **1. Life Safety**

- Comprehensive preventative maintenance program – fire safety systems, exterior/interior lighting, HVAC and elevators

### **2. Maintain superior facilities to enhance student learning**

- Wireless capability in all residential areas

### **3. Increase customer satisfaction/loyalty**

- No rate increase for 2015-16
- Rental discount provided to current residents who applied early for Fall 2015 (144 students benefited from this program)

### **4. Residential Programming Model**

# *Residence Life*

1. **Residential Programming (Over 400 programs annually)**
  - *The difference between living on campus and living off*
  - **Weekly program topics intentionally designed to support first year, second year and upper-class students**
2. **Argos in Action** - partnership with Career Services; encourages residential students to participate in service opportunities within local community
3. **Conflict Coaching Program** - participants undergo 20 hours of training to learn conflict resolution skills and provide services to their peers; student led initiative
4. **Residence Hall Advisory** – UWF hosted the statewide RHA conference in January 2015; student led initiative

**UWF Board of Trustees Meeting**

Student Affairs Committee

November 19, 2015

**Issue:** Student Disability Resource Center

**Proposed Action:** Informational Only

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**Background Information:**

In 2002, the disability office at UWF reported serving 229 students. In 2014-15, the SDRC reported serving 558. While the general student body had increased by 35% since then, the SDRC enrollment has grown by 144%.

Dedicated university staff and faculty work together to ensure inclusive, accommodating, and supportive learning environments. Through campus and community collaborations, we strive to reduce barriers for student success. With recent changes in the Americans with Disabilities Act in 2008 and an influx of Military and Veteran Students, more students are being served by the SDRC. The SDRC coordinates services and support the educational journey for over 500 students. These students are supported by the SDRC as well as the University community as a whole.

The SDRC is a program in the Division of Student Affairs. SDRC views disabilities as an aspect of diversity that is integral to society and to our UWF community. We are committed to the full inclusion of students with disabilities in all curricular and co-curricular opportunities as mandated by Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act as amended in 2008. We work collaboratively with students, faculty, and staff to provide reasonable accommodations for students with documented disabilities.

**Recommendation:** Informational Item

**Implementation Plan:** Informational Item

**Fiscal Implications:** None at this time

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**Prepared by:** Dr. Vannee Cao-Nguyen, SDRC Director, 850.474.2387, vcao@uwf.edu

**Facilitator/Presenter:** Dr. Vannee Cao-Nguyen, SDRC Director, 850.474.2387, vcao@uwf.edu

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# UNIVERSITY *of* WEST FLORIDA

## Student Disability Resource Center

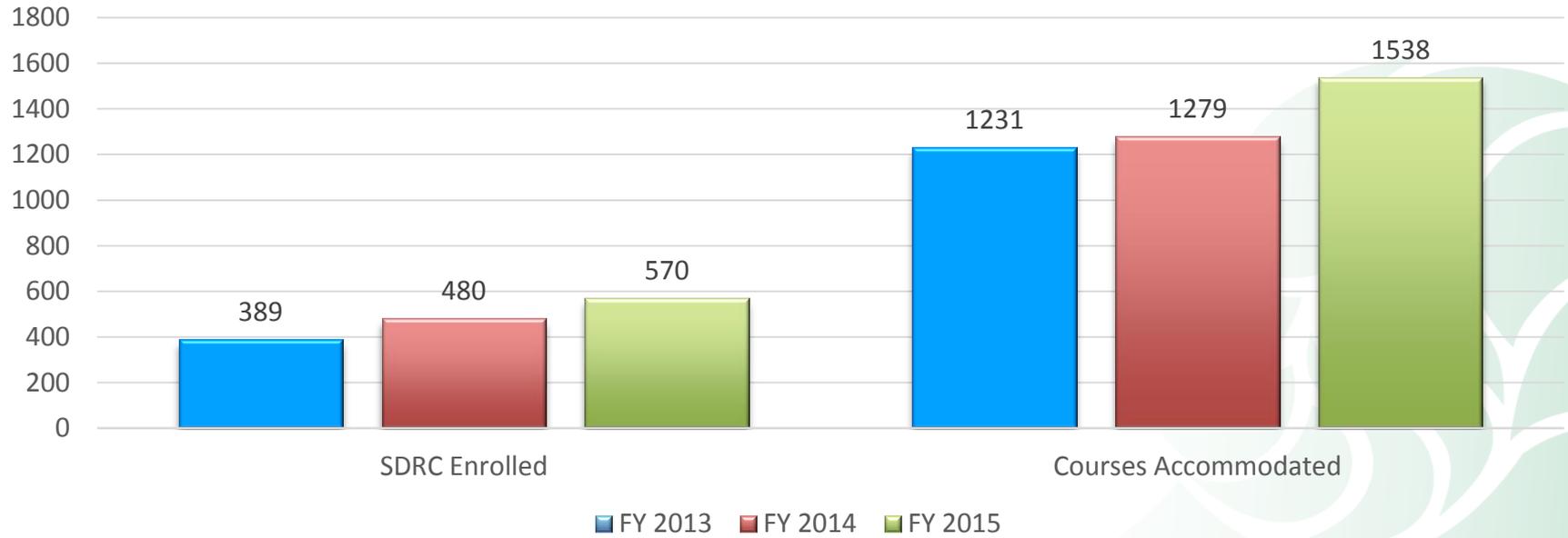
Vannee Cao-Nguyen  
Director

# The Role of SDRC

- The Student Disability Resource Center (SDRC) is a program in the Division of Student Affairs that serves as the University's administrative arm of the Americans with Disabilities Act as amended in 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973.
- Foster an inclusive learning environment to ensure educational access and support for students with disabilities.
- Coordinate accommodations and services to support faculty and students in the classroom.

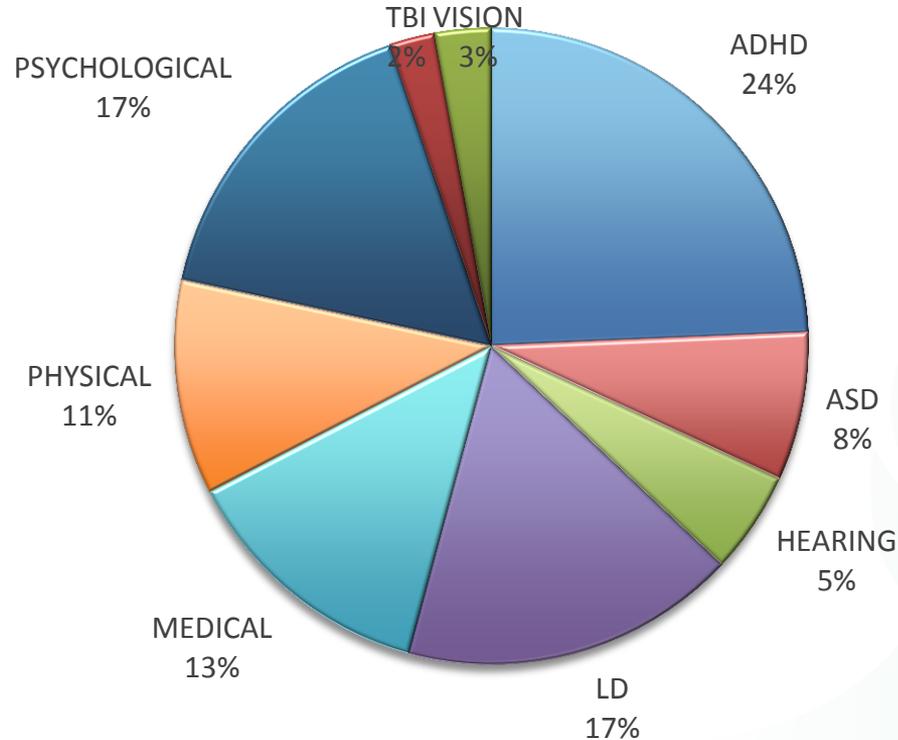
# Enrollment Growth

AY 2013 - AY 2015



# Disability Categories

## Fall 2015

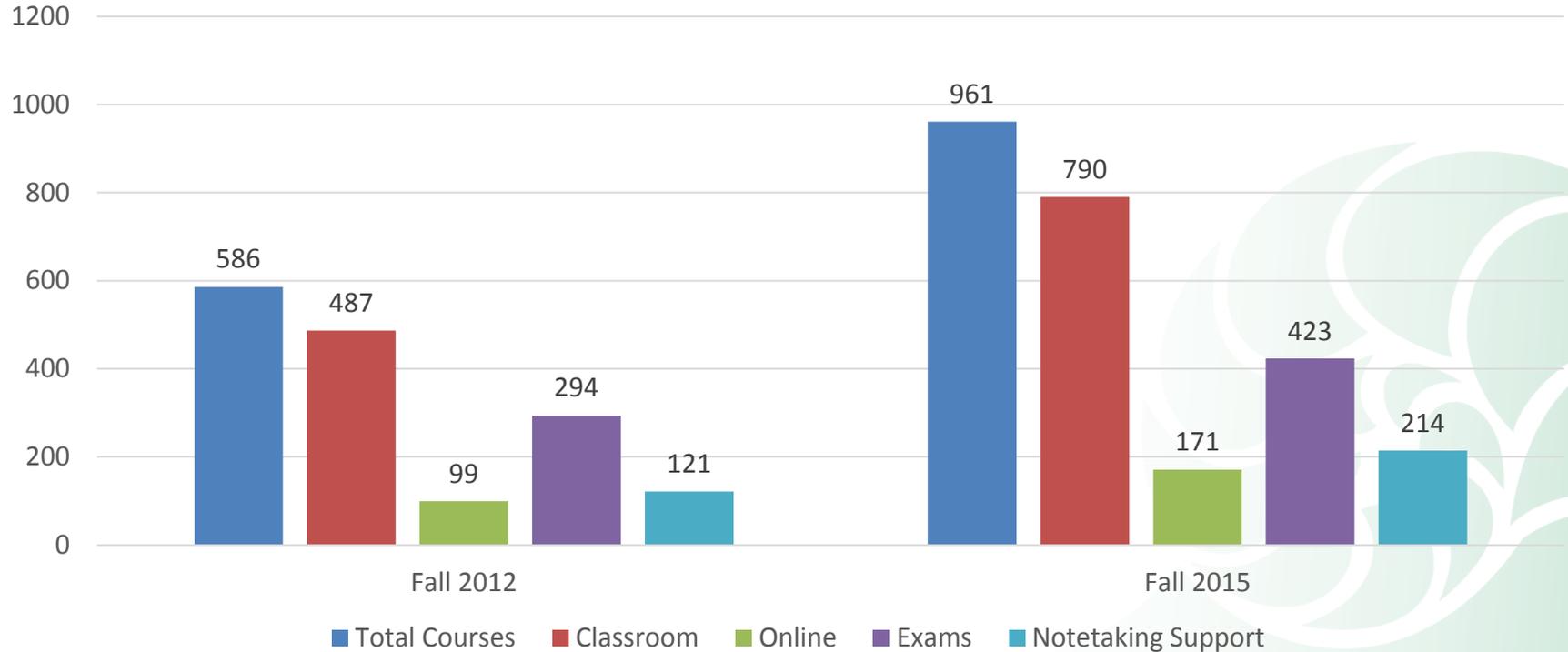


Fall 2015  
564 Registered

# Access Services

- Classroom Accommodations
- Online Accommodations
- Sign Language Interpreting
- Assistive Technology
- Alternative Media Services
- Readers/Scribes
- Housing
- Priority Registration
- Exam Administration
- Notetaking Support

# Semester Comparison Fall 2012 & Fall 2015



# Beyond Access Support

- Academic Coaching
- Argos for Autism
- Academic Progress Monitoring
- Scholarships
- Voter Registration

# Challenges

- Facility
  - Over 1000 exams processed annually
  - Limited testing spaces
  - Reduced noise environment
  - Workspace for notetakers (30+)
  - Computerized testing
- Virtual Learning Environment
  - Access vs accommodations

# Questions

**UWF Board of Trustees Meeting**  
Student Affairs Committee  
November 19, 2015

**Issue/Agenda Item:** University Police, Self Assessment

**Proposed Action:** Information Only

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**Background Information:**

University Police conducted a one year self assessment. UPD compared its operations to IACLEA Standards. IACLEA, The International Association of Campus Law Enforcement Administrators, has 19 Standards for campus police department reviews.

**Recommendation:** Informational

**Implementation Plan:** Informational

**Fiscal Implications:** Funding not required

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**Supporting documents:** Report is available by contacting Chief Warren, [jwarren@uwf.edu](mailto:jwarren@uwf.edu)

**Prepared by:** John Warren, Chief of Police, 850-474-2415, [jwarren@uwf.edu](mailto:jwarren@uwf.edu)

**Facilitator/Presenter:** John Warren, Chief of Police, 850-474-2415, [jwarren@uwf.edu](mailto:jwarren@uwf.edu)



University of  
**West Florida**

University Police Self Assessment

**JOHN WARREN**  
Director, Chief of Police

# University Police Self Assessment Team

- Captain David Faircloth
- Captain Deborah Fletcher
  - Dr. Ruth Davison
  - Chief John Warren
- External Reviewer:
  - Chief Ron Seacrist

# Findings: Strengths

- Community Interaction
- Policies and Procedures
- Property and Evidence
- Clery Act Compliance

# Recommendations and Actions

- Procure equipment in Dispatch that can immediately “play back” phone calls.
- Need a budget for training.
- Clery Act Compliance should be located outside of UPD.

# Recommendations and Actions

- Develop procedures for Terrorism response.
- Reduce time needed to Recruit Officers.
- Formalize procedure for Recruitment and Selection.

Questions?

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**UWF Board of Trustees Meeting**  
Student Affairs Committee  
November 19, 2015

**Issue:** Student Affairs Assessment, Planning & Research Program Review

**Proposed action:** For informational purposes only

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**Background information:** All departments within the Division of Student Affairs participate in a program review every five years. The review is a way to identify departmental strengths and areas of improvement. The Director of Student Affairs Assessment, Planning & Research will provide a PowerPoint presentation regarding the program review for her area.

**Recommendation:** N/A

**Implementation Plan:** N/A

**Fiscal Implications:** N/A

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**Supporting documents:**

SAAPR Program Review Results PPT (5 slides)

**Prepared by:** Sarah Luczyk, Director, Student Affairs Planning & Assessment, 850-474-2122,  
sluczyk@uwf.edu

**Facilitator/Presenter:** Dr. Sarah Luczyk, Director, Student Affairs Planning & Assessment, 850-474-2122, sluczyk@uwf.edu



University of  
**West Florida**

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**Division of Student Affairs**

Student Affairs Assessment, Planning & Research Program Review

Dr. Sarah Luczyk, Director of Assessment & Planning

# The Review Teams

- Internal team:
  - Dr. Shaun Boren, Chair (Recreation)
  - Dr. Patricia Barrington (Exercise Science and Community Health)
  - Sarah Fox (Career Services)
  - Owen Gates (University College)
  - Andy Sutton (University Commons and Student Activities)
- External Reviewer
  - Dr. Andrew Mauk (Director, Student Life Assessment at UNCW)

# The Process

- Sarah Luczyk gathered SAAPR evidence
- Internal team reviewed and gathered additional evidence
- External review process (in progress)
- Recommendations from both reviews will be used to improve office
- Continue to report on improvements in annual reports for the next five years

# Findings

- Several areas are ND
- Strengths
  - Use of technology
  - Division training
  - SACSCOC compliance
  - Well-respected by directors (credentials, experience, assistance and direct communication)

2<sup>nd</sup> Annual  
Assessment Fair  
Participants



# Findings, Continued

- Areas for Improvement
  - Lacking evidence
  - Consistency with assessment processes
  - Desire for more direct consultation
  - Desire for increased research with division
- Future Actions:
  - Increase documentation of processes and procedures
  - Work with leadership on consistency issues
  - Create formalized interactions with divisional members on both assessment and research

# Questions?

*Full report will be available for review from Dr. Sarah Luczyk  
[sluczyk@uwf.edu](mailto:sluczyk@uwf.edu), 850-474-2122*

**UWF Board of Trustees Meeting  
Student Affairs Committee  
November 19, 2015**

**Issue:** Baseline Social Experiences Survey

**Proposed Action:** Informational

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**Background Information:** In Spring 2014, CAPS sampled experiences from the general student body, athletes, and fraternity and sorority with regard to alcohol, sexual behavior, and sexual violence. There are differences in alcohol use, sexual behavior and sexual violence among the general student body, athletes, and fraternity and sorority samples. Wellness Services is partnering with other departments and implementing specialized alcohol misuse/abuse and sexual violence prevention programming.

**Recommendation:** Informational Item

**Implementation Plan:** Informational Item

**Fiscal Implications:** None at this time

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**Prepared by:** Rebecca Kennedy, AVP Student Affairs and Director of CAPS, (850)474-2420, [rkennedy@uwf.edu](mailto:rkennedy@uwf.edu)

**Facilitator/Presenter:** Rebecca Kennedy, AVP Student Affairs and Director of CAPS, (850)474-2420, [rkennedy@uwf.edu](mailto:rkennedy@uwf.edu)

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# Baseline Social Experiences Survey

Rebecca Kennedy, PhD  
AVP Student Affairs and Director of CAPS

# The Survey – Spring 2014

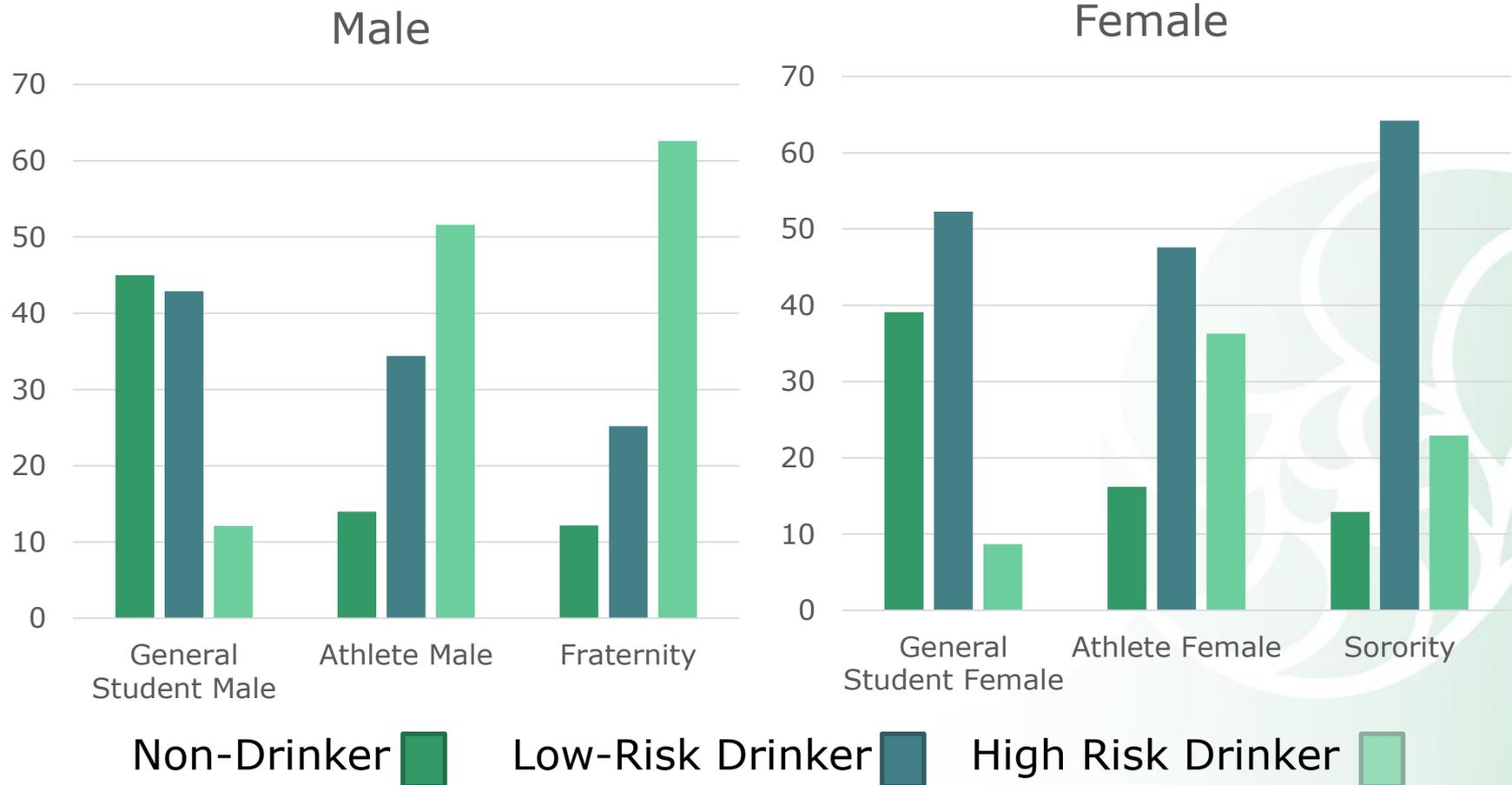
**Purpose:** To examine social experiences (alcohol, sexual behavior, and sexual violence) of UWF students prior to the addition of football and emphasis on growing the Fraternity and Sorority community (FSC).

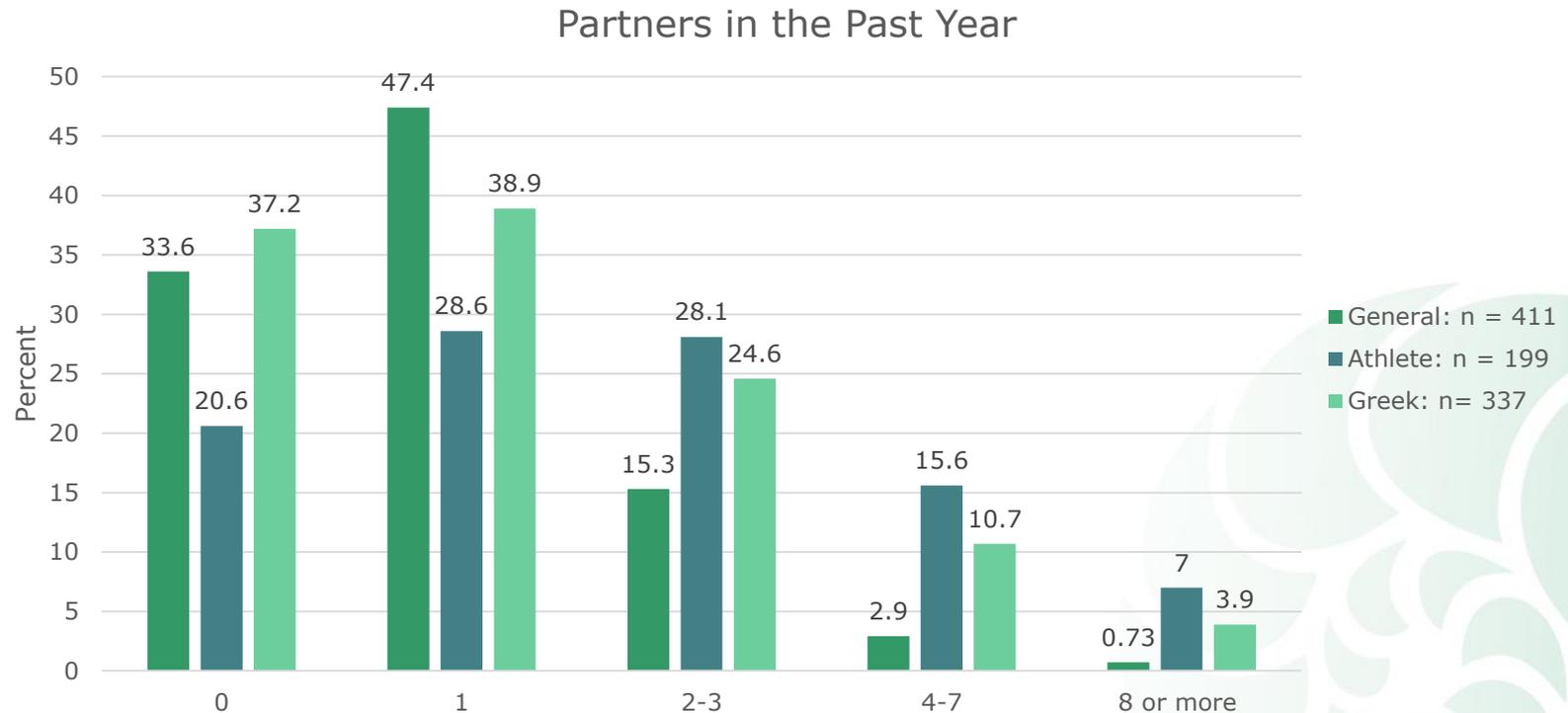
**Sample:** n = 936 students, age 18-25 years

- General Student (404) – 43%
- FSC (326) – 35%
- Athlete (202) – 22%
  
- Female (583) – 62%
- Male (356) - 37.8%
- Other (2) - .02%

# Alcohol Use Rates

Average Number of Alcoholic Drinks When You Party/Socialize

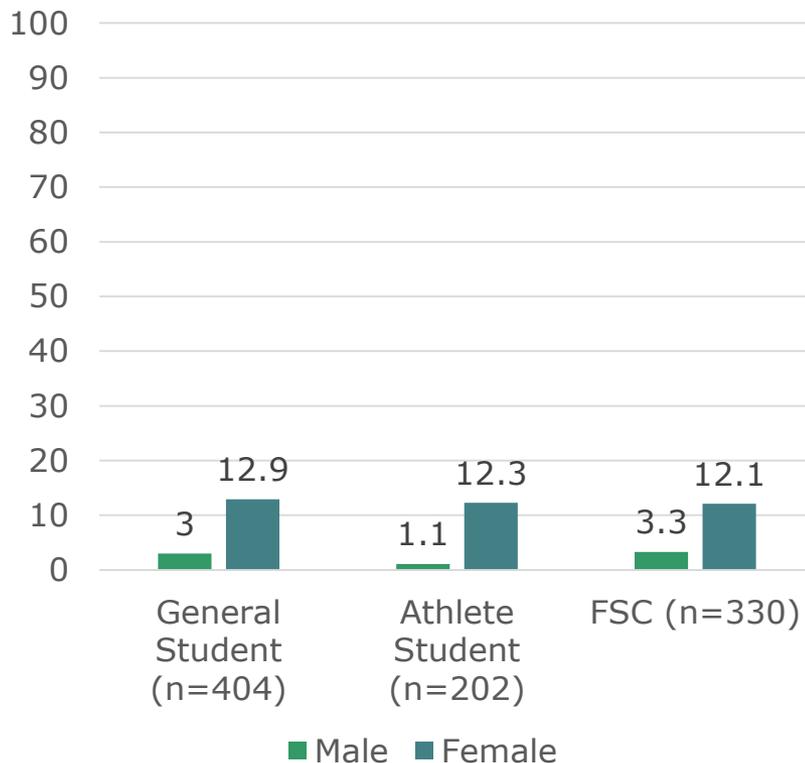




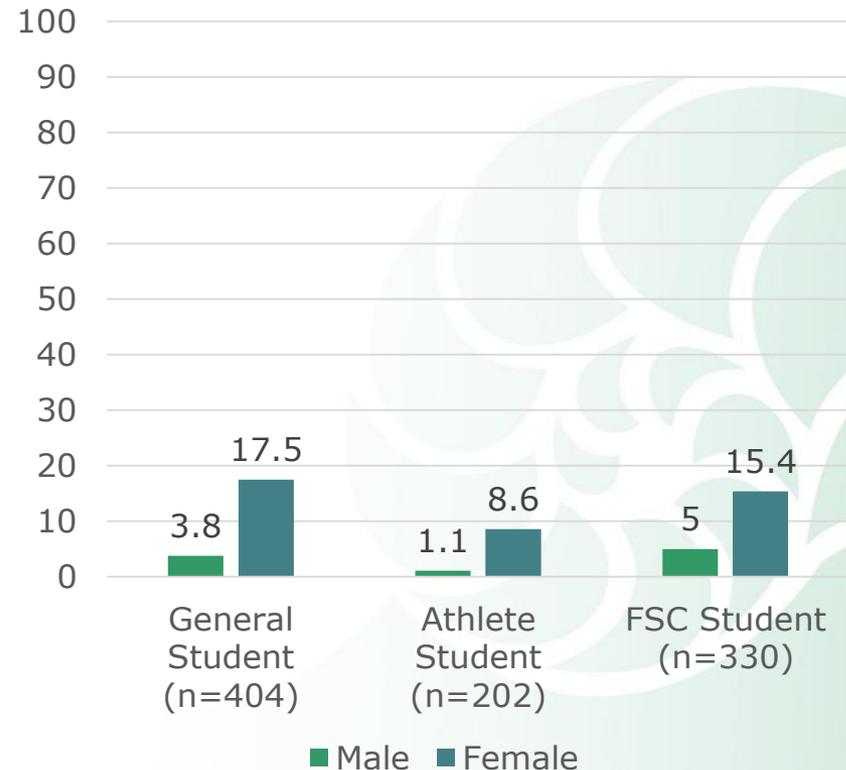
Low number of partners for all groups: Athletes ( $M = 1.58$ ,  $SD = 1.17$ ) reported having significantly more sexual partners than both the FSC ( $M = 1.35$ ,  $SD = 1.05$ ) and the general student body ( $M = 0.91$ ,  $SD = 0.82$ ). FSC reported significantly more sexual partners than the general student body.

# Sexual Violence

Have you been forced to have sex against your will?



Have you been taken advantage of when you could not consent to sex?





# Conclusions

## ➤ Alcohol

- Athletes and SFC drink significantly more than the average general student when they party.
- Male athletes and fraternity members drink significantly more than female athletes and sorority members. There is no gender difference in the general student body.

## ➤ Sexual Behavior

- The average number of sexual partners in the last year for all groups is less than two partners.
- Both athletes and SFC have significantly more partners than the general student body

## ➤ Sexual Violence

- Females report experiencing sexual violence at much higher rates than males.
- Female sorority and general students report experiencing almost twice the sexual assault as female athletes.

- ✓ There is a need for specialized alcohol misuse/abuse prevention programming for Athletes and SFC
  - ✓ There is a need for continued alcohol misuse/abuse prevention programs for broad student population in order to maintain “healthy” drinking rates
  - ✓ There is a need for sexual violence prevention programming for all students
- 
- As there is more emphasis on University athletics, football, and growing the Fraternity and Sorority community, research suggests:
    - High Risk drinking rates will increase
    - Sexual Violence rates will increase
  - Will re-administer the Social Experiences Survey this spring 2016 , and then again in 2018 and 2020

