

Principles of Good Practice for Student Affairs

Good Practice in Student Affairs

- Engages students in active learning.
- Helps students develop coherent values and ethical standards.
- Sets and communicates high expectations for student learning.
- Uses systematic inquiry to improve student and institutional performance.
- Uses resources effectively to achieve institutional missions and goals.
- Forges educational partnerships that advance student learning.
- Builds supportive and inclusive communities.

Introduction

Today's context for higher education presents student affairs with many challenges. Among these are new technologies, changing student demographics, demands for greater accountability, concern about the increasing cost of higher education, and criticism of the moral and ethical climate on campuses. Institutions of higher learning are also influenced by social and political issues, including multiculturalism, personal responsibility, and equal opportunity. Our response to these challenges will shape our role in higher education. The choice of student affairs educators is simple: We can pursue a course that engages us in the central mission of our institutions or retreat to the margins in the hope that we will avoid the inconvenience of change.

Others in higher education have recognized these challenges and have responded with calls to concentrate "on the core function of the enterprise, that is, focusing on student learning" (Wingspread Group, 1993). Focusing on learning rather than instruction is a fundamental shift in perspective. If the purpose of education is learning, then institutional effectiveness should be measured by specific educational benefits and outcomes rather than by the number of computers, books, faculty, or the size of endowments.

Creating learning environments and learning experiences for students has always been at the heart of student affairs work. The Student Learning Imperative (American College Personnel Association, 1994) asked us to embrace the current challenges as an opportunity to affirm our commitment to student learning and development. As a first step in that direction, the Student Learning Imperative articulated the need for an emphasis on student learning and the value of student affairs educators working collaboratively with students, faculty, academic administrators, and others. The next step is identifying practices that will move our profession forward in its focus on learning and guide us in meeting the challenges with which we are confronted. For this purpose, we have identified principles to guide the daily practice of student affairs work.

Defining Principles of Good Practice for Student Affairs

In 1986 in the wake of reports critical of undergraduate education, the Lilly Endowment and the Johnson Foundation sponsored an effort by higher education leaders to identify the most effective approaches to educating undergraduates. From this discussion, Chickering and Gamson (1987) developed seven principles of good practice in undergraduate education: (1) student-faculty contact, (2) cooperation among students, (3) active learning, (4) prompt feedback, (5) time on task, (6) high expectations, and (7) respect for diverse talents and ways of learning. These principles established a concise statement of behaviors associated with high quality undergraduate education that practitioners, scholars, and the general public could understand and use.



Student affairs lacks a comparable statement of good practice. If we are to collaborate with others in higher education to advance student learning, we need clear and concise guidelines for how to proceed. This document -- Principles of Good Practice for Student Affairs -- is intended to provide those guidelines. Some of the principles identified for good student affairs practice are similar to those proposed by Chickering and Gamson (1987). The two sets of principles share a commitment to student learning, but the primary audiences for each document and the scope of learning activities addressed are different.

Contexts of Student Affairs Practice

Student Affairs Commitments and Values

To be meaningful, principles of good practice for student affairs should be consistent with our core values which have been documented throughout the literature of the profession. Since 1937 when the American Council on Education published the first Student Personnel Point of View, our field has produced many documents about student affairs work. These works span seven decades, examining student affairs from different perspectives and for different purposes. They demonstrate our long-standing belief that higher education has a responsibility to develop citizens capable of contributing to the betterment of society. These documents affirm our conviction that higher education has a duty to help students reach their full potential.

Our beliefs about higher education serve as the foundation for our commitment to the development of “the whole person”; our collective professional values are derived from that commitment. Values evident across the history of student affairs work include an acceptance and appreciation of individual differences; lifelong learning; education for effective citizenship; student responsibility; ongoing assessment of learning and performance (students’ and our own); pluralism and multiculturalism; ethical and reflective student affairs practice; supporting and meeting the needs of students as individuals and in groups; and freedom of expression with civility. Any statement of principles of good practice for student affairs must be consistent with our profession’s values and must help us meet our founding commitments.

The Importance of Context

Our history also reminds us that good student affairs practice must be considered within the context of issues that influence higher education and its missions. Societal concerns and needs, economic conditions, and external political agendas shape the parameters for student affairs work. These conditions emphasize the need for our practices to be informed by research and writing not only about teaching and learning but also concerning the most pressing issues confronting our students and their families.

Institutional contexts influence how principles for good practice are applied. Such contexts within higher education include institutional missions, expectations, and student demographics. In realizing institutional goals, each student affairs division is responsible for managing its resources effectively in support of its institution’s mission. This document provides a framework to aid student affairs in meeting these challenges without sacrificing the individuality of their institutions.

Using the Principles

The Principles of Good Practice are not immutable rules, nor do we offer specific instructions for their use at particular institutions. The principles are means to conducting learning-oriented student affairs work, based on extensive research about the impact of college on educational outcomes. As such, they offer unambiguous, yet adaptable, guidelines for productive use of resources for learning.



The principles were written to be incorporated into everyday tasks and interactions with students, faculty, academic administrators, and others. They are intended to shape how we think about our responsibilities, communicate our purposes to others, and engage students. Using the principles as a one-time topic for staff orientation or setting them aside until a crisis occurs for which they might be useful serves little purpose. Rather, the principles should create a continual context for examining and implementing student affairs missions, policies, and programs. They should provide both a guide for assessing the contribution of student affairs to student learning outcomes and a curriculum for ongoing in-service education.

Principles of Good Practice

1. *Good practice in student affairs engages students in active learning.*

Active learning invites students to bring their life experiences into the learning process, reflect on their own and others' perspectives as they expand their viewpoints, and apply new understandings to their own lives. Good student affairs practice provides students with opportunities for experimentation through programs focused on engaging students in various learning experiences. These opportunities include experiential learning such as student government; collective decision making on educational issues; field-based learning such as internships; peer instruction; and structured group experiences such as community service, international study, and resident advising.

2. *Good practice in student affairs helps students develop coherent values and ethical standards.*

Good student affairs practice provides opportunities for students, faculty, staff, and student affairs educators to demonstrate the values that define a learning community. Effective learning communities are committed to justice, honesty, equality, civility, freedom, dignity, and responsible citizenship. Such communities challenge students to develop meaningful values for a life of learning. Standards espoused by student affairs divisions should reflect the values that bind the campus community to its educational mission.

3. *Good practice in student affairs sets and communicates high expectations for learning.*

Student learning is enhanced when expectations for student performance inside and outside the classroom are high, appropriate to students' abilities and aspirations, and consistent with the institution's mission and philosophy. Expectations should address the wide range of student behaviors associated with academic achievement, intellectual and psychosocial development, and individual and community responsibility. Good student affairs divisions systematically describe desired levels of performance to students as well as to practitioners and regularly assess whether their performances are consistent with institutional expectations.

4. *Good practice in student affairs uses systematic inquiry to improve student and institutional performance.*

Good practice in student affairs occurs when student affairs educators ask, "What are students learning from our programs and services, and how can their learning be enhanced?" Knowledge of and ability to analyze research about students and their learning are critical components of good student affairs practice. Student affairs educators who are skilled in using assessment methods acquire high-quality information; effective application of this information to practice results in programs and change strategies which improve institutional and student achievement.



5. *Good practice in student affairs uses resources effectively to achieve institutional missions and goals.*

Effective student affairs divisions are responsible stewards of their institutions' financial and human resources. They use principles of organizational planning to create and improve learning environments throughout the campus that emphasize institutions' desired educational outcomes for students. Because the most important resources for learning are human resources, good student affairs divisions involve professionals who can translate into practice guiding theories and research from areas such as human development, learning and cognition, communication, leadership, and program design and implementation.

6. *Good practice in student affairs forges educational partnerships that advance student learning.*

Good student affairs practice initiates educational partnerships and develops structures that support collaboration. Partners for learning include students, faculty, academic administrators, staff, and others inside and outside the institution. Collaboration involves all aspects of the community in the development and implementation of institutional goals and reminds participants of their common commitment to students and their learning. Relationships forged across departments and divisions demonstrate a healthy institutional approach to learning by fostering inclusiveness, bringing multiple perspectives to bear on problems, and affirming shared educational values.

7. *Good practice in student affairs builds supportive and inclusive communities.*

Student learning occurs best in communities that value diversity, promote social responsibility, encourage discussion and debate, recognize accomplishments, and foster a sense of belonging among their members. Good student affairs practice cultivates supportive environments by encouraging connections between students, faculty, and student affairs practitioners. This interweaving of students' academic, interpersonal, and developmental experiences is a critical institutional role for student affairs.

Concluding Thoughts

The Principles of Good Practice for Student Affairs is intended to guide student affairs practice. The principles are grounded in the research on college students, experiences with effective educational institutions, and the historical commitment of student affairs to students and their learning. Ongoing discussions and research on the principles will further develop our understanding of good practice in student affairs. These principles should not limit or restrain other proven means to enrich the education of students. They are intended not as an end in themselves, but as a means to our common goal: achieving the educational missions of our institutions by focusing on student learning.

Inventories for use with the "Principles of Good Practice for Student Affairs"

For each principle presented below is an inventory of items that pertain to that principle. These inventories are designed to help student affairs professionals examine their individual and institutional mission, goals, policies and practices to determine their level of consistency with the identified Principles of Good Practice. Each Inventory can be used to assist student affairs professionals and other members of the campus community to review current activities and to identify new initiatives they might wish to pursue.

An inventory accompanies each of the seven principles: Active Learning, Value and Ethical Standards, High Expectations, Systematic Inquiry, Effective Utilization of Resources, Educational Partnerships, and Supportive and Inclusive Communities. The inventory items that correspond with each principle



address policies, practices, institutional culture, norms and expectations that support good practice in student affairs administration. Each inventory can be useful to all campus staff and faculty members who are interested in providing quality services to students and promoting student learning.

The inventories were created to enhance and improve student affairs activities on campuses, not to evaluate current practices. These are to be used as a method of awareness and insight to create opportunities for “program” development, offer ideas or support current activities. Each inventory will be best used as a basis for interpretation and improvement of current methods, not as a basis for judgment about performance, summative evaluation or self-justification.

Inventories can be found at this site:
www.naspa.org/resources/principles.cfm

References

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Student Affairs Principles and CAS Standards

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GENERAL STANDARDS
CAS Standards and Guidelines

Part 1. MISSION

Programs and services must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

Part 2. PROGRAM

To achieve their mission, programs and services must contribute to

- students' formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals
- preparation of students for their careers, citizenship, and lives
- student learning and development

To contribute to student learning and development, programs and services must

- identify relevant and desirable student learning and development outcomes
- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions
- 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
- use evidence gathered to create strategies for improvement of programs and services

STUDENT LEARNING AND DEVELOPMENT DOMAINS AND 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 Development Outcomes* statement for examples of outcomes related to these domains and dimensions.]

Programs and services 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
- designed to provide universal access

Programs and services must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

Part 3. Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, programs and services must be purposefully structured for effectiveness. Programs and services must have clearly stated and current

- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

Leaders must model ethical behavior and institutional citizenship.

Leaders with organizational authority for the programs and services must provide strategic planning, management and supervision, and program advancement.

Strategic Planning

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

Management and Supervision

- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution



Student Affairs Principles and CAS Standards

- encourage and support scholarly contributions to the profession
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- 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 programs and services meet those requirements
- assess and take action to mitigate potential risks

Program Advancement

- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice
- facilitate processes to reach consensus where wide support is needed
- advocate for representation in strategic planning initiatives at divisional and institutional levels

Part 4. HUMAN RESOURCES

Programs and services must be staffed adequately by individuals qualified to accomplish mission and goals.

Programs and services must have access to technical and support personnel adequate to accomplish their mission.

Within institutional guidelines, programs and services must

- establish procedures for personnel recruitment and selection, training, performance planning, and evaluation
- set expectations for supervision and performance
- provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity
- consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel

Administrators of programs and services must

- ensure that all personnel have updated position descriptions
- implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

Personnel responsible for delivery of programs and services must have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

Personnel, when hired and throughout their employment, must receive appropriate and thorough training.



Student Affairs Principles and CAS Standards

Personnel, including student employees and volunteers, must have access to resources or receive specific training on

- institutional policies pertaining to functions or activities they support
- privacy and confidentiality policies
- laws regarding access to student records
- policies and procedures for dealing with sensitive institutional information
- policies and procedures related to technology used to store or access student records and institutional data
- how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments
- systems and technologies necessary to perform their assigned responsibilities
- ethical and legal uses of technology

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

Administrators of programs and services must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

Personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

PROFESSIONAL PERSONNEL

Professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

Supervisors must

- adhere to parameters of students' job descriptions
- articulate intended learning outcomes in student job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling when circumstances necessitate

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.

STUDENT EMPLOYEES AND VOLUNTEERS

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.



Part 5. ETHICS

Programs and services must

- review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice
- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies.

Statements of ethical standards must

- specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities
- address conflicts of interest, or appearance thereof, by personnel in the performance of their work
- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior.
- address issues surrounding scholarly integrity

Programs and services personnel must

- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

Part 6. LAW, POLICY, AND GOVERNANCE

Programs and services 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.

Programs and services must have access to legal advice needed for personnel to carry out their assigned responsibilities.

Programs and services must inform personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

Programs and services must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

Programs and services must have written policies and procedures on operations, transactions, or tasks that have legal implications.

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



Programs and services 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.

Personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment. Programs and services must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

Programs and services must inform personnel about internal and external governance organizations that affect programs and services.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, programs and services must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

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

Programs and services must

- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources
- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work
- respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources
- recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

Part 8. INTERNAL AND EXTERNAL RELATIONS

Programs and services must reach out to 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



Student Affairs Principles and CAS Standards

- collaborate 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
- disseminate information about the programs and services

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

Programs and services must have procedures and guidelines consistent with institutional policy for

- communicating with the media
- distributing information through print, broadcast, and online sources
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

Part 9. FINANCIAL RESOURCES

Programs and services must have funding to accomplish the mission and goals.

In establishing and prioritizing funding resources, programs and services must conduct comprehensive analyses to determine

- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

Programs and services must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

Programs and services must administer funds in accordance with established institutional accounting procedures.

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

Financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Procurement procedures must

- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

Part 10. TECHNOLOGY

Programs and services must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.

Programs and services must use technologies to

- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats



- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

Programs and services must

- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology
- articulate policies and procedures for protecting the confidentiality and security of information
- implement a replacement plan and cycle for all technology with attention to sustainability
- incorporate accessibility features into technology-based programs and services

When providing student access to technology, programs and services must

- have policies on the use of technology that are clear, easy to understand, and available to all students
- provide information or referral to support services for those needing assistance in accessing or using technology
- provide instruction or training on how to use the technology
- inform students of implications of misuse of technologies

Part 11. FACILITIES AND EQUIPMENT

Programs and services' facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program's mission and goals.

Facilities must be designed to engage various constituents and promote learning.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

Programs and services must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety, and security.

When acquiring capital equipment, programs and services must take into account expenses related to regular maintenance and life cycle costs.

Part 12. ASSESSMENT

Programs and services must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

Programs and services must

- specify programmatic goals and intended outcomes
- identify student learning and development outcomes
- employ multiple measures and methods
- develop manageable processes for gathering, interpreting, and evaluating data
- document progress toward achievement of goals and outcomes
- interpret and use assessment results to demonstrate accountability
- report aggregated results to respondent groups and stakeholders
- use assessment results to inform planning and decision-making



Student Affairs Principles and CAS Standards

- assess effectiveness of implemented changes
- provide evidence of improvement of programs and services

Programs and services must employ ethical practices in the assessment process.

Programs and services must have access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

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