

Summary of CAS Leadership Committee Evaluation

Part 1: MISSION (Overall Rating – 3.59)

PART 1. MISSION <i>(Criterion Measures)</i>	Rating
1.1 A program mission and goals statement is in place and is reviewed periodically.	3.60 (1NR)
1.2 Student learning, development, and educational experiences are incorporated in the mission statement.	3.67
1.3 The mission is consistent with that of the host institution and the CAS standards.	3.67
1.4 The program functions as an integral part of the host institution's overall mission.	3.5
1.5 The program must ...	
1.5a provide students with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, and community, and acceptance of responsibilities inherent in community membership	3.5
1.5b assist students in gaining varied leadership experience	3.67
1.5c use multiple leadership techniques, theories, and models	3.40 (1NR)
1.5d recognize and reward exemplary leadership behavior	3.67
1.5e be inclusive and accessible	3.67

Part 1: Comments/Suggestions

- Should articulate the techniques, theories, and models employed and general outcomes for ALL leadership programs in a leadership specific mission.
- Should articulate the review process (constituents involved, frequency, etc.).

Part 2: PROGRAM (Overall Rating – 3.33)

PART 2. PROGRAM <i>(Criterion Measures)</i>	Rating
2.1 The program promotes student learning and development that is purposeful and holistic.	3.67
2.2 The program has identified student learning and development outcomes that are relevant to its purpose	3.5
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.	3.5
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked	3.17
2.4.1 Intellectual Growth	3.17
2.4.2 Effective Communication	3.17
2.4.3 Enhanced Self-Esteem	3.33
	3.40 (1NR)

2.4.4	Realistic Self-Appraisal	3.40 (1NR)
2.4.5	Clarified Values	2.00 (3NR, 1ND)
2.4.6	Career Choices	3.83 (1 NR, 1 ND)
2.4.7	Leadership Development	3.25
2.4.8	Healthy Behavior	3.5
2.4.9	Meaningful Interpersonal Relationships	3.17
2.4.10	Independence	3.83
2.4.11	Collaboration	3.33
2.4.12	Social Responsibility	3.5 (3NR, 1ND)
2.4.13	Satisfying and Productive Lifestyle	3.67
2.4.14	Appreciate Diversity	2.00 (3NR, 2ND)
2.4.15	Spiritual Awareness	3.33
2.4.16	Personal and Educational Goals	
2.5	Program offerings are intentional, coherent and based on theories of learning and human development	3.33
2.6	Program offerings are designed to meet the developmental needs of relevant student populations and communities	3.67
2.7	The program is comprehensive and includes ...	
2.7.1	opportunities to develop competencies of effective leadership, including foundations of leadership, individual development, and organizational development	3.67
2.7.2	training, education, and developmental activities	3.5
2.7.3	multiple delivery systems, including regular assessment of developmental levels and needs of participants	3.4 (1NR)

Part 2: Comments/Suggestions

- There are many individual programs at this time, but they are not connected – do not fall under an overall leadership program.
- There is not an opportunity to participate in on-going leadership development (outside of S.E.A.L. and serving as an Orientation Leader, which has a limited time span as well).
- There are not specific sessions that address each of the developmental outcomes; students responsible for making connections.
- Committee questioned inclusion of sessions addressing “career choices” and “satisfying and productive lifestyle were appropriate for leadership programs.
- Could do more in regards to including “spiritual awareness.”

Part 3: LEADERSHIP (Overall Rating - 3.68)

PART 3. LEADERSHIP (Criterion Measures)	Rating
3.1 The host institution has selected, positioned, and empowered a program leader.	3.83
3.2 Program leaders at all levels are qualified on the bases of education, experience,	3.83

competence, and professional credentials.	
3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.	3.83
3.4 Clearly defined leader accountability expectations are in place.	3.33 (3NR)
3.5 Leader performance is fairly assessed on a regular basis.	3.25 (2NR)
3.6 The leader exercises authority over program resources and uses them effectively.	3.60 (1NR)
3.7 The program leader . . .	
3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served.	3.83
3.7b prescribes and practices appropriate ethical behavior.	3.83
3.7c recruits, selects, supervises, instructs, and coordinates staff members.	3.83
3.7d manages fiscal, physical, and human resources effectively.	3.67
3.7e applies effective practices to educational and administrative processes.	3.83
3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.	3.83
3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.	3.50 (2NR)
3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.	3.67
3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.	3.50

Part 3: Comments/Suggestions

- Group predominantly rated new director (since July 2004).
- Hard to provide evidence regarding criterion nine (dealing effectively with individuals/environmental conditions that inhibit goal achievement).
- Should enhance the evaluation and assessment of student leaders (S.E.A.L. and Orientation Leaders).

Part 4: ORGANIZATION and MANAGEMENT (Overall Rating – 3.23)

PART 4. ORGANIZATION AND ADMINISTRATION (Criterion Measures)	Rating
4.1 The program is structured purposefully and managed effectively.	3.5
4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.	3.20 (1NR)
4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.	3.20 (1NR)
4.4 Channels are in place for regular review of administrative policies and procedures.	3.00 (3NR)

Part 4: Comments/Suggestions

- Committee indicated that the office was too reliant on student staff; needed to secure additional professional staff.

Part 5: HUMAN RESOURCES (Overall Rating – 3.11)

PART 5. HUMAN RESOURCES <i>(Criterion Measures)</i>	Rating
5.1 The program is staffed adequately with personnel qualified to accomplish its mission.	2.50
5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.	3.40 (1NR)
5.3 The program strives to improve the professional competence and skills of all staff members.	2.50 (3NR, 1ND)
5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.	3.83
5.5 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.	3.75 (1NR, 1ND)
5.6 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.	3.25 (2NR)
5.7 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.	2.67 (3NR)
5.8 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.	3.40 (1NR)
5.9 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.	2.00 (1NR)
5.10 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.	2.30 (3NR)
5.11 Hiring and promotion practices are fair, inclusive, and non-discriminatory.	3.67
5.12 A diverse program staff is in place that provides readily identifiable role models for students.	3.5
5.13 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.	3.67
5.14 The program has a system for regular staff evaluation.	3.25 (2NR)
5.15 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.	3.00 (2NR)

Part 5: Comments/Suggestions

- Group predominantly rated new director (since July 2004).
- The committee felt that the INTERNAL selection and training student staff/leaders was appropriate; they felt that the University needed to do better employee training for professional staff (in regards to institutional policy/practice).
- Again, the committee felt that the office is TOO reliant on student staff; students are great and they gain developmentally from serving as staff – but additional professional staff is needed.

Part 6: FINANCIAL RESOURCES (Overall Rating – 2.40)

PART 6. FINANCIAL RESOURCES (Criterion Measures)	Rating
6.1 The program has adequate funding to accomplish its mission and goals.	2.20 (1NR)
6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.	2.00 (2NR)
6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.	3.00 (1NR)

Part 6: Comments/Suggestions

- Committee wished they had more information detailing the cost of existing leadership programs; detailed internal accounting has not been consistently kept. Should maintain a database detailing program funding beyond the institution's financial system (FRS); a detailed account of program funding and spending.
- The committee felt that not all of the leadership programs should be funded through a student organization (Student Educators for Active Leadership). The office should receive funding for additional leadership initiatives.

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT (Overall Rating – 3.33)

PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (Criterion Measures)	Rating Scale
7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.	3.50
7.2 Program facilities, technology, and equipment is evaluated regularly.	3.00 (2NR)
7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.	3.50

Part 7: Comments/Suggestions

- Committee felt limitations in regards to facilities were institutional limitations; every area struggles with limited programming spaces. Like all areas on campus, tremendous collaboration (with other areas) is needed to implement a program; no one has all the resources needed.

Part 8: LEGAL RESPONSIBILITIES (Overall Rating – 3.49)

PART 8. LEGAL RESPONSIBILITIES (Criterion Measures)	Rating
8.1 Program <i>staff</i> members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.	3.50
8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.	3.67

8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.	3.50
8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.	3.60 (1NR)
8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.	3.33 (3NR)
8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.	3.33 (3NR)

Part 8: Comments/Suggestions

- For those programs held off-campus, the committee felt the precautions in place (liability waivers) were as sufficient as can be (though they may not hold up in a court of law).
- Need to enhance the degree to which legal obligations and liability are covered in S.E.A.L. and Orientation Leader training.

Part 9: EQUITY and ACCESS (Overall Rating – 3.33)

PART 9. EQUITY AND ACCESS <i>(Criterion Measures)</i>	Rating
9.1 All programs and services are provided on a fair and equitable basis.	3.33
9.2 All program facilities and services are accessible to prospective user.	2.83
9.3 Program operations and delivery are responsive to the needs of all students and other users.	3.50
9.4 All services adhere to the spirit and intent of equal opportunity laws.	3.50
9.5 Program policies and practices do not discriminate against any potential users.	3.33
9.6 The program acts to remedy imbalances in student participation and staffing.	3.60 (1NR)
9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.	3.20 (1NR)

Part 9: Comments/Suggestions

- Only the New Student Leadership Program (NSLP) is not fully accessible (in regards to physical participation). As it incorporates both low and high ropes course initiatives and is based at a rustic camp, it may prohibit the involvement of some physically challenged individuals. Accommodations could be made, with advance notice, to include physically challenged participants; there are opportunities to be involved irrespective of whether or not an individual personally completes the low and high initiatives. The most challenging aspect would be the terrain of the camps.
- Some of the existing programs sponsored by S.E.A.L. (Student Educators for Active Leadership) require participants to pay (NSLP and Mountain Lake Leadership Conference). This may limit some individuals' participation in these programs. Additional funding (for the office) that could be used for program need-based "scholarships" would help minimize this issue.

Part 10: CAMPUS and EXTERNAL RELATIONS (Overall Rating – 3.67)

PART 10. CAMPUS and EXTERNAL RELATIONS <i>(Criterion Measures)</i>	Rating
10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.	3.67

Part 10: Comments/Suggestions

- Several of the existing programs require collaboration with campus and external constituents and the committee felt that the office managed these relationships well.

Part 11: DIVERSITY (Overall Rating – 3.78)

PART 11. DIVERSITY <i>(Criterion Measures)</i>	Rating
11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored.	3.83
11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.	3.83
11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.	3.67
11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	3.80 (1NR)

Part 11: Comments/Suggestions

- The committee felt that the existing leadership programs frequently addressed diversity issues specifically (in content) and promoted respect for commonalities and differences.

Part 12: ETHICS (Overall Rating – 3.69)

PART 12. ETHICS <i>(Criterion Measures)</i>	Rating
12.1 All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.	3.50
12.2 The program has a written statement of ethical practice that is reviewed periodically.	3.25 (2NR)
12.3 Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.	4.00 (1NR)
12.4 Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.	3.83
12.5 Information judged to be of an emergency nature when an individual's safety or that of others is involved is disclose to appropriate authorities.	3.83
12.6 All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.	3.67 (3NR)
12.6 Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.	3.80 (1NR)
12.7 Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior	3.83

12.8	that demeans persons or creates an intimidating, hostile, or offensive campus environment. Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.	3.5
12.9	All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.	3.75 (2NR)
12.10	Staff members confront and otherwise hold accountable others who exhibit unethical behavior.	3.83
12.11	Staff members practice ethical behavior in the use of technology.	3.50

Part 12: Comments/Suggestions

- Need to include Office code of ethics in S.E.A.L. and Orientation Leader training.
- Should articulate a review process (constituents involved, frequency, etc.).

Part 13: ASSESSMENT and EVALUATION (Overall Rating – 3.29)

PART 13. ASSESSMENT AND EVALUATION (<i>Criterion Measures</i>)		Rating
13.1	The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.	3.17
13.2	The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.	3.17
13.3	The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.	3.40 (1NR)
13.4	Results of these evaluations are used to revise and improve the program and to recognize staff performance.	3.40 (1NR)

Part 13: Comments/Suggestions

- Additional assessment needs to be completed – particularly for S.E.A.L. (Student Educators for Active Leadership) members and Orientation Leaders as they have extended training and development.
- Need to increase yield of evaluations collected for programs.