

SECTION IV

SELF-STUDY EVALUATION & REPORT

TAGGART STUDENT CENTER

Section Description

This section is divided into two main areas. The **first** area identifies the action plan that will be implemented as a result of the assessment instruments. It will address specific topics as identified in the thirteen CAS standards parts. Only those areas receiving lower than a CAS criterion measure rating below three (3) will be addressed in the action plan. The plan will be established by the Taggart Student Center Coordinating Committee who develops administrative direction for the center.

This area addresses all thirteen component parts and is formatted in the following manner.

PART

Contains CAS description of respective parts
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CAS CRITERION MEASURE RATING SCALE

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

RESPONDENT GROUP

Average Score

Over-all average from all respondents:	
Administration respondent average:	
TSC Full-time staff respondents average:	
TSC Part-time staff respondents average: (New respondent group 2005)	
Student Leaders respondents average:	
Other TSC departments staff respondent average: (New respondent group 2005)	

ACTION PLAN

<u>Number from component part</u>	<u>Deficiency</u>	<u>Action Plan</u>
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The **second** area provides an updated report on the progress made on identified action items from the 1996 self-study evaluation. Any items not completed and still pertinent to the Taggart Student Center operation will continue to receive attention.

Part 1: MISSION

The College Union (CU) in higher education must incorporate student learning and student development in its mission. The program and service must enhance overall educational experiences. The program and service must develop, record, disseminate, implement and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. The program and service must operate as an integral part of the institution's overall mission.

The primary goals of the CU must be to maintain facilities, provide services, and promote programs that are responsive to student developmental needs and to the physical, social, recreational, and continuing education needs of the campus community.

The CU is a center for the campus community and as such, is an integral part of the institution's educational environment. The union represents a building, an organization, and a program; it provides services, facilities, and educational and recreational programs that enhance the quality of college life.

Through the work of its staff and various committees the CU can be a "laboratory" where students can learn and practice leadership, programming, management, social responsibility, and interpersonal skills. As a center for the academic community, the union provides a place for increased interaction and understanding among individuals from diverse backgrounds.

To meet its goals, College Unions should provide:

- food services
- leisure time and recreational opportunities
- social, cultural, and intellectual programs
- continuing education opportunities
- retail stores
- service agencies that are responsive to campus needs
- student leadership development programs and opportunities
- student employment
- student development programs

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

RESPONDENT GROUP:

Over-all average from all respondents:	3.09
Administration respondents average:	3.10
TSC Full-time staff respondents average:	3.33
TSC Part-time staff respondents average: (New respondent group 2006)	2.80
Student Leaders respondent average:	2.86
Other TSC Departments staff respondents average: (New respondent group 2006)	3.33

ACTION PLAN:

Number	Deficiency	Action Plan
1.1	A Taggart Student Center mission and goals statement is in place and is reviewed periodically.	<ol style="list-style-type: none"> 1. Include mission statements and goals in new employee orientation. 2. Establish training session with current employees. 3. Include the USU, SS and TSC mission statements and goals as part of the items discussed in all employee annual Performance Appraisals.
1.2	Student learning, development, and educational experiences are incorporated in the mission statement.	Refer to action plan on 1.1 above and also see Student Involvement and Leadership Center assessment.

PART 2: PROGRAM

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

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

The CU must provide evidence of its impact on the achievement of student learning and development outcomes. The table below offers examples of evidence of achievement of student learning and development. Programs and services may use the examples from the table below or identify other more germane examples.

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

The CU activities and services must be appropriate to the size and diversity of the campus and must provide opportunities for student, staff, and faculty participation, interaction, and collaboration on policy establishment, facility operation, and program activities. The CU must strive to enhance intellectual and behavioral learning.

The program of College Unions includes services, facilities and activity events. The CU should provide, in varying degrees, food services, meeting rooms student and administrative offices an information-reception center lounge(s), a merchandise counter or store, a lobby, public telephones, recreation facilities, and rest rooms.

Additional services and facilities provided by most unions include music listening rooms, table game rooms, space for exhibits, parking facilities, and conference rooms. The union should include a balance variety of activities, such as art, performing arts, music, cinematic arts, games and tournaments, outdoor recreation, lecture and literary events, crafts and hobbies, social and dance events, and activities addressing social responsibility and human relations. Program events should be diverse reflecting the richness of the community's cultures.

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

RESPONDENT GROUP:

Over-all average from all respondents:	3.02
Administration respondents average:	3.02
TSC Full-time staff respondents average:	NR
TSC Part-time staff respondents average: (New respondent group 2006)	NR
Student Leaders respondent average:	2.82
Other TSC Departments staff respondents average: (New respondent group 2006)	3.24

ACTION PLAN:

Number	Deficiency	Action Plan
2.7	The Taggart Student Center is appropriate to the size and diversity of the campus.	Long-range financial planning for remodeling and additions to the union building would be required.
2.8	The Taggart Student Center provides opportunities for student, staff, and faculty participation, interaction, and collaboration on policy establishment, facility operation, and program activities.	1. Develop customer feedback survey to send to multiple users. 2. Bi-annually have a building tenant lunch with department directors for feedback.
2.9	The Taggart Student Center strives to enhance intellectual and behavioral learning.	Refer to action plan in 2.8 above.

PART 3: LEADERSHIP

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

The College Union (CU) leader must exercise authority over resources for which they are responsible to achieve their respective missions.

Leaders must:

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

Leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement. Leaders must promote campus environments that result in multiple opportunities for student learning and development.

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

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

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

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

RESPONDENT GROUP:

Over-all average from all respondents:	3.36
Administration respondents average:	3.36
TSC Full-time staff respondents average:	NR
TSC Part-time staff respondents average: (New respondent group 2006)	NR
Student Leaders respondents average:	NR
Other TSC Departments staff respondents average: (New respondent group 2006)	NR

ACTION PLAN:

Number	Deficiency	Action Plan
		No action plan necessary.

PART 4: ORGANZTION AND MANAGEMENT

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

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

The CU must be organized to maintain its physical plant, to provide for cultural, intellectual, and recreational programming, to operate its business enterprises, and to deliver successfully the services inherent in the union’s mission.

A variety of facilities, programs, and services may be incorporated within the building and operation. These include: food service; store and other revenue producing services; leisure time activities; social, cultural, and intellectual activities; building operations; and continuing education.

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

REPPONDENT GROUP:

Over-all average from all respondents:	3.22
Administration respondents average:	3.26
TSC Full-time staff respondents average:	3.28
TSC Part-time staff respondents average: (New respondent group 2006)	3.21
Student Leaders respondents average:	2.93
Other TSC Departments staff respondents average: (New respondent group 2006)	3.42

ACTION PLAN:

Number	Deficiency	Action Plan
		No action plan necessary.

PART 5: HUMAN RESOURCES

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

Staff should include persons providing the necessary professional leadership to assume responsibility for the entire union as well as for specific programs. Specific aspects of the union's mission for which staff should be assigned include business operations (e.g., operations, program activities, cultural, recreational, theater, and arts and crafts), and special events.

Desirable qualities of staff members should include: (a) knowledge of and ability to use, management principles, including the effective management of volunteers; (b) skills in assessment, planning, training, and evaluation; (c) interpersonal skills; (d) technical skills; (e) understanding of, and the ability to apply student development theory.

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

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

Graduate students pursuing advanced degrees in student development, business administration, higher education institutional management, and recreation are among those to whom an internship or practicum in the College Union can be valuable. Such experiences should provide a variety of opportunities within the union operation. Graduate assistantships also may allow persons pursuing careers in specific areas of the union field to expand their expertise. Graduate students frequently serve as program advisors or assist operations, recreation or other department supervisors while pursuing advanced degrees. Others such as paraprofessional staff and volunteers may fulfill specific needs. The union should utilize volunteers in a manner consistent with its mission.

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

Student employees and volunteers may be an important part of the union's operation. Their work experience can be an important part of their educational experience as well as

a source of income. A thorough training program should be provided for part-time student helpers and volunteers and, depending on their assigned duties, might include leadership training, group facilitation skills, and communication skills. Volunteers should be adequately supervised and evaluated.

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

There should be adequate technical and clerical personnel to provide the services and maintain the facilities of the union. Included may be cooks, dishwashers, projectionists, stage hands, maintenance personnel, secretaries, bookkeepers, typists, attendants, receptionists, housekeepers, scheduling clerks, sales clerks, and cashiers.

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

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

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

The CU must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conference and workshops.

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

REONDENT GROUP:

Over-all average from all respondents:	3.17
Administration respondents average:	3.03
TSC Full-time staff respondents average:	3.28
TSC Part-time staff respondents average: (New respondent group 2006)	3.20
Student Leaders respondents average:	NR
Other TSC Departments staff respondents average: (New respondent group 2006)	NR

ACTION PLAN:

Number	Deficiency	Action Plan
5.8	Technologically trained and proficient staff members who are knowledgeable of ethical and legal users of technology are in place to carry out essential program functions.	Training program for division-wide training will continue to go forward.
5.10	Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.	Monitor equity studies with employees. Continue to move forward on career ladder concept with HR. Make sure employees are placed in correct job family.

PART 6: FINANCIAL RESOURCES

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

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

The institution's budget commitment to the union should be sufficient to support the achievement of its mission and to provide appropriate services facilities, and programs deemed necessary to maintain standards and diversity of services commensurate with the image and reputation of the institution.

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

The institution should consider various methods and sources of financial support including, but not limited to: (a) income from sales, services, and rentals; (b) student activities or program fees; (c) fees for operation or debt service; and (d) direct institutional support (e.g., utilities subsidy, salary assistance, cleaning and maintenance, operation subsidy, and membership fees).

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

REPODENT GROUP:

Over-all average from all respondents:	3.07
Administration respondents average:	3.07
TSC Full-time staff respondents average:	NR
TSC Part-time staff respondents average: (New respondent group 2006)	NR
Student Leaders respondents average:	NR
Other TSC Departments staff respondents average: (New respondent group 2006)	NR

ACTION PLAN:

Number	Deficiency	Action Plan
6.1	The Taggart Student Center has adequate funding to accomplish its mission and goals.	<ol style="list-style-type: none"> 1. Evaluate current subsidy of E&G. 2. Provide input into development of monies. 3. Continue working with past student leaders on identifying a major project to be completed each year.

PART 7: FACILITIES, TECHNOLOGY, AND EQUIPMENT

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

The physical plant should be proportional in size to the campus population. Generally a college union should contain approximately 10 square feet of gross space for each student enrolled. Smaller colleges may require more square feet per student; large colleges may require less. Also to be considered is the nature of the student body. Colleges with a large number of commuter and/or part time students or members of a special population might adjust facility requirements accordingly.

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

Over-all average from all respondents:	3.15
Administration respondents average:	3.27
TSC Full-time staff respondents average:	3.33
TSC Part-time staff respondents average: (New respondent group 2006)	3.23
Student Leaders respondents average:	2.75
Other TSC Departments staff respondents average: (New respondent group 2006)	3.17

ACTION PLAN:

Number	Deficiency	Action Plan
7.1	The Taggart Student Center has adequate, suitably located facilities, technology, and equipment to support its mission.	<ol style="list-style-type: none"> 1. Long-range financial planning for remodeling and additions to the union building would be required. 2. Equipment needs will be reviewed in annual capital expenditure plans.

PART 8: LEGAL RESPONSIBILITIES

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

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

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

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

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

Over-all average from all respondents:	2.95
Administration respondents average:	2.83
TSC Full-time staff respondents average:	2.80
TSC Part-time staff respondents average: (New respondent group 2006)	2.75
Student Leaders respondents average:	NR
Other TSC Departments staff respondents average: (New respondent group 2006)	NR

ACTION PLAN:

Number	Deficiency	Action Plan
8.2	Staff members inform users and officials of legal obligations and limitations associated with implementing the program.	1. Information from Risk Management will be included in on-going employee training. 2. Develop TSC Employee Reference/Handbook.
8.4	Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.	Refer to 8.2 above.

8.5	Legal advice is available to staff members as needed to carry out assigned responsibilities.	Refer to 8.2 above.
8.6	Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.	Refer to 8.2 above.

PART 9: EQUITY AND ACCESS

Staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsible to the needs of all students and other constituents. The College Union (CU) must adhere to the spirit and intent of equal opportunity laws.

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

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

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

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

REPOUDENT GROUP:

Over-all average from all respondents:	2.95
Administration respondents average:	2.83
TSC Full-time staff respondents average:	2.80
TSC Part-time staff respondents average: (New respondent group 2006)	2.75
Student Leaders respondents average:	NR
Other TSC Departments staff respondents average: (New respondent group 2006)	NR

ACTION PLAN:

Number	Deficiency	Action Plan
		No action plan necessary.

PART 10: CAMPUS AND EXTERNAL RELATIONS

The College Union (CU) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

The success of the CU is dependent on the maintenance³ of good relationships with students, faculty, administrators, alumni, the community at large, contractors, and support agencies. Staff members must encourage participation in union programs by relevant groups.

Each member of the campus community is a potential patron of the union's services, a potential member of the union organization, including its governing board, and a potential participant in the union's programming.

Students are the principle constituency of the union. Much of the vitality, variety, and spontaneity of the union's activities stem from the student boards and committees.

Student government and other groups should have ongoing involvement with the union's programs, services, and operations.

Student publications also may be important for communicating information about union programs. Communications with students should be continuous.

The involvement of faculty, staff, and alumni is essential to the vitality of union programs and services.

Faculty members should be involved in policy-making processes and program efforts of the union.

Alumni are potential sources of support and involvement financial and otherwise.

The administrative staff of the institution is important to day-to-day operations of the union. In some instances important union services such as food, cleaning, repairs, bookstore, or accounting may be administered by a department of the college rather than by union staff; relations with those department heads and their representatives must be cultivated carefully. The support of other student affairs agencies as well as chief campus officials is important.

Technical and clerical staff members can be important as customers, members of the various committees, and members of the governing board.

Positive relations with lessees and contractors, (e.g., barbershops, boutiques, food services, bookstores) require close and continuing attention.

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

RESPONDENT GROUP:

Over-all average from all respondents:	3.23
Administration respondents average:	3.33
TSC Full-time staff respondents average:	3.23
TSC Part-time staff respondents average: (New respondent group 2006)	3.09
Student Leaders respondents average:	3.03
Other TSC Departments staff respondents average: (New respondent group 2006)	3.46

ACTION PLAN:

Number	Deficiency	Action Plan
		No action plan necessary.

PART 11: DIVERSITY

Within the context of each institution’s unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, the College Union (CU) program must nurture environments where commonalties and differences among people are recognized and honored.

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

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

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

REPENDENT GROUP:

Over-all average from all respondents:	3.22
Administration respondents average:	3.21
TSC Full-time staff respondents average:	3.42
TSC Part-time staff respondents average: (New respondent group 2006)	3.39
Student Leaders respondents average:	2.91
Other TSC Departments staff respondents average: (New respondent group 2006)	3.15

ACTION PLAN:

Number	Deficiency	Action Plan
		No action plan necessary.

PART 12: ETHICS

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

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

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

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

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

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

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

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

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

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

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

REONDENT GROUP:

Over-all average from all respondents:	3.30
Administration respondents average:	3.43
TSC Full-time staff respondents average:	3.30
TSC Part-time staff respondents average: (New respondent group 2006)	3.17
Student Leaders respondents average:	NR
Other TSC Departments staff respondents average: (New respondent group 2006)	NR

ACTION PLAN:

Number	Deficiency	Action Plan
12.2	The Taggart Student Center has a written statement of ethical practice that is reviewed periodically.	Develop a code on ethics that is included in TSC mission statement.
12.10	Staff members confront and otherwise hold accountable others who exhibit unethical behavior.	Continue with organized program of training (i.e. Sexual Harassment Prevention and Workplace Violence) for all employees. Evaluate training annually with employees in Performance Appraisals.

PART 13: ASSESSMENT AND EVALUATION

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

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

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

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

Over-all average from all respondents:	2.95
Administration respondents average:	2.95
TSC Full-time staff respondents average:	NR
TSC Part-time staff respondents average: (New respondent group 2006)	NR
Student Leaders respondents average:	NR
Other TSC Departments staff respondents average: (New respondent group 2006)	NR

ACTION PLAN:

Number	Deficiency	Action Plan
13.3	The Taggart Student Center evaluates periodically how well it complements and enhances Utah State University's stated mission and educational effectiveness.	Discuss at each employee's Performance Appraisal, the mission statements for Utah State University, Student Services, and Taggart Student Center and discuss how they connect together.

