COLLEGIATE RECREATION PROGRAMS
CAS Standards and Guidelines

Part 1. MISSION

The mission of Collegiate Recreation Programs (CRP) must be to enhance the mind, body, and spirit of students and other eligible individuals by providing programs, services, and facilities to meet the physical, social, recreational, and educational needs of the campus community.

To accomplish this mission, CRP must
- provide programs and services for participants that are conducive to the development of multidimensional health and wellbeing
- provide participation, employment, internship and practicum, and leadership opportunities designed to enhance learning, growth, and development
- provide programs, facilities, and equipment in a safe, healthy, clean, accessible, and enjoyable environment

CRP 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.

CRP missions should align with the mission of the department’s organizational unit (e.g., student affairs, academic affairs, athletic department, business office, or other organizational unit).

Part 2. PROGRAM

To achieve their mission, Collegiate Recreation Programs (CRP) 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, CRP 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.]

CRP 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

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

CRP should develop and implement a comprehensive marketing, and communications plan to promote program offerings. The CRP market research plan should include needs assessment surveys, research findings, student employment evaluations, and documented best practices.
CRP, in collaboration with other campus units and relevant community providers, should design programs and services through participation, employment, volunteerism, and leadership opportunities to encourage, enhance, and highlight the value of learning and development outcomes.

CRP should
- provide comprehensive programs and services in a variety of formats that reflect and promote the diversity of participant interests, needs, and ability levels
- provide participation, employment, and leadership opportunities designed to increase interaction and understanding among individuals from various backgrounds
- contribute to the public relations efforts of the institution, including the recruitment and retention of students, faculty, and staff
- ensure the effective administration, operation, and stewardship of all aspects of the program, working in collaboration with other services, programs, campus affiliates (e.g., faculty, staff, alumni, guests, families, general public), and academic units where appropriate
- facilitate service-learning opportunities for students
- work in collaboration with academic units to facilitate professional preparation opportunities for students

CRP should utilize various program delivery formats, including
- informal - to provide for self-directed, individualized approach to participation. Specific times and facility locations should be reserved to provide a variety of opportunities for self-directed individual or small group participation
- intramural - to provide structured contests, challenges, meets, tournaments, and leagues for participants within the institution
- club - to provide opportunities to students, tailored to a variety of interests within or beyond the institution
- instructional or guided - to provide individualized or group learning opportunities, knowledge, and skills through activity sessions, lessons, clinics, workshops, and various media
- extramural - to provide structured tournaments, contests, and meets between campus participants and other institutions
- informational - to provide event awareness activities associated with specific program activities

CRP may also utilize specialized designations to describe programs or service delivery, including aquatics, fitness, health, wellbeing and wellness, outdoor, special events, special populations, sports and team challenge, and facilities. When employing specialized designations, CRP should adhere to relevant standards and procedures developed and published by professional associations.

Program planning and implementation processes must be inclusive and address
- equitable participation for all genders
- differences and variations in competence or skill
- cultural diversity
● participant involvement in shaping program content and procedures
● co-recreational activity with opportunities to participate at various levels of ability and disability

Program operational planning and implementation processes must address
● participant safety through the use of rules, regulations, and facilities management
● effective risk management policies, procedures, and practices
● supervision of activities and facilities
● facility coordination and scheduling
● consultation with groups and organizations for sport and fitness programming
● training of personnel
● conflict resolution management protocols
● procedures for the inventory, maintenance, use, and security of equipment
● recognition for participants, employees, and volunteers
● publicity, promotion, and media relations
● volunteerism in service delivery and leadership
● customer service practices
● promotion of socially responsible behaviors
● stewardship of resources
● the impact of fees and charges on access to programs and services
● accessibility of programs, facilities and equipment

CRP should take a developmental and innovative approach to programming and share the developmental process and activity results widely with other professionals working in the field.

CRP personnel should be aware of and comply with established collegiate recreation professional core competencies related to programming and philosophy and theory.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Collegiate Recreation Programs (CRP) must be purposefully structured for effectiveness. CRP 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 CRP 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

CRP must create meaningful and realistic fiscal projections.

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
● 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

CRP leaders must
● empower student staff and participants to build their own leadership skills
● demonstrate that they value diversity through effective recruitment, training, and retention of professional and student staff
● identify organizational values and innovative opportunities
CRP leaders must establish effective working relationships throughout their institution, with special emphasis on those units that impact, affect, or support the mission of CRP. Leaders should actively seek opportunities for collaboration that may result in partnerships that benefit both CRP and the institution.

Members of the campus community should be involved in the selection, design, governance, and administration of programs and facilities.

The organizational placement of collegiate recreation within the institution must facilitate the accomplishment of the program’s mission.

To fulfill its mission and goals effectively, CRP must maintain well-structured management functions, including planning, personnel, property and risk management, emergency response, purchasing, contract administration, marketing, financial control, and information systems.

CRP must develop a short- and long-range planning document that specifies goals, objectives, student learning outcomes, strategies, and timelines for the program.

CRP should review this planning document annually, and develop a method for succession planning to ensure the continuity of operations.

Purchasing and property management procedures should be designed to ensure value for money spent, security for equipment and supplies, and maintenance of property inventories.

Other areas for consideration in determining structure and management of CRP:

- size, nature, and mission of the institution
- scope of recreation programs
- philosophy and method of service delivery
- organizational location of the department
- financial and personnel resources
- availability and characteristics of facilities
- size, scope, and availability of services to community

Part 4. HUMAN RESOURCES
Collegiate Recreation Programs (CRP) must be staffed adequately by individuals qualified to accomplish mission and goals.

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

CRP technical and support personnel may include personnel working with

- customer service
- facility/equipment maintenance and operations, including custodians and grounds keepers
- marketing and sales
- information technology
- fundraising, research and assessment
- business services

Within institutional guidelines, CRP 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 CRP must

- ensure 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 CRP 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.
CRP 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

CRP personnel must receive training on laws and regulations associated with the supervision of minors and the Fair Labor Standards Act (FLSA)

CRP 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 CRP 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.

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

PROFESSIONAL PERSONNEL

CRP 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.

NIRSA's Professional Competencies for Leaders in Collegiate Recreation should guide professional practice at the basic, intermediate, and advanced levels in the following areas:
- Programming
- Philosophy & Theory
- Personal & Professional Qualities
- Legal Liabilities & Risk Management
- Human Resources Management
- Facility Management, Planning & Design
- Business Management
- Research & Evaluation
CRP personnel meeting the requirements may consider applying for and maintaining membership to the Registry of Collegiate Recreational Sports Professionals (RCRSP).

**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.

CRP should provide graduate assistant and/or internship opportunities to enhance professional preparation experiences. Desirable characteristics of interns and graduate assistants should include:
- knowledge of the principles and philosophy of collegiate recreation
- demonstrated skills on leadership and communication
- a well-developed sense of responsibility
- sensitivity to individual differences
- academic success
- enthusiasm for working with students
- an understanding of current issues facing students

**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.

CRP should develop mechanisms designed to recognize employees and volunteers. These efforts should recognize contributions, improvements, and involvement.

CRP personnel should be aware of and comply with established collegiate recreation professional core competencies related to human resources management.

**Part 5. ETHICS**
Collegiate Recreation Programs (CRP) 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 CRP 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

CRP should review ethical standard statements utilized by relevant professional associations in the formulation of CRP ethical standards.

CRP 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

CRP personnel should be aware of and comply with established collegiate recreation professional core competencies related to Personal & Professional qualities associated with ethics and integrity.

Part 6. LAW, POLICY, AND GOVERNANCE

Collegiate Recreation Programs (CRP) 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.

To address and minimize the risks inherent in CRP, a comprehensive risk management plan must be developed, implemented, and continually revised using best practices and available evidence.

Development and implementation of a risk management plan should include:
- identification of appropriate certifications
- training and development of personnel
- development and implementation of emergency action and critical incident plans
- accident care and documentation
- participant waivers and consents
- participant conduct policies
- the inspection, supervision, and care of facilities and equipment

CRP must have access to legal advice needed for personnel to carry out their assigned responsibilities.

CRP professionals working in specialized areas must have specific knowledge of legal issues and requirements that apply to those areas.

CRP professionals should understand legal responsibilities related to individual rights and liability including but not limited to due process, employment procedures, equal opportunity, civil rights and liberties, and liability of wrongful or negligent acts.

CRP should conduct a periodic audit of its policies and practices with the institution’s legal counsel and risk management officials.

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

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

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

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

CRP 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.

CRP personnel must be particularly sensitive to any and all forms of interaction with recreational participants that could be considered harassment.

CRP must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

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

CRP personnel should be aware of and comply with established collegiate recreation professional core competencies related to legal liabilities and risk management including understanding and managing risk at more sophisticated levels.

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, Collegiate Recreation Programs (CRP) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

CRP 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.

CRP 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

CRP offerings must be inclusive and address
• equitable participation for all genders
• differences and variations in competence or skill
• cultural diversity
• participant involvement in shaping program content and procedures
• co-recreational activity with opportunities to participate at various levels of ability and disability

CRP must define its eligible user population, with consideration given to undergraduate and graduate students, faculty members, staff, retirees, alumni, and the general public.

CRP should
• consider the impact of fees and charges on access to programs and services
• participate in establishing institutional facility scheduling policies to support and encourage appropriate and equitable utilization of resources

In support of diversity, CRP must
• publish, post, and circulate a statement to articulate a commitment to diversity in programs, services, and staffing
• recruit, hire, and seek to retain a diverse professional and student staff
• include diversity education for its employees and volunteers
• reach out to diverse and underrepresented populations through surveys, assessments, focus groups, and campus organizations to identify needs and interests used in program design and delivery and in student employment practices

Part 8. INTERNAL AND EXTERNAL RELATIONS

Collegiate Recreation Programs (CRP) 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
• 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.

**CRP 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

**CRP must have procedures and guidelines consistent with institutional policies for using logos on apparel or other promotional items.**

In order to ensure the widest dissemination of information regarding facility and program offerings, CRP should develop a comprehensive marketing plan. CRP should use market research to identify student recreational needs, evaluate service performance levels, and develop a promotional plan that includes hard copy, digital, and social media tools.

CRP should actively partner and collaborate with other units in the provision of services not specifically identified within an organizational unit of the institution or guided by a specific functional area of the CAS standards (e.g. student and employee health and wellness, sustainability, legal affairs, judiciaries, residence life).

CRP should establish advisory councils to facilitate communication and collaboration with other campus and community units, and to improve programs, facilities and services. Representatives should be solicited from a variety of units and should represent diverse users. When used, advisory councils should receive clear instructions as to their scope of authority and be educated in the role and purpose of CRP.

CRP should advocate for environmental and policy efforts that support multidimensional well-being both on campus and in the larger community, including issues associated with social justice, sustainability, and accessibility to resources and services.

**Part 9. FINANCIAL RESOURCES**

**Collegiate Recreation Programs (CRP) must have funding to accomplish the mission and goals.**

**In establishing and prioritizing funding resources, CRP must conduct comprehensive analyses to determine**
- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution
CRP 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.

CRP must administer funds in accordance with established institutional accounting procedures.

CRP 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

Institutional funds for CRP should be allocated to ensure long-term viability. Sources of income may include governmental appropriations, student fees (e.g., general, recreational, or health), user fees, donations, contributions, sponsorships, fines, entry fees, rentals, grants, contracts, dues, concessions, and retail sales.

If student funds from any source are dedicated to CRP, those funds should be designated for programs, facilities, and services that directly benefit students, and the students should retain first priority for the use of facilities, programs, equipment, and services.

CRP should develop budgets based on
- programs and operations
- human resource processes and labor costs
- support area expenses (e.g., technology, facility support, member services, marketing, research and development)
- equipment replacement
- capital improvement
- administrative cost recovery
- reserve account allocations

CRP personnel should be knowledgeable about the availability, pricing, and scope of services in the greater community.

Expenditures should be based upon departmental, divisional, and institutional goals and protocols, periodic needs assessments, and cost/benefit analyses.

All CRP personnel must be held accountable for financial and other resources within their purview or control.
CRP should develop and adhere to internal controls regarding departmental financial resources.

CRP personnel should be aware of and comply with established collegiate recreation professional core competencies related to business management.

Part 10. TECHNOLOGY

Collegiate Recreation Programs (CRP) 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.

CRP 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

CRP 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, CRP 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

When using recreation management software (RMS), CRP should work with the institution’s office of information technology to maximize the usefulness and effectiveness of software integration. CRP should work with institutional research and other units when using RMS to collect and utilize data to support institutional and departmental evaluation and assessment goals.

Part 11. FACILITIES AND EQUIPMENT
Collegiate Recreation Programs’ (CRP) 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.

CRP 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, CRP must take into account expenses related to regular maintenance and life cycle costs.

CRP must provide adequate equipment to meet the needs of all participants.

CRP must allocate resources to ensure equipment is accessible to all participants regardless of ability.

Inventory management systems should be developed to effectively manage the replacement of capital equipment, grounds, and building systems for which CRP is responsible.

CRP must advocate and provide for adequate indoor and outdoor facilities to accommodate the needs and interests of the campus community.

Renovation, design, and development of facilities must adhere to applicable laws.

The facility usage schedule must be reviewed periodically and disseminated to all user groups.

CRP leadership must be involved during the design and construction phases of all CRP building projects.

CRP personnel with knowledge and skill associated with the project should be considered for direct involvement in the project.

CRP should use available research and assessment data when determining facility, technology, and equipment needs.
Consideration should be given to efficient and ecologically sustainable buildings and areas and facilities that support the program delivery formats of CRP. Examples of such facilities include swimming pools, strength and cardiovascular training facilities, multi-purpose activity spaces, multi-use fields, nature trails, group exercise and dance rooms, challenge adventure facilities, martial arts mat/studio rooms, personal training rooms, mind-body studios, health and wellness labs, skateboard and rollerblade venues, and racquet sport courts.

CRP should provide activity areas within their facilities that are multiuse, as well as spaces for support activities such as administration, member services, repair rooms, locker/shower rooms, and storage.

Space should be provided to facilitate training of personnel.

Social space should be provided to encourage socialization and an inclusive environment. Examples of such facilities include lounges, lobbies, and food service areas.

CRP may also refer to separate standards and guidelines for specializations governed by professional organizations for the use of facilities.

CRP should have the technology resources to conduct training, including software and hardware.

**Processes must be established for determining the need for, inspection, cleaning, maintenance, repair, and replacement of equipment.** A maintenance and cleaning schedule must be developed for facility spaces and equipment to ensure a clean and hygienic environment.

CRP professionals should have supervisory control of the cleaning and custodial staff.

**CRP must require personal protective equipment and safety devices, as appropriate.**

**CRP must establish appropriate policies and procedures for responding to emergency situations, especially where CRP facilities, personnel, and resources could assist the institution.**

Signage in facilities e.g. rules and regulations, gender-neutral bathrooms, emergency shelters, and those associated with sponsorship advertisement and promotion must comply with institutional policies and must be reviewed periodically.

**Part 12. ASSESSMENT**

**Collegiate Recreation-Programs (CRP) must develop assessment plans and processes.**

**Assessment plans must articulate an ongoing cycle of assessment activities.**

**CRP must identify and assess the learning and development outcome domains and dimensions relevant to the program.**
CRP 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
- assess effectiveness of implemented changes
- provide evidence of improvement of programs and services

CRP must provide evidence of contributions to overall institutional mission and goals.

CRP should develop a market research plan which should include
- needs assessment surveys
- research findings
- student employment evaluations
- documented best practices
- valid tools used to measure and assess student learning.

Assessment procedures should yield evidence relative to student/personnel recruitment and retention, the achievement of program goals, scope of program offerings, responsiveness to expressed interests, program attendance and effectiveness, participant satisfaction, cost effectiveness, quality of facilities, equipment use and maintenance, staff performance, recruitment and retention, and benchmarking data for comparison to other programs.

CRP should collect and store evidence according to institutional requirements,

CRP should research best practices to review and improve programs and services.

CRP should contribute to the body of knowledge for the field of collegiate recreation through benchmarking and scholarly activity.

**CRP must employ ethical practices in the assessment process.**

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

CRP personnel should be aware of and comply with established collegiate recreation professional related to research and evaluation.

*General Standards revised in 2014;*
*CRP developed/revised in 1986, 1996, 2007, & 2016*