We are pleased you are interested in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to this standard on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached CAS statement in the design and assessment of your programs and for your staff training and development. *This statement may not be duplicated for other purposes without permission from CAS.*

This standard and all other standards are available along with information on self-assessment procedures in the most recent edition of the ***CAS Professional Standards for Higher Education*** book. You are particularly encouraged to examine the learning and developmental outcomes (see www.cas.edu and in the standards book) in the design and assessment of your programs.

This standard has a Self-Assessment Guide (SAG) available for purchase from www.cas.edu for use in program evaluation.

CAS MISSION STATEMENT

CAS, a consortium of professional associations in higher education, promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services

CAS STANDARDS AND GUIDELINES

Each CAS standard contains 12 common criteria categories (referred to as "general standards") that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs "**must**" and "**shall**" and appear in **bold print** so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs "should" and "may."

OVER THIRTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible professional standards and guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 45 functional areas, consistent with institutional missions. Individuals and institutions from more than 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

DISCLAIMER

The standards and guidelines published in "CAS Professional Standards for Higher Education" by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the "CAS Self-Assessment Guides" (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is "approved, endorsed, certified, or otherwise sanctioned by CAS." Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, are free to make accurate representations to the effect that the designated program or service meets the CAS Standards.

Direct your questions to the CAS Executive Office, P.O. Box 1369, Fort Collins, CO 80522-1369,
202-862-1400, or email Marybeth Drechsler Sharp, Executive Director (executive_director@cas.edu)

COLLEGE HONOR SOCIETY PROGRAMS
CAS Contextual Statement

The purposes of honor societies in colleges and universities are threefold. First, they exist primarily to recognize the attainment of scholarship of a superior quality. Second, a few societies recognize the development of leadership qualities and commitment to service and excellence in research in addition to a strong scholarship record. To accomplish these objectives, it is clear that an honor society must define and maintain a truly high standard of eligibility for membership and achieve sufficient status by so doing that membership becomes something to be highly valued.

The honor society has followed the expansion and specialization of higher education in America. When Phi Beta Kappa was organized in 1776, there was no thought given to its field because all colleges then in existence were for the training of men for the service of the church and the state. With the expansion of education during the late nineteenth century into new fields, Phi Beta Kappa elected to operate in the fields of liberal arts and sciences. Although this was not finally decided until 1898, the trend was evident earlier; the 1880s saw the establishment of Tau Beta Pi in the field of engineering and Sigma Xi in scientific research (Tau Beta Pi, n.d.).

Early in the 20th century, other honor societies came into being. Phi Kappa Phi was organized to accept membership from all academic fields in the university. A few others of this nature had origins in Black, Catholic, or Jesuit colleges and universities. These honor societies became known as general honor societies. Other variations have developed since that time. Leadership honor societies recognized meritorious attainments in all-around leadership and campus citizenship. Numerous societies drew membership from the various disciplines of study, recognizing good work in the student's special field of study. These societies are generally known as specialized honor societies. Another variation recognizes scholastic achievement during the freshman or sophomore year. Yet other variations recognize achievement in associate degree programs and advanced study. In more recent years, many honor societies have become international in scope. The issue of eligibility of international chapters is managed by each society. For example, Beta Gamma Sigma is able to use the accreditation body (AASCSB International) to identify qualifying institutions for chapters. The eligibility status of members is handled by each society to ensure equivalence with U.S. standards.

The national organization of each honor society sets standards for establishing collegiate chapters and requirements for administering them. Chapters are chartered to institutions and have a dual relationship: maintain national honor society standards and requirements and abide by institutional policies and procedures.

The Association of College Honor Societies (ACHS) was founded in 1925 for the establishment and maintenance of useful functions and desirable standards, including criteria for membership, for governance of each member society, and for chapter operation. In addition to defining honor societies, similar student organizations with more liberal membership requirements were named recognition societies. *Baird's Manual of American College Fraternities,* the authoritative reference work on college Greek-letter societies (first published in 1879) until it was last published in 1991 by Baird's Manual Foundation, adopted the ACHS definitions for classification of honor societies and recognition societies.

The standards and functions originally named in the early history of ACHS still have relevance today as ACHS fulfills a certifying function in assuring candidates for membership as well as institutions that member societies have met the high standards. The standards also serve a role for judging credibility of non-member societies.

The challenge in the 21ˢᵗ century is the same as when ACHS was founded: to use academic and operational standards to allay the confusion prevailing on campuses and among the public regarding the credibility and legitimacy of newly emerging honor societies. A plethora of Internet societies, for-profit societies, and an increasingly narrow focus of specialized societies gives rise to the need for the CAS standards to guide colleges and universities in setting regulations for official recognition of campus honor societies. Students, parents, and the public can use the standards as criteria for judging quality.

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COLLEGE HONOR SOCIETY PROGRAMS
CAS Standards and Guidelines

Part 1. MISSION

The mission of College Honor Society Programs (CHSP) is to promote the values of higher education and confer distinction for high achievement in undergraduate, graduate, and professional studies; student leadership; service; and research.

College Honor Society Programs (CHSP) 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.

CHSP should
- inspire and encourage intellectual development
- preserve traditions and customs of the honor societies
- provide opportunities for members to associate in mutual understanding
- promote activities focused on civic engagement and contribution to the institutions
- work collaboratively to inform the higher education community of the CHSP mission

Part 2. PROGRAM

To achieve their mission, College Honor Society Programs (CHSP) 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, CHSP 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.]

CHSP 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**

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

CHSP must include the following elements:
- **educational programming that complements the academic curriculum**
- **opportunities for recognition by the institution**
- **faculty, staff, and administrator involvement and interaction with students**

The CHSP process for establishment of college honor society chapters must include
- **formal chartering of each chapter by institution and college/department petition**
- **approval by official action of the governing body of the national/international organization, if applicable**
- **jointly defined relationship between the institution and the college honor society that must be formalized, documented, and disseminated**
- **support of the institution for identification of qualified candidates**
- **candidate selection by the chapter**
- **membership invitation by the chapter**

CHSP must assist college honor society chapters in maintaining good standing with their national/international organization policies.

National/international college honor societies recognized by the institution should be governed by its membership and should include
- officers/board members elected by the national/international membership
- chapter representation in the governing body
- national/international membership participation in approving and revising by-laws
- independent financial review and full financial disclosure

Classifications of college honor societies should include general scholarship, general leadership, specialized scholarship, and freshman, sophomore and two-year honor societies. Minimum scholastic qualifications in each classification of college honor societies should include:
- general scholarship – top 20%, not earlier than junior rank
- general leadership – top 35%, not earlier than junior rank
- specialized scholarship – top 35%, not earlier than second semester sophomore rank

First-year, sophomore, and two-year honor societies should adhere to the same high standards with the exception of rank.

"Recognition Societies" are those organizations with lower scholastic criteria.

CHSP must provide support to chapter officers and leaders to offer programs focusing on scholarship, leadership, service, or research.

Part 3. ORGANIZATION AND LEADERSHIP

Advisers (faculty or staff member) must represent College Honor Society Programs (CHSP) and the institution in advising chapters of college honor societies. The adviser must model leadership principles, establish a climate and structure that facilitates leadership development, determine expectations of accountability, and fairly assess student performance.

College honor society chapter governance documents and the names of officers and advisers must be filed annually both with CHSP and the national/international organization.

CHSP should maintain a centralized registry of recognized college honor societies organizations.

CHSP should encourage faculty and staff members to advise college honor societies chapters, recognize their advisers and their co-curricular work with students, and value the contributions that college honor societies make to student development and vibrancy of campus life.

CHSP must ensure student participation in the governance of the collegiate chapter.

CHSP must ensure students are elected by their peers to organize chapter activities.

To achieve program and student learning and development outcomes, CHSP must be purposefully structured for effectiveness. CHSP 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

CHSP policies for chapters must include information about the following:
- national/international and chapter relationship
- chapter adviser role
- chapter executive committee governance process
- fiscal management
- membership rights
- risk management policy
- policies for use of name, logo, and other intellectual property

Leaders must model ethical behavior and institutional citizenship.

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

Strategic Planning
- articulate a vision and mission that drive short- and long-term planning

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

Management and Supervision
- **plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources**
- **manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward**
- **influence others to contribute to the effectiveness and success of the unit**
- **empower professional, support, and student personnel to become effective leaders**
- **encourage and support collaboration with colleagues and departments across the institution**
- **encourage and support scholarly contributions to the profession**
- **identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement**
- **use current and valid evidence to inform decisions**
- **incorporate sustainability practices in the management and design of programs, services, and facilities**
- **understand appropriate technologies and integrate them into programs and services**
- **be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements**
- **assess and take action to mitigate potential risks**

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

Part 4. HUMAN RESOURCES

College Honor Society Programs (CHSP) must be staffed adequately by individuals qualified to accomplish mission and goals.

With very few exceptions, faculty and staff are not employed to be college honor society advisers; most are volunteers but should have access to college support.

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

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

Personnel responsible for delivery of CHSP 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.

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

CHSP 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

CHSP 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 CHSP 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.

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

PROFESSIONAL PERSONNEL

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

INTERNS OR GRADUATE ASSISTANTS

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

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

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

STUDENT EMPLOYEES AND VOLUNTEERS

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

Part 5. ETHICS

College Honor Society Programs (CHSP) 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 CHSP 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

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

Part 6. LAW, POLICY, AND GOVERNANCE

College Honor Society Programs (CHSP) 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.

When questions arise regarding chapter operations and personnel, CHSP chapters must use the institutional system for resolving legal issues regarding laws, regulations, and policies.

When questions arise regarding membership status of members or the chapter, CHSP must use the national/international governing body to resolve legal issues.

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

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

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

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

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

CHSP 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.

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

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

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, College Honor Society Programs (CHSP) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

CHSP 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.

CHSP 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

CHSP must encourage college honor society chapters to include outreach to under-represented populations in membership recruitment activities and leadership opportunities.

Part 8. INTERNAL AND EXTERNAL RELATIONS

College Honor Society Programs (CHSP) 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.

CHSP must have procedures and guidelines consistent with institutional policy for

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

Part 9. FINANCIAL RESOURCES

College Honor Society Programs (CHSP) must have funding to accomplish the mission and goals.

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

CHSP 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.

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

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

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

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

Part 10. TECHNOLOGY

College Honor Society Programs (CHSP) 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.

CHSP 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

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

Part 11. FACILITIES AND EQUIPMENT

College Honor Society Programs' (CHSP) 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.

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

Meeting space for CHSP chapter activities and storage space for chapter materials (memorabilia, documents, files) should be available. Chapter files should be stored electronically and securely.

Part 12. ASSESSMENT

College Honor Society Programs (CHSP) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

CHSP 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**

CHSP must employ ethical practices in the assessment process.

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