CAS Self-Assessment Guide

MULTICULTURAL STUDENT PROGRAMS AND
SERVICES

2017

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MULTICULTURAL STUDENT PROGRAMS AND SERVICES
CAS Contextual Statement

Efforts within the 1960s civil rights movement led to increased college access for students whose attendance in higher education had been historically underrepresented, especially at predominantly White institutions (PWIs). The Economic Opportunity Act of 1964 and the Higher Education Act of 1965 set forth the creation of a number of programs to support historically underrepresented students (which collectively have been referred to as TRiO programs). Additionally, to address socioeconomic inequities, Pell Grants helped to remove some attendance barriers for students of color. As a result, services to ensure students who had been historically underrepresented and underserved were expanded (Ortiz & Santos, 2009). To better support students, offices were established as "diverse student populations arrived at PWI because of legal challenges that paved the way for legal equality and greater access into higher education" (Shufford, 2011, p. 31). These offices have come to be collectively known as Multicultural Student Programs and Services (MSPS).

MSPS as a functional area within higher education was initially created to respond to a gap in services for students of color, but more recently has developed to offer proactive programs and services with the goal of creating inclusive environments where all students can thrive. Although MSPS may vary in structure and purpose at different institutions, their primary purpose is to advocate for the academic, personal, and social development of underrepresented students (Cox, 2001). This often includes advocating for policies, practices, and attitudes of the campus and its students and employees that promote student success; offering mentoring; creating cultural support systems that provide respite from the dominant culture; implementing educational programs; facilitating cooperation among campus affinity groups; integrating campus activities and majority organizations; ensuring access to academic support services; and offering curricula where multicultural perspectives are embedded and appreciated.

MSPS personnel should be equipped to advocate for institutional practices that help advance cultural competency, multicultural and social justice issues, and inclusive practices across the campus (Pope & Reynolds, 1997). On campuses where academic departments for racial, ethnic, women, gender and sexuality studies, or disability studies (among others) exist, MSPS often collaborates with these academic departments. Some MSPS offices organize services to address specific populations, while others seek to serve all underrepresented, minoritized, or oppressed students collectively. Some have autonomous facilities that include programming, advising, classroom, and counseling space, whereas other MSPS offices are located in spaces under the management of other campus entities, such as the college union or housing and residence life.

While African American and Latinx underserved populations initially catalyzed the academic and social support services that improve retention and graduation rates, campuses have begun to witness changing racial and ethnic demographics of Native American, Asian American, Asian Pacific Islander, Middle Eastern, multiracial, and international students. These groups are impacting previously PWI, creating a need for intercultural dialogue programs and services to foster inclusion. Given changing national demographics, limiting MSPS to serving historically underrepresented, minoritized, and oppressed groups risks the prospect of marginalization and isolation of those very groups. Involving all students (including White students) in multicultural education programs is vital to building community and creating a welcoming, inclusive campus environment (Chang, Denson, Saenz, & Misa, 2006; Strayhorn, 2012). As a consequence, many multicultural offices have changed names to include some combination of terms related to intercultural, diversity, equity, and inclusion.

The form and function of such offices have varied based on the needs of each campus. Some campuses have a centralized center in which many aspects of multiculturalism are served, including the need to educate and increase

awareness of the value of multiculturalism for all students. Other campuses may have multiple centers for specific identity groups. The manner in which MSPS are structured can influence how the goal of fostering a more inclusive and multicultural campus is achieved.

There is certainly a need for campuses to better address the intersection of students' identities (Harper & Hurtado, 2007). To that end, some campuses that had previously had more siloed approaches to serving underrepresented populations have enacted more centralized or collaborative approaches. Many colleges have created separate offices to serve underrepresented students. Providing separate spaces for students of color, LGBT students, women students, students with disabilities, international students, first generation students, and religious students may not be the model that best supports students holistically. Today's MSPS are increasingly being asked to address these diverse populations through intersectional approaches, intercultural dialogues, and sometimes through structural reorganizations that unite disparate offices into a single unit or reporting line.

Additionally, while many MSPS focus on race and ethnicity, other aspects of identity including but not limited to disability, first-generation status, religious identity, social class, and socioeconomic background can influence how students come to know and understand diversity in the context of a college campus (Cuyjet, 2006; Harper & Hurtado, 2007; Howard-Hamilton, 2003). Such connections play an influential role in students' collegiate experiences and should be considered in how the mission and program of MSPS are enacted.

Strong MSPS are essential to the academic and social integration and, thus, retention and graduation rates of students, as well as the social justice education of the campus. Clearly, institutions must exhibit their commitment to providing quality education for all students through the level of human and fiscal resources they provide to MSPS. MSPS standards focus on general programs and services for traditionally underrepresented, minoritized, and oppressed students. For standards related to programs and services for other underrepresented students, practitioners may consider reviewing CAS standards for Campus Religious, Secular, and Spiritual Programs; Disability Resources and Services; Lesbian, Gay, Bisexual, and Transgender Programs and Services; TRIO and Other Educational Opportunity Programs; and Women's and Gender Programs and Services.

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INTRODUCTION AND INSTRUCTIONS
CAS Self-Assessment Guide

The *Self-Assessment Guides* (SAG) translate functional area CAS standards and guidelines into tools for conducting self-study. Educators can use this SAG to gain informed perspectives on the strengths and deficiencies of their programs and services as well as to plan for improvements. Grounded in the reflective, self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional, divisional, departmental, and unit leaders with a tool to assess programs and services using currently accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to complete a programmatic self-study, and is organized into three sections:
  I.   Self-Assessment Guide Organization and Process
  II. Rating Examples
  III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The introduction is followed by the *Self-Assessment Worksheet*, which presents the CAS standards for the functional area and incorporates a series of criterion measures for rating purposes.

I. Self-Assessment Guide and Process
CAS developed and has incorporated a number of common criteria that have relevance for each and every functional area, no matter what its primary focus. These common criteria are referred to as "General Standards," which form the core of all functional area standards. CAS standards and guidelines are organized into 12 components, and the SAG workbook corresponds with the same sections:

Part 1.	Mission	Part 7.	Diversity, Equity, and Access
Part 2.	Program	Part 8.	Internal and External Relations
Part 3.	Organization and Leadership	Part 9.	Financial Resources
Part 4.	Human Resources	Part 10.	Technology
Part 5.	Ethics	Part 11.	Facilities and Equipment
Part 6.	Law, Policy, and Governance	Part 12.	Assessment

For each set of standards and guidelines, CAS provides a Self-Assessment Guide (SAG) that includes a recommended comprehensive self-study process for program evaluation. Seven basic steps to using a SAG are suggested for implementing a functional area self-study. The following self-study process is recommended.

1. Plan the Process Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study	5. Develop an Action Plan Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)
2. Assemble and Educate the Self-Assessment Team Determine who should be on the team and how to educate the team about the self-study process	6. Prepare a Report Identify audience for report(s); describe the self-study process, evidence gathering, rating process, and evaluations; summarize strengths and weaknesses; describe the action plan; and draft an executive summary
3. Identify, Collect, and Review Evidence Define what constitutes evidence; then gather, collect,	7. Close the Loop Put action plans into practice; work to navigate politics and

manage, and review evidence	secure resources; identify barriers to overcome; and build buy-in to the program review results
4. Conduct and Interpret Ratings Using Evaluative Evidence Clarify team's rating criteria; employ a process for rating [small group, individual, staff]; negotiate rating differences; and manage group ratings	

The first four steps in conducting self-assessment will lead you through planning your process, preparing your team, gathering evidence, and assigning ratings to the criterion measures.

    A.   Plan the self-study process
    B.   Assemble and educate self-study team(s)
    C.   Identify, collect, and review documentary evidence
    D.   Conduct ratings using evaluative evidence

Step A: Plan the Self-Study Process
Prior to beginning a program review, division and functional area leaders need to determine the area (or areas) to be evaluated and the reasons for the project. This may be dictated by institutional program review cycles or planning for accreditation processes, or it may result from internal divisional goals and needs. Explicitly identifying desired outcomes and key audiences for a self-study will help leaders facilitate a process that makes the most sense for the project.

Critical first phases of a program review include mapping out the planned steps for a program review and developing timelines. Leaders will also want to build buy-in with stakeholders of the functional area. In the initial planning stage of the self-study process it is desirable to involve the full functional area staff, including support staff members, knowledgeable students, and faculty members when feasible. This approach provides opportunity for shared ownership in the evaluation.

Step B: Assemble and Educate the Self-Assessment Review Team
The second step is to identify an individual to coordinate the self-assessment process. CAS recommends that the coordinator be someone other than the leader of the unit under review; this facilitates honest critique by the review team and enhances credibility of the final report. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, students] need to be identified and invited to participate. Whether a sole functional area or a full division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

In preparing the team for the self-study, it is imperative to train the team on the CAS standards, as well as self-assessment concepts and principles. CAS standards and guidelines are formulated by representatives of 43 higher education professional associations concerned with student learning and development. The CAS standards represent essential practices; the CAS guidelines, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines—presented as an appendix to the self-assessment instrument—are formatted so that standards (i.e., essentials of quality practice) are printed in bold type. Guidelines, which complement the standards, are printed in light-face type. Standards use the auxiliary verbs "must" and "shall" while guidelines use "should" and "may."

In this self-assessment instrument, the CAS standards have been translated into criterion measures and grouped into subcategories for rating purposes. The criterion measures are not designed to focus on discrete ideas; rather, the

measures are designed to capture the major ideas and elements reflected in the standards. For each of the 12 component parts, team members will rate clusters of criterion measures. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly translated into a measurable statement to facilitate rating.

As a group, the review team should examine the standards carefully and read through the entire self-assessment guide before beginning to assign ratings. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment.

Step C: Identify, Collect, and Review Documentary Evidence
Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs to collect and file relevant data routinely, which can then be used to document program effectiveness over time. Available documentation should be assembled by the unit under review and provided to the review team at the outset of the study. The team may request additional information as needed as the review is conducted.

Documentary evidence often used to support evaluative judgments includes:
- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations

- *Program Documents:* mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos

- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports

- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports

- *Staff Activity Reports*: annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession

- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

In the SAG, each section provides recommended evidence and documentation that should be collected and compiled prior to conducting ratings. The evidence collected is likely applicable across numerous sections.

Raters can best make judgments about the program expectations articulated in the standards when they have a variety of evidence available. Multiple forms of evidence should be reviewed and reported in the narrative section of the SAG worksheets. Through the rating process, a self-study team may identify a need to obtain additional information or documentation before proceeding, in order to lend substance to judgments about a given assessment criterion. Evidence and documentation should be appended and referenced in the final self-assessment report.

Step D: Conduct and Interpret Ratings Using Evaluative Evidence
When the program review team has gathered and reviewed necessary evidence, they will be able to assign and interpret ratings to individual criterion measures, following three steps.

1) Rate Criterion Measures
   a) Team members individually rate criterion measures based on their understanding of the evidence.
   b) Team discusses and assigns collective ratings for criterion measures.

2) Provide Narrative Rationale
   a) Document the reasoning and evidence for the rating assigned to each subsection, in the space provided for *Rationale*.
   b) Explain what evidence has been collected and reviewed to support individual and/or team ratings and judgments.
   c) Provide information for follow-up and relevant details about ratings (e.g., if *Partly Meets* is assigned as a rating, what aspects of the program or service do and do not meet which standards statements).

3) Answer Overview Questions (In the Instrument)
   a) Respond, in writing in the space provided, to the *Overview Questions* that immediately follow the rating section of each of the 12 components.
   b) Use answers to the *Overview Questions*, which are designed to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings and development of the self-study report.

Assessment criterion measures are used to judge how well areas under review meet CAS standards. These criterion measures are designed to be evaluated using a 4-point rating scale. In addition to the numerical rating options, *Does Not Apply* (DNA) and *Insufficient Evidence/Unable to Rate* (IE) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, raters may use a DNA rating and, in the self-study report, describe their rationale for excluding the practice in the criterion measure. The IE response can be used when relevant data are unavailable to support a judgment. When either the DNA or the IE ratings are used, an explanatory note should be provided in the report. Items rated with 0 should generate careful group consideration and appropriate follow-up action.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS guidelines or other rating scales, into the procedures before the self-assessment process begins. Such practice is encouraged, and the SAG instrument can be amended to incorporate additional criterion measures for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding with individual ratings.

CAS suggests a two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS standard. First, the self-assessment team members (and functional area staff members, if desired) individually should rate the clusters of criterion measures using separate copies of the CAS Self-Assessment Guide. In addition, they will need to document their reasoning and evidence for the rating assigned to each subsection in the space provided for *Rationale*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

The individual ratings should be reviewed, discussed, and translated into a collective rating by the team; then the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection.

After the team review is completed, a meeting with relevant administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan. This step is best done by the unit staff, informed by the results of the review and, when feasible, in consultation with the review team. The Work Forms will guide this process.

II. Rating Examples

Rating Standard Criterion Measures

All CAS standards, printed in bold type, are viewed as being essential to a sound and relevant program or service that contributes to student learning and development. Many of the statements contained in CAS standards incorporate multiple criteria that have been grouped for rating purposes. Consequently, raters may need to judge several standards statements through a single criterion measure. Using the "Ethics" standards as an example, the following illustrates how criterion measures are grouped into subcategories for rating.

Part 5. ETHICS

Suggested Evidence and Documentation:
1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

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

Rationale:

5.2 Statement of Ethical Standards
- Statements of ethical standards specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws.

Using Guidelines to Make Judgments about the Program

As discussed above, program leaders may wish to include selected *CAS Guidelines* to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered in compliance with the standards especially can benefit by using guidelines because guidelines typically call for enhanced program quality.

Not all programs under review will incorporate guidelines to be rated as part of their self-studies. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When *CAS Guidelines* or other criterion measures are rated, they should be treated as if they were standards.

III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

The final three steps in the self-assessment process help a review team and unit plan for and take action using the information garnered through the review of documentary evidence and rating process.

Step E: Formulating an Action Plan

Typically, the assessment process will identify areas where the program is not in compliance with the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur. Following is an outline of recommended steps for establishing a comprehensive plan of action using the CAS self-assessment work forms. Space is provided in the SAG for recording relevant information.

1) Resolve Rating Discrepancies (Work Form A)
   a) Identify criterion statements for which there is a substantial rating discrepancy.
   b) Discuss these items and come to a resolution or final decision. Note any measures where consensus could not be reached.

2) Identify Areas of Program Strength (Work Form B)
   a) Identify criterion measure ratings where *strength* in performance or accomplishment was noted (i.e., program exceeds criterion with a rating of 4).

3) Identify Areas for Improvement (Work Form B)
   a) Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures, and received a rating of 0 or 1) were noted.

4) Recommend Areas for Unit Action (Work Form C)
   a) Note items that need follow-up action for improvement and indicate what requires action.
   b) This is the last form to be completed by the review team.

5) Prepare the Action Plan (Work Form D)
   a) This step should be completed by the unit being reviewed.
   b) Use the items requiring attention listed in Work Form C to formulate a brief action plan. The focus and intended outcomes of the next steps to be taken should be identified.

6) Write Program Action Plan (Work Form E)
   a) List each specific action identified in the self-study that would enhance and strengthen services.
   b) Determine the actions needed to improve for each practice.
   c) Identify responsible parties to complete the action steps.
   d) Set dates by which specific actions are to be completed.

7) Prepare Report
   a) Prepare a comprehensive action plan for implementing program changes.
   b) Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
   c) Set tentative start-up date for initiating a subsequent self-study.

Step F: Preparing a Report

To complete the process, a summary document should be produced that (a) explains the mission, purpose, and philosophy of the program; (b) reviews the outcome of the assessment; and (c) recommends specific plans for action.

In addition, depending on the report's audience, describe the process, evidence gathering, ratings, and evaluations, and summarize strengths and weaknesses.

Step G: Closing the Loop
Finally, to close the loop on a program's self-study process, functional area staff members must implement the recommended changes to enhance the quality of their program. In this final step, the staff endeavors to put action plans into practice. In some cases, there will be institutional politics to be navigated; continued support from functional area leaders remains essential. Staff members will want to work collectively to secure resources, identify barriers to implementation, and build stakeholder buy-in to the results. CAS recommends that closing the loop on a self-study process be integrated into regular staff meetings, individual supervision, trainings, and annual reports. A key to successfully using program review in post-secondary student services is weaving the entire process, from planning through taking action, into the fabric of the functional area, departmental, and divisional culture.

MULTICULTURAL STUDENT PROGRAMS AND SERVICES
CAS Self-Assessment Guide

Part 1: MISSION

Suggested Evidence and Documentation:
1. Current mission statement, brief description of how it was developed, and date of last review
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
6. Institutional demographics, description of student population served, and information about community setting

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

1.1 Program Mission and Goals
- The mission of Multicultural Student Programs and Services (MSPS) is to facilitate the learning and development of traditionally underserved students; offer programs that educate the campus about diversity, multiculturalism, and interaction across differences in a global society; convene departments across campus to facilitate intercultural dialogue; and work with on- and off-campus stakeholders to create an institutional community climate of justice, access, and equity.
- MSPS is an institutional advocate for programs, resources, and services that support the retention, persistence, and overall success of underrepresented students, such as students of color, international students, lesbian, gay, bisexual, and transgender students, and students with disabilities.
- The mission of MSPS considers factors that influence one's identity when delivering their programs and services. Race is one aspect of a person's identity. One's racial identity intersects with other identities, including disability; age; 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.
- The mission is influenced by the structure of MSPS.
  o If MSPS functions are implemented across different departments and centers, each department and center's mission addresses the distinct needs of a particular student group or groups.
  o If only one MSPS organization exists, the mission addresses the needs of students of many cultural and identity-based groups.
- MSPS creates awareness for the campus community of how different aspects of one's identity intersect and acknowledges that every person has an evolving sense of their individual and shared identity.

Rationale:

☐ 1.2 Mission Implementation and Review
- MSPS develops, disseminates, implements, and regularly reviews its mission.

Rationale:

☐ 1.3 Mission Statement
- The mission statement is consistent with that of the institution and with professional standards; is appropriate for student populations and community settings; and references learning and development.

Rationale:

Overview Questions:
1. How does the mission embrace student learning and development?
2. In what ways does the MSPS mission complement the mission of the institution?
3. To what extent is the mission used to guide practice?

Part 2: PROGRAM

Suggested Evidence and Documentation:
1. Program student learning and development outcomes, and brief description of how they were developed
2. List of current collaborations across the institution that facilitate student learning and development
3. Map of program activities and ways they connect to student learning and development outcomes
4. Map or report of outcome assessment activities, including results
5. Strategic plans program design and enhancement
6. Specifications or requirements (if applicable)

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 2.1 Program Information and Services
- MSPS provides educational programs and services for all students that focus on identifying cultural and identity differences and commonalities; perceptions of cultures, identities, or populations; the value of interactions with persons who are different from each other; students' backgrounds and possible dispositions of privilege, oppression, and prejudice; strategies for changing discriminatory, prejudicial, oppressive, and stereotypical attitudes or behavior.
- MSPS offers to the campus community training, education, and development that increases multicultural awareness, knowledge, and skills by
  o promoting and enhancing the understanding of a variety of cultures and historical experiences
  o challenging, promoting, and enhancing understandings of privilege, power, and prejudicial and stereotypical assumptions
  o promoting and enhancing identity development
  o teaching skills on combating discrimination
  o complementing the academic curricula

Rationale:

□ 2.2 Program Contribution to Student Learning and Development
- Multicultural Student Programs and Services (MSPS) contributes to students' formal education (the curriculum and co-curriculum), learning, and development.
- MSPS contributes to students' progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
- The retention and success of underrepresented populations is a focus of MSPS programs, resources, and services.
- MSPS identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.

Rationale:

□ 2.3 Program Contribution to Student Engagement and Academic Success
- MSPS works to create an engaging climate for students by advocating for and encouraging students to take advantage of campus and community service opportunities; leadership opportunities in classroom and out of classroom activities; campus training and development opportunities; mentors and role models in the campus environment and society; and experiences in which they will interact with individuals different from them.
- MSPS works collaboratively to promote academic success by
  o advising students as they determine and assess educational goals
  o providing support services that assist students in achieving educational goals and attaining or refining academic skills
  o helping students navigate processes vital to success as a student (e. g., registration, academic advising, financial aid, housing, campus employment)
  o referring students to faculty and staff to address academic and psychosocial needs
  o informing students of educational opportunities, such as internships, special scholarship opportunities, study abroad programs, research, seminars, and conferences
  o increasing students' awareness of opportunities for networking with staff and faculty members from diverse backgrounds
  o advising advises or co-advising student organizations with a focus on multiculturalism
  o connecting current and prospective students to other current students through peer mentoring and tutoring programs
  o connecting students to campus networks and groups and organizations
  o using communication vehicles, such as social media, to inform students and the campus community about programs, resources, and services.

Rationale:

□ 2.4 Program Contribution to Personal Growth of Students
- MSPS enhances students' understanding of their own culture, heritage, and identities.
- MSPS enhances students' understanding of cultures, heritages, and identities other than their own.
- MSPS supports students in efforts to advance their intellectual, career, social, ethical, and social justice development.
- MSPS provides opportunities for students to establish satisfying interpersonal relationships.
- MSPS provides opportunities for interaction, exchange of ideas, and reflection that will

Rationale:

☐ 2.5 Assessment of Learning and Development
- MSPS engages in outcomes assessment, documents evidence of its impact, and articulates the role it plays in student learning and success.
- MSPS uses evidence to create strategies for improvement of programs.

Rationale:

☐ 2.6 Program Design
- MSPS bases its work on intentional student learning and development outcomes.
- MSPS reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
- MSPS is based on models, approaches, or theories that address the needs of diverse students across developmental levels.
- MSPS is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.

Rationale:

☐ 2.7 Collaboration
- MSPS collaborates with others across the institution in ways that benefit students.

Rationale:

☐ 2.8 Identifying, Challenging, and Addressing Prejudice and Discrimination
- MSPS challenges tacit and overt prejudices or discrimination against students.
- MSPS coordinates efforts to promote multicultural sensitivity and the elimination of prejudicial behaviors by students, faculty, and staff.
- MSPS collaborates across campus to enact change as needed.
- MSPS leads or is engaged in efforts to maintain aspects of campus life that support multiculturalism and diversity.
- MSPS identifies and addresses impediments to the growth, development, and engagement of students.
- MSPS collects and uses campus climate data to identify and address areas of concern.
- MSPS empowers students to impact campus climate through advocacy and allyship.
- MSPS engages in institutional efforts to address issues of bias or discrimination.
- If institutional practices or policies have prejudicial effects, MSPS brings these facts to the attention of the proper authorities in the institution and works to change them.

Rationale:

Overview Questions:
1. What are the most significant student learning and development outcomes of MSPS?

2. What difference does MSPS make for students who engage with it?
3. What is the demonstrated impact of MSPS on student learning, development, and success?
4. How has collaboration in program development and delivery affected its impact or outcomes?
5. What changes or adjustments have been made as a result of assessment activities?

Part 3: ORGANIZATION AND LEADERSHIP

Suggested Evidence and Documentation:
1. Program goals and outcomes
2. Operating policies, procedures and/or handbook
3. Personnel and student handbook(s), policies and procedures, and organizational chart(s)
4. Personnel position descriptions, expectations, and performance review templates
5. Periodic reports, contracts, and personnel memos
6. Annual reports by program leaders
7. Program leader resumes, including additional professional involvement
8. Strategic and operating plans
9. Needs assessment of program constituents
10. Report of professional development activities

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

3.1 Organization Documents
- Multicultural Student Programs and Services (MSPS) has clearly stated and current goals and outcomes, policies and procedures, descriptions of personnel responsibilities and expectations, and clear organizational charts.

Rationale:

3.2 Organizational Structure
- MSPS is located in an institution's organizational structure such that it can best provide for effective programs and services for achievement of its mission.

Rationale:

3.3 Actions of Leaders
- Leaders model ethical behavior and institutional citizenship.
- Leaders with organizational authority provide strategic planning, management and supervision, and program advancement.

Rationale:

3.4 Strategic Planning
- MSPS leaders articulate a vision and mission, as well as set goals and objectives based on the needs of populations served, intended student learning and development outcomes, and program outcomes.
- MSPS leaders facilitate continuous development, implementation, and assessment of effectiveness and goal attainment congruent with institutional mission and strategic plans.

- MSPS leaders promote environments that provide meaningful opportunities for student learning, development, and engagement.
- MSPS leaders develop, adapt, and improve programs and services for populations served and institutional priorities.
- MSPS leaders include diverse perspectives to inform decision-making.

Rationale:

3.5 Management

- MSPS leaders plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources.
- MSPS leaders manage human resource processes including recruitment, selection, performance planning, and succession planning.
- MSPS leaders use evidence to inform decisions, incorporate sustainability practices, understand and integrate appropriate technologies, and are knowledgeable about relevant codes and laws.
- MSPS leaders assess and take action to mitigate potential risks.

Rationale:

3.6 Supervision

- MSPS leaders manage human resource processes including professional development, supervision, evaluation, recognition, and reward.
- MSPS leaders empower personnel to become effective leaders and to contribute to the effectiveness and success of the unit.
- MSPS leaders encourage and support collaboration across the institution and scholarly contributions to the profession.
- MSPS leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.

Rationale:

3.7 Program Advancement

- MSPS leaders advocate for and actively promote the mission and goals of the programs and services.
- MSPS leaders inform stakeholders about issues affecting practice.
- MSPS leaders facilitate processes to reach consensus where wide support is needed.
- MSPS leaders advocate for representation in strategic planning initiatives at divisional and institutional levels.
- In response to assessed student needs, MSPS plays a principal role in creating and implementing institutional policies and programs.

Rationale:

Overview Questions:
1. Explain the extent to which MSPS leader(s) are viewed as and held responsible for advancing the departmental mission.

2. Explain the opportunities and limitations present for MSPS leader(s) as they seek to fulfill the program mission.
3. How do MSPS leaders advance the organization?
4. How do MSPS leaders encourage collaboration across the institution?
5. How are MSPS leaders accountable for their performance?
6. How have MSPS leaders empowered personnel and engaged stakeholders?

Part 4: HUMAN RESOURCES

Suggested Evidence and Documentation:
1. Program mission, goals, and outcomes
2. Operating policy and procedure manuals/statements for program and institution
3. Organizational chart(s)
4. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates
5. Annual reports, including data on student utilization and staff-to-student ratios
6. Association or benchmark reports on operations and staffing
7. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience
8. Reports on personnel, including student employees and volunteers, employment experiences
9. Training agendas and schedules
10. Statement of staffing philosophy
11. Professional development activities
12. Minutes from staff meetings at which human resources related standards were discussed and addressed

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

4.1 Adequate Staffing and Support
- Multicultural Student Programs and Services (MSPS) is staffed adequately to accomplish mission and goals.
- MSPS has access to technical and support personnel adequate to accomplish the mission.

Rationale:

4.2 Recruitment, Supervision, and Professional Development
- MSPS establishes procedures and expectations for personnel recruitment and selection, training, supervision, performance, and evaluation.
- MSPS provides personnel access to education and professional development opportunities to improve their competence, skills, and leadership capacity.
- MSPS considers work/life options available to personnel to promote recruitment and retention.

Rationale:

4.3 Employment Practices
- Administrators of MSPS maintain personnel position descriptions, implement recruitment and hiring strategies that produce an inclusive workforce, and develop promotion practices that are fair,

inclusive, proactive, and non-discriminatory.
- Personnel responsible for delivery of programs and services have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance and update them regularly.
- Results of individual personnel evaluations are 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.

Rationale:

4.4 Personnel Training

- Personnel, including student employees and volunteers, receive appropriate and thorough training when hired and throughout their employment.
- Personnel have access to resources or receive specific training on institutional and governmental policies; procedures and laws pertaining to functions or activities they support; privacy and confidentiality; access to student records; sensitive institutional information; ethical and legal uses of technology; and technology used to store or access student records and institutional data.
- Personnel are trained on how and when to refer those in need of additional assistance to qualified personnel.
- Personnel are trained on systems and technologies necessary to perform their assigned responsibilities.
- Personnel engage in continuing professional development activities to keep abreast of research, theories, legislation, policies, and developments that affect programs and services.
- Administrators ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response, including identification of threatening conduct or behavior, and incorporate a system for responding to and reporting such behaviors.
- Personnel are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

Rationale:

4.5 Professional Personnel

- Professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate confirmation of educational credentials and related work experience.
- MSPS professional personnel are knowledgeable about identity development and the intersections of various aspects of diversity on identity development and the acculturation process.
- MSPS professional personnel are committed to social justice and demonstrate knowledge and use of social justice and inclusion competencies in their practice.
- MSPS professional personnel know how various groups experience the campus and what institutional and societal barriers limit their access and their success.
- MSPS professional personnel are able to advocate for identity-based communities as a key element in fostering student success.
- MSPS professional personnel are skilled in identifying issues for their students and assessing the impact on student success.
- MSPS professional personnel are able to develop empowering, empathetic, and trusting relationships with students.

- MSPS professional personnel are able to make culturally appropriate interventions to optimize learning experiences for students.

Rationale:

4.6 Interns and Graduate Assistants
- Degree- or credential-seeking interns or graduate assistants are qualified by enrollment in an appropriate field of study and by relevant experience.
- Degree- or credential-seeking interns or graduate assistants are trained and supervised by professional personnel who possess applicable educational credentials and work experience, have supervisory experience and are cognizant of the dual roles of interns and graduate assistants as students and employees.
- Supervisors of interns or graduate assistants adhere to parameters of students' job descriptions, articulate intended learning outcomes in student job descriptions, adhere to agreed-upon work hours and schedules, and offer flexible scheduling when circumstances necessitate.
- Supervisors and students both agree to suitable compensation if circumstances necessitate additional hours.

Rationale:

4.7 Student Employees and Volunteers
- Student employees and volunteers are carefully selected, trained, supervised, and evaluated; have access to a supervisor; and are provided clear job descriptions, pre-service training based on assessed needs, and continuing development.
- MSPS student employees are assigned responsibilities that are within their existing knowledge or skills.

Rationale:

Overview Questions:
1. In what ways are personnel qualifications examined, performance evaluated, and personnel recognized for exemplary performance?
2. How are professional development efforts designed, how do they support achievement of the MSPS mission, and how do they prepare and educate staff on relevant information?
3. How has the staffing model been developed to ensure successful program operations?
4. Describe the MSPS philosophy toward engaging graduate interns and assistants, and student employees and volunteers in the program human resource pool.

Part 5: ETHICS

Suggested Evidence and Documentation:
1. Program code or statement of ethics
2. Ethics statements from relevant functional area professional associations
3. Personnel policies, procedures and/or handbook
4. Student code of conduct
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)
6. Minutes from meetings during which staff reviewed and discussed ethics

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

5.1 Ethical Standards
- Multicultural Student Programs and Services (MSPS) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- MSPS publishes and adheres to statements of ethical practice, ensures their periodic review, and orients new personnel to relevant statements of ethical practice and related institutional policies.

Rationale:

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

Rationale:

5.3 Ethical Obligations
- MSPS personnel employ ethical decision making in the performance of their duties.
- MSPS personnel inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- MSPS does not share information about students' identities without their permission.
- MSPS personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- MSPS personnel perform their duties within the scope of their position, training, expertise, and competence and make referrals when issues presented exceed the scope of the position.

Rationale:

Overview Questions:
1. What is the MSPS strategy for managing student and personnel confidentiality and privacy issues?
2. How are ethical dilemmas and conflicts of interest identified and addressed?
3. How are ethics incorporated into the daily management and decision-making processes of MSPS?

Part 6: LAW, POLICY, AND GOVERNANCE

Suggested Evidence and Documentation:
1. Emergency procedures
2. Operating policies and procedures
3. Personnel policies, procedures and/or handbook
4. Institutional codes of conduct
5. Contracts
6. Copies of related laws and legal obligations
7. Resources of professional liability insurance

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

6.1 Legal Obligations and Responsibilities
- Multicultural Student Programs and Services (MSPS) is 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.
- MSPS has access to legal advice needed for personnel to carry out their assigned responsibilities.
- MSPS informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- MSPS informs personnel about professional liability insurance options and refers them to external sources if the institution does not provide coverage.

Rationale:

6.2 Policies and Procedures
- MSPS has written policies and procedures on operations, transactions, or tasks that have legal implications.
- MSPS regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
- MSPS has procedures, systems and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations and disseminates timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

Rationale:

6.3 Personnel Training
- MSPS personnel involved in managing and responding to campus crises or bias-motivated incidents are properly trained to respond with both the interests of students and the campus in mind.

Rationale:

6.4 Harassment and Hostile Environments
- MSPS personnel neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

Rationale:

☐ 6.5 Copyright Compliance
- MSPS purchases or obtains permission to use copyrighted materials and instruments and includes appropriate citations on materials and instruments.

Rationale:

☐ 6.6 Governance
- MSPS informs personnel about internal and external governance organizations that affect programs and services.

Rationale:

Overview Questions:
1. What are the crucial legal, policy and, governance issues faced by MSPS, and how are they addressed?
2. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
3. How are personnel informed about internal and external governance systems?

Part 7: DIVERSITY, EQUITY, AND ACCESS

Suggested Evidence and Documentation:
1. Diversity statements
2. Goals and objectives related to diversity, equity, and access
3. Training plans and agendas for personnel
4. Lists of programs and curriculums related to diversity, equity, and access
5. Personnel policies, procedures, and/or handbook (specifically statements against harassment or discrimination)
6. Facilities audit
7. Assessment results such as participation rates, demographics, campus climate, and student needs

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 7.1 Inclusive Work Environments
- Multicultural Student Programs and Services (MSPS) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
- MSPS does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

Rationale:

☐ 7.2 Structural Aspects of Equity, Access, and Inclusion
- MSPS ensures physical, program, and resource access for all constituents; modifies or removes

policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities; and ensures that when facilities and structures cannot be modified, they do not impede access.

- MSPS responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- MSPS recognizes the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources.

Rationale:

☐ 7.3 Ensuring Diversity, Equity, and Access
- MSPS advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- MSPS establishes goals for diversity, equity, and access; fosters communication and practices that enhance understanding of identity, culture, self-expression, and heritage; and promotes respect for commonalities and differences among people within their historical and cultural contexts.
- MSPS addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- MSPS is intentional about addressing intersecting identities in educational programs and services as well as in institutional policies and practices.
- MSPS provides personnel with diversity, equity, and access training and holds personnel accountable for applying the training to their work.
- MSPS incorporates institutional policies about equity, access, and diversity into trainings for the campus community.
- Through these trainings, MSPS focuses on efforts to increase inclusion of historically underrepresented groups.

Rationale:

Overview Questions:
1. How does MSPS ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does MSPS address imbalance in participation among selected populations of students?
3. How does MSPS address imbalance in staffing patterns among selected populations of program personnel?
4. How does MSPS ensure cultural competence of its personnel to ensure inclusion in the program?
5. How does MSPS encourage and provide opportunities for ongoing professional development for its personnel?

Part 8: INTERNAL AND EXTERNAL RELATIONS

Suggested Evidence and Documentation:
1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks)
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners
4. Minutes from meetings/interactions with key stakeholders

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 8.1 Internal and External Populations
- Multicultural Student Programs and Services (MSPS) reaches out to internal and external populations 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.
- MSPS reaches out to internal and external populations to garner support and resources for programs and services, collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes, and engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents.
- MSPS reaches out to internal and external populations to disseminate information about the programs and services.
- MSPS professional personnel coordinate and collaborate with personnel and faculty in providing services and programs that facilitate multicultural understanding, and that help students in their educational pursuits.

Rationale:

☐ 8.2 Marketing
- Promotional and descriptive information is accurate and free of deception and misrepresentation.

Rationale:

☐ 8.3 Procedures and Guidelines
- MSPS has procedures and guidelines consistent with institutional policy to communicate with the media; distribute information through print, broadcast, and online sources; contract with external organizations for delivery of programs and services; cultivate, solicit, and manage gifts; and apply to and manage funds from grants.

Rationale:

Overview Questions:
1. With which relevant individuals, campus offices, and external agencies must MSPS maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
2. How does MSPS maintain effective relationships with program constituents?
3. How does MSPS assess the effectiveness of its relations with individuals, campus offices and external agencies?

Part 9: FINANCIAL RESOURCES

Suggested Evidence and Documentation:
1. Budgets and the budget process

2. Financial statements and audit reports
3. Student fee process and allocation (if applicable)
4. Financial statements for grants, gifts, and other external resources

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

9.1 Adequate Funding
- Multicultural Student Programs and Services (MSPS) has funding to accomplish its mission and goals.

Rationale:

9.2 Financial Planning and Implementation
- MSPS conducts a comprehensive analysis to determine unmet needs, relevant expenditures, external and internal resources, and impact on students and the institution.
- MSPS uses the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.
- Financial reports provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Rationale:

9.3 Policies, Procedures, and Protocols
- MSPS administers funds in accordance with established institutional accounting procedures.
- MSPS demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.
- Procurement procedures are consistent with institutional policies, ensure purchases comply with laws and codes for usability and access, ensure the institution receives value for the funds spent, and consider information available for comparing the ethical and environmental impact of products and services purchased.

Rationale:

Overview Questions:
1. What is the funding strategy for MSPS, and why is this the most appropriate approach?
2. How does MSPS ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does MSPS go about increasing financial resources?

Part 10: TECHNOLOGY

Suggested Evidence and Documentation:
1. Technology policies and procedures
2. Equipment inventory

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

☐ 10.1 Current and Adequate Technology
- Multicultural Student Programs and Services (MSPS) has adequate technology to support achievement of its mission and goals.
- Use of technology complies with institutional policies and procedures and relevant codes and laws.
- MSPS ensures that technology meets the diverse cultural needs of the student population.

Rationale:

☐ 10.2 Use of Technology
- MSPS uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
- MSPS uses current technology to provide an avenue for students and other constituents to communicate sensitive information in a secure format, and enhance the delivery of programs and services for all students.

Rationale:

☐ 10.3 Data Protection and Upgrades
- MSPS backs up data on a regular basis.
- MSPS articulates and adheres to policies and procedures regarding ethical and legal use of technology, as well as for protecting the confidentiality and security of information.
- MSPS implements a replacement plan and cycle for all technology with attention to sustainability and incorporates accessibility features into technology-based programs and services.

Rationale:

☐ 10.4 Student Technology Access
- MSPS has policies on student use of technology that are clear, easy to understand, and available to all students.
- MSPS provides information or referral to support services for those needing assistance in accessing or using technology, provides instruction or training on how to use the technology, and informs students of implications of misuse of technologies.
- MSPS ensures that student access to technology is not limited by their ability to pay.

Rationale:

Overview Questions:
1. How is technology inventoried, maintained, and updated?
2. How is information security maintained?
3. How does MSPS ensure that relevant technology is available for all who are served by the program?
4. How does MSPS use technology to enhance the delivery of programs, resources, services and overall operations?

5. How does MSPS utilize technology to foster its learning outcomes?

Part 11: FACILITIES AND EQUIPMENT

Suggested Evidence and Documentation:
1. Equipment inventory
2. Facilities audit and plans for renovations, additions, and enhancements
3. Capital projects, if applicable
4. Structural design or maps to show space allocation
5. Images of the space

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

11.1 Design of Facilities
- Multicultural Student Programs and Services (MSPS) facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the MSPS mission and goals.
- Facilities are designed to engage various constituents and promote learning.
- The design of the facilities guarantees the security and privacy of records and ensures the confidentiality of sensitive information and conversations.

Rationale:

11.2 Work Space
- Personnel have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.
- Personnel are able to secure their work.

Rationale:

11.3 Equipment Acquisition and Facilities Use
- MSPS incorporates sustainable practices in use of facilities and purchase of equipment.
- Facilities and equipment are evaluated on an established cycle and are in compliance with codes, laws, and accepted practices for access, health, safety, and security.
- When acquiring capital equipment, MSPS takes into account expenses related to regular maintenance and life-cycle costs.

Rationale:

Overview Questions:
1. How are facilities inventoried and maintained?
2. How does MSPS integrate sustainable practices?
3. How does MSPS ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is MSPS intentional about space allocation and usage?

Part 12: ASSESSMENT

Suggested Evidence and Documentation:
1. Program goals, key indicators, outcomes, and related assessment data
2. Program student learning and development outcomes and related assessment data
3. Description of assessment cycle
4. Assessment plans and annual assessment reports
5. Minutes of meetings at which assessment activities and results discussed
6. Professional development activities to improve assessment competence

Criterion Measures:

DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds

12.1 Assessment Plan and Practice
- Multicultural Student Programs and Services (MSPS) develops an ongoing cycle of assessment plans, processes, and activities.
- MSPS identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- MSPS identifies and assesses the learning and development outcome domains and dimensions relevant to participation in the program.
- MSPS identifies and assesses the learning and development outcome domains most relevant to educating a campus community on issues of multiculturalism and diversity.
- MSPS documents progress toward achievement of goals and outcomes.
- MSPS collects and uses campus climate data to identify and address the needs of multicultural groups on campus.
- MSPS employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- MSPS employs ethical practices in the assessment process.
- MSPS has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Rationale:

12.2 Reporting and Implementing Results
- MSPS interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- MSPS reports aggregated results to respondent groups and stakeholders.
- MSPS assesses effectiveness of implemented changes and provides evidence of improvement of programs and services.

Rationale:

Overview Questions:
1. What is the comprehensive assessment strategy for MSPS?
2. What are priorities of the assessment program, and how are those developed?

3. How does MSPS integrate assessment and evaluation into all aspects of daily operations (e.g., advising, event planning)?
4. How are tangible, measurable learning and program outcomes determined to ensure the achievement of MSPS mission and goals?
5. How effective is the assessment strategy in demonstrating goal achievement and student learning?
6. How does MSPS use assessment results to inform program improvement?
7. How does MSPS share assessment results with relevant constituencies?
8. How does MSPS support ongoing development of assessment competencies for personnel?

General Standards revised in 2014;
MSPS (formerly Minority Student Programs) content developed/revised in 1986, 1997, 2006, & 2016

Work Form A – Rating Discrepancies

This work form should be completed following a review of the individual ratings of the team members. Item numbers for which there is a substantial rating discrepancy should be discussed before completing the remaining work forms. Discrepancies among ratings should be identified, discussed, and reconciled for consensus.

Part	Discrepancies	Resolution/Final Decision
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		
10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form B – Strengths and Areas for Improvement

INSTRUCTIONS:

This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion measure by the team members, and record the following in the form below:

- Strengths: Item number(s) for which all participants have given a rating of 3, indicating agreement that the criterion *exceeds* the standard.
- Areas for Improvement: Item number(s) for which all participants have given a rating of 0 or 1, indicating agreement that the criterion *does not meet* or *partly meets* the standard. Items rated IE for *insufficient evidence/unable to rate* should be listed here as well.

Note – Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated a 2, which indicates agreement that the criterion *meets* the standard.

Part	Strengths: Items that exceed the standard (consensus ratings = 3)	Areas for Improvement: Items that do not meet or partly meet the standard (consensus ratings = 0, 1)
1. Mission		
2. Program		
3. Organization and Leadership		
4. Human Resources		
5. Ethics		
6. Law, Policy, and Governance		
7. Diversity, Equity, and Access		
8. Internal and External Relations		
9. Financial Resources		

10. Technology		
11. Facilities and Equipment		
12. Assessment		

INSTRUCTIONS:

This is the last form to be completed by the review team. List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by the reviewers, as well as those with significant discrepancies that are not resolved by team discussion.

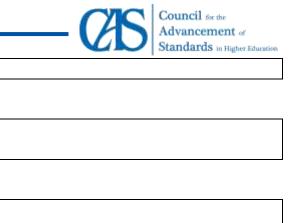| Part	Item Requiring Attention
1. Mission	
2. Program	
3. Organization and Leadership	
4. Human Resources	
5. Ethics	
6. Law, Policy, and Governance	
7. Diversity, Equity, and Access	
8. Internal and External Relations	
9. Financial Resources	
10. Technology	
11. Facilities and Equipment	
12. Assessment	

Work Form D – Beginning the Action Plan

INSTRUCTIONS:

This work form is for use by the staff of the unit being reviewed and is the first step in identifying the actions to be taken as a consequence of study results. Using the Items Requiring Attention listed in Work Form C, write a brief action plan that identifies the focus and intended outcomes of the next steps in to be taken in each area.

Part 1. Mission

Part 2. Program

Part 3. Organization and Leadership

Part 4. Human Resources

Part 5. Ethics

Part 6. Law, Policy, and Governance

Part 7. Diversity, Equity, and Access

Part 8. Internal and External Relations

Part 9. Financial Resources

Part 10. Technology

Part 11. Facilities and Equipment

Part 12. Assessment

Work Form E – Action Plan

INSTRUCTIONS:

Using this work form, the unit staff will turn the summary of areas to be addressed identified by the review team (Work Form D) into a specific plan of action. After reviewing the information provided in Work Forms B and C, unit staff teams should describe practices in need of improvement, the actions to be taken, the individual responsible, and the timeline for achieving compliance with the standard.

Current Practice Description	Corrective Action Needed	Task Assigned To	Timeline/ Due Dates

MULTICULTURAL STUDENT PROGRAMS AND SERVICES
CAS Standards and Guidelines

Part 1. MISSION

The mission of Multicultural Student Programs and Services (MSPS) must be to facilitate the learning and development of traditionally underserved students; offer programs that educate the campus about diversity, multiculturalism, and interaction across differences in a global society; convene departments across campus to facilitate intercultural dialogue; and work with on- and off-campus stakeholders to create an institutional community climate of justice, access, and equity.

MSPS must be an institutional advocate for programs, resources, and services that support the retention, persistence, and overall success of underrepresented students, such as students of color, international students, lesbian, gay, bisexual, and transgender students, and students with disabilities.

The mission of MSPS must consider factors that influence one's identity when delivering their programs **and services. Race is one aspect of a person's identity. One's racial identity intersects with other identities,** including disability; age; 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.

The mission must be influenced by the structure of MSPS.

If MSPS functions are implemented across different departments and centers, each **department or center's** mission must address the distinct needs of a particular student group or groups.

If only one MSPS organization exists, the mission must address the needs of students of many cultural and identity-based groups.

MSPS must create awareness for the campus community of how different aspects of one's identity intersect and acknowledge that every person has an evolving sense of their individual and shared identity.

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

Part 2. PROGRAM

To achieve their mission, Multicultural Student Programs and Services (MSPS) 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, MSPS 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.]

MSPS should consider how each of these learning outcomes are influenced by students' individual and shared identities.

MSPS should consider how each of these learning outcomes are influenced by cross-cultural relationships across a campus community.

MSPS 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

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

MSPS may be provided in collaboration and in coordination with other units across campus.

MSPS must be based on models, approaches, or theories that address the needs of diverse students across developmental levels.

The retention and success of underrepresented populations must be a focus of MSPS programs, resources, and services.

MSPS must promote personal growth of students by
- **enhancing students' understanding of their own culture, heritage, and identities**
- **enhancing students' understanding of cultures, heritages, and identities other than their own**
- supporting students in efforts to advance their intellectual, career, social, ethical, and social justice development
- providing opportunities for students to establish satisfying interpersonal relationships
- providing opportunities for interaction, exchange of ideas, and reflection that will acknowledge **students' presence and support their goals and aspirations**

MSPS must work collaboratively to facilitate student success through
- advising students as they determine and assess educational goals
- providing support services that assist in achieving educational goals and attaining or refining academic skills
- navigating processes vital to success as a student (e. g., registration, academic advising, financial aid, housing, campus employment)
- referring students to faculty and staff to address academic and psychosocial needs
- informing students of educational opportunities, such as internships, special scholarship

opportunities, study abroad programs, research, seminars, and conferences
- increasing awareness of opportunities for networking with staff and faculty members from diverse backgrounds
- advising or co-advising student organizations with a focus on multiculturalism
- connecting current and prospective students to other current students through peer mentoring and tutoring programs
- connecting students to campus networks and groups and organizations
- using communication vehicles such as social media to inform students and the campus community about programs, resources, and services

MSPS must provide educational programs and services for all students that focus on identifying
- cultural and identity differences and commonalities
- perceptions of cultures, identities, or populations
- the value of interactions with persons who are different from each other
- **students' backgrounds and possible dispositions of pr**ivilege, oppression, and prejudice
- strategies for changing discriminatory, prejudicial, oppressive, and stereotypical attitudes or behavior

MSPS must offer to the campus community training, education, and development that increase multicultural awareness, knowledge, and skills by
- promoting and enhancing the understanding of a variety of cultures and historical experiences
- challenging, promoting, and enhancing understandings of privilege, power, and prejudicial and stereotypical assumptions
- promoting and enhancing identity development
- teaching skills on combating discrimination
- complementing the academic curricula

Programs intended to enhance student development should attend to the distinctive needs of diverse student populations.

MSPS must work to create an engaging climate for students by advocating for and encouraging students to take advantage of
- campus and community service opportunities
- leadership opportunities in classroom and out of classroom activities
- campus training and development opportunities
- mentors and role models in the campus environment and society
- experiences in which they will interact with individuals different from them

MSPS must work to create a socially just campus climate by
- challenging tacit and overt prejudices or discrimination against students
- coordinating efforts to promote multicultural sensitivity and the elimination of prejudicial behaviors by students, faculty, and staff
- collaborating across campus to enact change as needed
- leading or engaging in efforts to maintain aspects of campus life that support multiculturalism

and diversity
- identifying and addressing impediments to the growth, development, and engagement of students
- collecting and using campus climate data to identify and address areas of concern
- empowering students to impact campus climate through advocacy and allyship
- engaging in institutional efforts to address issues of bias or discrimination

If institutional practices or policies have prejudicial effects, MSPS must bring these facts to the attention of the proper authorities in the institution and work to change them.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Multicultural Student Programs and Services (MSPS) must be purposefully structured for effectiveness. MSPS 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 MSPS 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

MSPS must be located in an institution's organizational structure so that it can best provide for effective programs and services for achievement of its mission.

MSPS should collaborate and form close alliances with other departments and divisions on campus.

In response to assessed student needs, MSPS must play a principal role in creating and implementing institutional policies and programs.

Part 4. HUMAN RESOURCES

Multicultural Student Programs and Services (MSPS) must be staffed adequately by individuals qualified to accomplish mission and goals.

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

Within institutional guidelines, MSPS 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 MSPS must
- ensure that all personnel have updated position descriptions

- implement recruitment and selection/hiring strategies that produce a workforce inclusive of underrepresented populations
- develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

Personnel responsible for delivery of MSPS must have written performance goals, objectives, and **outcomes for each year's performance cycle to be used to plan, review, and ev**aluate 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.

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

MSPS 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

MSPS 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 MSPS 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.

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

PROFESSIONAL PERSONNEL

MSPS 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.

MSPS professional personnel must be committed to social justice and demonstrate knowledge and use of social justice and inclusion competencies in their practice.

MSPS professional personnel should be able to explain the significance of their own cultural heritage and understand that of different cultures.

MSPS professional personnel must have knowledge about identity development and the intersections of various aspects of diversity on identity development and the acculturation process.

MSPS professional personnel must know how various groups experience the campus and what institutional and societal barriers limit their access and their success.

MSPS professional personnel must be able to advocate for identity-based communities as a key element in fostering student success.

MSPS professional personnel must be skilled in identifying issues for their students and assessing the impact on student success.

MSPS professional personnel must be able to develop empowering, empathetic, and trusting relationships with students.

MSPS professional personnel must be able to make culturally appropriate interventions to optimize learning experiences for students.

MSPS professional personnel should reflect the diversity of the campus and the populations in which they work.

MSPS professional personnel should have a working knowledge of principles and key ideas that influence higher education and broad student affairs.

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.

The use of graduate assistants and interns should be encouraged to expand staff abilities, provide peer role models, and give valuable pre-professional experience. Particular attention should be given to preparing all pre-professional assistants to be especially sensitive to cultural needs.

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.

MSPS student employees and volunteers should reflect the diversity of the campus population.

MSPS student employees must be assigned responsibilities that are within their existing knowledge or skills.

Training and activities for MSPS student employees could include retreats, leadership classes, and workshops.

Part 5. ETHICS

Multicultural Student Programs and Services (MSPS) 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 MSPS 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

MSPS 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

MSPS must support students' understanding of the impact of background, identity, and culture on an individual's ethical beliefs and on how that individual may interact with others in a diverse community.

MSPS should help students understand the complexity of organizing for change in higher education and be prepared to explain the limitations to activism placed on MSPS staff.

MSPS must not share information about students' identities without their permission.

Part 6. LAW, POLICY, AND GOVERNANCE

Multicultural Student Programs and Services (MSPS) 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.

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

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

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

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

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

MSPS 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.

MSPS personnel involved in managing and responding to campus crises or bias-motivated incidents must be properly trained to respond with both the interests of students and the campus in mind.

Personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

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

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

MSPS may be involved in supporting and administering governmentally-funded programs that address the needs of underrepresented students.

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, Multicultural Student Programs and Services (MSPS) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

MSPS 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.

MSPS 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

MSPS must be intentional about addressing intersecting identities in educational programs and services as well as in institutional policies and practices.

MSPS must incorporate institutional policies about equity, access, and diversity into trainings for the campus community.

Through these trainings, MSPS must focus on efforts to increase inclusion of historically underrepresented groups.

MSPS should provide expert assistance to other areas of the institution with the implementation of diversity, equity, and access standards.

Part 8. INTERNAL AND EXTERNAL RELATIONS

Multicultural Student Programs and Services (MSPS) 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

MSPS professional personnel must coordinate and collaborate with personnel and faculty in providing services and programs that facilitate multicultural understanding.

This could include MSPS involvement in community collaborations and coalitions that confront all forms of discrimination. Community services should be available for all students.

MSPS professional personnel must coordinate and collaborate with personnel and faculty in providing services and programs that help students in their educational pursuits.

This could include partnerships with academic advisors and learning assistance programs.

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

MSPS 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

Multicultural Student Programs and Services (MSPS) must have funding to accomplish the mission and goals.

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

MSPS 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.

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

MSPS 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

MSPS personnel should work with institutional advancement personnel to develop approaches to alternative revenue sources.

MSPS personnel should work with those responsible for grants and contracts to find alternative revenue sources.

Part 10. TECHNOLOGY

Multicultural Student Programs and Services (MSPS) 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.

MSPS 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

MSPS 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, MSPS 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

To best support students' needs for technology, MSPS must
- ensure student access to technology is not limited by their ability to pay
- ensure technology meets the diverse cultural needs of the student population

Part 11. FACILITIES AND EQUIPMENT

Multicultural Student **Programs and Services' (MSPS) 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.

Facilities should be viewed as environments in which the goal of living well in a diverse society can be learned.

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

Space should be provided for a resource library, private individual consultations, group workshops, student group meetings, and work areas for support personnel.

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.

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

Part 12. ASSESSMENT

Multicultural Student Programs and Services (MSPS) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

MSPS must identify and assess the learning and development outcome domains and dimensions relevant to participation in the program.

MSPS must identify and assess the learning and development outcome domains most relevant to educating a campus community on issues of multiculturalism and diversity.

MSPS 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

Assessments may involve many methods including both qualitative and quantitative measures of current students and alumni.

MSPS must collect and use campus climate data to identify and address the needs of multicultural groups on campus.

MSPS should collaborate with other departments to identify and assess MSPS departmental outcomes.

MSPS should work with other departments to determine appropriate learning and development outcomes that can facilitate multicultural understanding in those departments (e.g. work with an activities office to identify learning and development outcomes for campus wide events).

MSPS should consult with the population to be assessed on the nature of the assessment.

MSPS should assess the degree of congruence between students' educational goals and offerings of the institution and communicate the results of the assessment to appropriate decision makers.

MSPS must employ ethical practices in the assessment process.

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

General Standards revised in 2014;
MSPS (formerly Minority Student Programs) content developed/revised in 1986, 1997, 2006, & 2016