CAS Self-Assessment Guide

TRIO AND OTHER EDUCATIONAL OPPORTUNITY
PROGRAMS
2015

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TRIO AND OTHER EDUCATIONAL OPPORTUNITY PROGRAMS
CAS Contextual Statement

Students from low-income and first-generation (neither parent has a baccalaureate degree) backgrounds historically have had limited access to higher education. Realizing that the ideal of American higher education must provide opportunities for all students to attend higher education, federal and state legislation has been enacted to mitigate some of the inequities to access and higher education completion. Fifty years ago, the Higher Education Act of 1965 authorized federal student financial aid. This was the *first time* that Federal scholarship monies would be distributed based on a student's low-income status. Also in the HEA Title IV, the first TRIO program, Talent Search was created to inform students about the new federal financial aid opportunities. In the 1960's, few high school and college personnel had experience working with diverse populations of young adults in higher education. Hence, Section 408 of the Higher Education Act authorized "Contracts to Encourage the Full Utilization of Educational Talent (CEFUET, later called Talent Search)", for marketing and outreach to disseminate information about the availability of federal financial aid and how to apply for it.

Since then, a variety of educational opportunity programs have developed at the state, federal, and community levels to increase student college access; assist with transitioning to higher education; and support college persistence, academic achievement, and success-completion in higher education. These college Access and Success Programs primarily provide support to students from lower income, first-generation, and other student groups underrepresented in higher education. Additionally, schools, colleges, foundations, corporations, and non-profit and other organizations fund scholarship, pre-college preparation and college support-success programs.

The TRIO Programs are the largest of the federally-funded Access and Success Programs designed to motivate and support students from disadvantaged backgrounds to prepare for, enroll, persist, transfer from two to four-schools, and graduate from postsecondary institutions. TRIO includes seven student programs providing academic and other support for students from low-income families and are first-generation. In addition, the TRIO legislation provides for professional development training opportunities specific to staff working in the TRIO functional area. TRIO programs serve students beginning in middle school and provide support through postsecondary education, including preparation for graduate-doctoral studies.

The TRIO programs are authorized under the U. S. Higher Education Act of 1965, Title IV, Part A, Subpart 2. FEDERAL TRIO PROGRAMS, and most recently reauthorized by the Higher Education Opportunity Act in August 2008. The Higher Education Act currently is in the process of another reauthorization beginning in 2015. Eligibility criteria for these programs are primarily based on low income (families at or below 150% of poverty level) and first-generation status. The concept of first-generation was first introduced as a new TRIO eligibility criteria in the 1980 Higher Education Amendments. TRIO projects are funded through competitive grant applications, in five-year cycles. In 2014-2015 there are 2,787 TRIO projects hosted by 1,000 higher education institutions, schools, and community organizations and agencies. In 2014-15, TRIO programs serve 759,094 pre-college and postsecondary students.

The initial three TRIO programs included Talent Search, created in 1965 as part of the Higher Education Act; Upward Bound, which emerged from the Economic Opportunity Act of 1964 as part of President Johnson's War on Poverty and originally housed in the Office of Economic Opportunity; and Student Support Services, in 1968. The term "TRIO" referred to these three original federal programs. The Higher Education Amendments of 1972 added Educational Opportunity Centers, and the 1986 Amendments authorized the Ronald E. McNair Post-Baccalaureate Achievement Program. Veteran's Upward Bound, created in 1972, addressed educational concerns for the large

number of returning Vietnam Veterans with low educational attainment; and the Upward Bound Math-Science Program was created in 1990 to address the STEM achievement gaps for low-income and first-generation students.

The Gaining Early Awareness and Readiness for Undergraduate Programs (Gear Up) **were authorized in the Higher Education Amendments of 1998, and although not TRIO programs, also provide precollege preparation for low-income students. TRIO and Gear Up are administered by the U. S. Department of Education, Office of Postsecondary Education, Division of Student Services Higher Education Programs.**

TRIO and Gear Up Program Descriptions
- Educational Opportunity Centers (EOC) provide counseling and information about college admissions and financial aid to qualified adults, with the goal of increasing the number of adult participants who enroll in or continue a program of post-secondary education. Services include advising; counseling; provision of information about educational opportunities and financial assistance; financial and economic literacy; assistance with completing applications for college admissions; testing and financial aid; coordinating with educational institutions and community partnerships; and provision of referrals, tutoring, and mentoring. EOC projects may be sponsored by higher education institutions or community organizations. In 2014-2015, there are 126 EOC's serving 189,733 students.

- The Ronald E. McNair Post-baccalaureate Achievement Program (McNair) prepares eligible undergraduates to enter doctoral studies. The goal of McNair is to increase graduate-doctoral degree attainment by students from low-income, first-generation, and designated underrepresented groups. Services include faculty mentoring, scholarly activities to prepare students for doctoral study, summer research internships, tutoring, counseling, assistance with securing graduate program admission and financial aid, preparation for GRE exams, and other activities that enhance successful entry to and persistence in graduate programs, and doctoral degree attainment. McNair projects are sponsored by higher education institutions. In 2014-15, 151 Mc Nair projects serve 4,293 students.

- The Student Support Services program (SSS) provides academic support for low-income, first-generation students, including students with disabilities, to motivate students to complete post-secondary education with the goal of increasing participant college retention and graduation rates and to facilitate two-year college student transition to four-year institutions. Activities include basic skills instruction and tutoring; academic, career and personal counseling; financial literacy information; assistance with graduate school admission; mentoring; special services for students with limited English proficiency or are homeless or aged out of foster care systems; cultural activities; and academic support for students with disabilities. SSS projects are sponsored by higher education institutions and in 2014-2015, 1,027 projects serve 202,492 students.

- The Talent Search program identifies, motivates, and assists participants in middle and high school to complete high school and enter and persist in higher education. Talent Search also serves high school dropouts by encouraging them to reenter the educational system. The goal is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in post-secondary education. Talent Search serves sixth to twelfth grade students with early college planning; academic, financial, career, and personal counseling; tutoring; information about post-secondary education and college visits; completing college admissions and financial aid applications; preparation for college entrance exams; mentoring; and family involvement activities. Talent Search projects are sponsored by higher education institutions, community agencies or organizations and schools. In 2014-15, 450 Talent Search projects serve 310,747 students.

- Upward Bound (UB) is comprised of three programs, with intensive college preparatory projects designed to provide high school participants and military veterans with college preparation and skills to complete high school, (or in VUB, preparation for college ready) matriculate to postsecondary, and earn a post-secondary degree. Upward Bound provides academic instruction and enrichment activities throughout the calendar year, including summer academic-year programs at college campuses. Other services include study skills; academic, financial, and personal counseling; tutoring; cultural and social activities; college visits, assistance with college entrance and financial aid applications; and preparation for college entrance exams. In 2014-15, 814 Classic Upward Bound projects served 61,458 students; 162 UB Math Science projects served 10,034 students; and 49 Veteran's Upward Bound served 6,566 students.

- The Veterans Upward Bound program (VUB) serves military veterans who are preparing to enter post-secondary education.

- The Upward Bound Math/Science Program (UBMS) encourages students to pursue postsecondary degrees in math and science through intensive math and science curricula and experiences, computer instruction, and research activities. Upward Bound projects are sponsored by institutions of higher education, local education agencies, nonprofit organizations, other organizations and/or agencies, state education agencies.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a competitive grant program of the U.S. Department of Education that increases the number of low-income students who are prepared to enter and succeed in postsecondary education by providing States and local community-education partnerships six-to-seven year grants to offer support services to high-poverty, middle and high schools. The program serves at least one grade level of students, beginning no later than the 7th grade, following them through high school graduation and their first year in college. GEAR UP provides early college awareness and support activities including tutoring, mentoring, academic preparation, financial education and college scholarships to improve access to higher education for low income, minority and disadvantaged first-generation students and their families. GEAR UP funds are also used to provide college scholarships to low-income students. The program mandates cooperation among K-12 schools, institutions of higher education, local and state education entities, businesses and community-based organizations. The GEAR UP initiative was authorized by Title IV of the 1998 Amendments to the Higher Education Act of 1965 (HEA) and was signed into public law (P.L.105-244) in 1998, and reauthorized through the Higher Education Opportunity Act, 2008.

State Sponsored College Access and Success Programs:
Some states support educational opportunity – college access and success programs designed to increase access to higher education for lower income, first-generation, and/or students historically underrepresented in higher education. An example is the "New Jersey Educational Opportunity Fund created by law in 1968 to ensure meaningful access to higher education for those who come from backgrounds of economic and educational disadvantage. The Fund assists low-income New Jersey residents who are capable and motivated but lack adequate preparation for college study." In addition to supplemental financial aid to help cover college costs, the Fund supports a wide array of campus-based outreach and support services at 28 public and 13 independent institutions to facilitate college persistence and completion.

In addition to federal and state access and success programs, numerous foundation, corporate, and non-profit organizations fund scholarship and/or pre-college access and preparation programs. Examples of these include the Lumina Foundation, the I Have a Dream Foundation, Daniels Fund Scholars, Gates Millennium Scholars, National

College Access Network programs such as the Ohio College Access Network, Jack Kent Cooke Foundation Scholars. The Denver Scholarship Foundation is an example of a **PromiseNet organization—a place-based community program that provides the promise of a scholarship and a network of services to increase college access and success among low-income students and contributes to community economic development by providing access to postsecondary education.**

TRIO and College Access and Success Professional Associations:
The Council for Opportunity in Education (COE) is the national *professional association* representing over 6,000+ TRIO, Gear Up and other college access and success program personnel. COE sponsors professional development activities including national conferences, symposia, workshops, publications, grant proposal writing workshops, TRIO training, and TRIO and access-success program research through the Pell Institute for the Study of Opportunity in Higher Education. COE advocates for TRIO programs and students and acts as liaison to the US Department of Education for TRIO programs. Other *professional associations* representing college access and success programs include the National College Access Network (NCAN) and the Educational Opportunity Fund Association of New Jersey.

COE provides leadership with CAS in recognizing a need for and developing the first set of TRIO and Other EOP Standards and Guidelines in 1999; revised in 2008, and promotes their use for TRIO and other college access and success programs.

Trends:
Current trends expand federally funded TRIO and Gear Up programs and other educational opportunity programs to include the array of College Access and Success Programs, encouraging collaboration and partnerships amongst the college access and success community. The Council for Opportunity in Education provides funding for state TRIO programs to network and collaborate with other state college access and success programs and state departments of education and higher education to increase the numbers of low-income, first-generation, and other student groups underrepresented in higher education preparing for, enrolling and completing college; and to decrease the educational achievement gaps for these populations.

Another trend is the recognition of a need for, and the development of specialized professional development and higher education graduate level courses and programs specific to professionals working in the college access and success functional area. This increased recognition of the functional professional area also influences TRIO and other Access and Success Program staff to use the CAS TRIO and Other Educational Opportunity Program Standards and Guidelines.

References, Readings, and Resources

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National College Access Network: http://www.collegeaccess.org/
Pell Institute for the Study of Opportunity in Higher Education: www.pellinstitute.org
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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 41 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.

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 TRIO and Other Educational Opportunity Programs (TOEOP) is to encourage and assist people who are traditionally under-represented in postsecondary education because of income, family educational background, disability, or other relevant federal, state/provincial, or institutional criteria, in the preparation for, entry to, and completion of a postsecondary degree.
- TOEOP serves as advocates for access to higher education and provides an environment that recognizes the diversity of backgrounds and learning styles of the individuals served.
- TOEOP addresses the developmental needs of the individuals served, provides services to assist individuals in developing and achieving educational goals, and assists individuals in acquiring the necessary skills, knowledge, and attributes to enter and complete a postsecondary education.
- TOEOP develops collaborative relationships with institutions, organizations, schools, parents and families, and communities to promote an environment conducive to the completion of a postsecondary degree.

Rationale:

1.2 Mission Implementation and Review
- TOEOP 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.
- TOEOP mission statements are consistent with the mission and goals of the relevant governmental

or other external grant or funding agency.

Rationale:

Overview Questions:
1. How does the mission embrace student learning and development?
2. In what ways does TOEOP 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 Contribution to Student Learning and Development
- TRIO and Other Educational Opportunity Programs (TOEOP) contributes to students' formal education (the curriculum and co-curriculum), learning, and development.
- TOEOP contributes to students' progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
- TOEOP identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.
- TOEOP addresses specific learning objectives and the allowable activities of each program.

Rationale:

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

Rationale:

2.3 Program Contribution to Student Success
- TOEOP provides activities that support the matriculation, achievement, persistence, success, and graduation of their students, as relevant to the mission of their specific program.

Rationale:

2.4 Program Design
- TOEOP bases its work on intentional student learning and development outcomes.
- TOEOP reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
- TOEOP is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.

Rationale:

2.5 Collaboration
- TOEOP collaborates with others across the institution in ways that benefit students.

Rationale:

Overview Questions:
1. What are the most significant student learning and development outcomes of TOEOP?
2. What difference does TOEOP make for students who engage with it?
3. What is the demonstrated impact of TOEOP 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
- TRIO and Other Educational Opportunity Programs (TOEOP) has clearly stated and current goals and outcomes, policies and procedures, descriptions of personnel responsibilities and expectations, and clear organizational charts.

Rationale:

☐ 3.2 Organization and Leadership Structure
- TOEOP leaders are placed in the institution's organizational structure to ensure visibility, promote cooperative interaction with appropriate campus or community entities, and enlist the support of senior administrators.

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.
- TOEOP leaders are knowledgeable about issues, trends, theories, research, and methodologies related to student learning and retention, especially with regard to populations served by their programs.

Rationale:

☐ 3.4 Strategic Planning
- TOEOP 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.
- TOEOP leaders facilitate continuous development, implementation, and assessment of effectiveness and goal attainment congruent with institutional mission and strategic plans.
- TOEOP leaders promote environments that provide meaningful opportunities for student learning, development, and engagement.
- TOEOP leaders develop, adapt, and improve programs and services for populations served and institutional priorities.
- TOEOP leaders include diverse perspectives to inform decision making.

Rationale:

☐ 3.5 Management
- TOEOP leaders plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources.
- TOEOP leaders manage human resource processes including recruitment, selection, performance planning, and succession planning.
- TOEOP leaders use evidence to inform decisions, incorporate sustainability practices, understand and integrate appropriate technologies, and are knowledgeable about relevant codes and laws.
- TOEOP leaders assess and take action to mitigate potential risks.
- TOEOP leaders collect, understand, and use data to make program decisions as well as to communicate to constituents about the relevance of TOEOP within the context of the institution's or organization's mission, goals, and objectives.

Rationale:

☐ 3.6 Supervision

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

Rationale:

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

Rationale:

Overview Questions:
1. Explain the extent to which TOEOP leader(s) are viewed as and held responsible for advancing the departmental mission.
2. Explain the opportunities and limitations present for TOEOP leader(s) as they seek to fulfill TOEOP mission.
3. How do TOEOP leaders advance the organization?
4. How do TOEOP leaders encourage collaboration across the institution?
5. How are TOEOP leaders accountable for their performance?
6. How have TOEOP 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
- TRIO and Other Educational Opportunity Programs (TOEOP) is staffed adequately to accomplish mission and goals.
- TOEOP has access to technical and support personnel adequate to accomplish the mission.

Rationale:

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

Rationale:

☐ 4.3 Employment Practices
- Administrators of TOEOP 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.
- TOEOP professionals possess a combination of knowledge and experience applicable to their work with individuals who are traditionally under-represented in postsecondary education.

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.

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 TOEOP 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 TOEOP philosophy toward engaging graduate interns and assistants, and student employees and volunteers in TOEOP 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
- TRIO and Other Educational Opportunity Programs (TOEOP) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- TOEOP 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 TOEOP 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
- TOEOP personnel employ ethical decision making in the performance of their duties.
- TOEOP personnel inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- TOEOP personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- TOEOP 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 TOEOP's 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 TOEOP?

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
- TRIO and Other Educational Opportunity Programs (TOEOP) 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.
- TOEOP has access to legal advice needed for personnel to carry out their assigned responsibilities.
- TOEOP informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- TOEOP informs personnel about professional liability insurance options and refers them to external sources if the institution does not provide coverage.
- TOEOP that is sponsored by community-based agencies or organizations also adheres to their comparable standards.

Rationale:

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

Rationale:

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

Rationale:

☐ 6.4 Copyright Compliance
- TOEOP purchases or obtains permission to use copyrighted materials and instruments and include appropriate citations on materials and instruments.

Rationale:

☐ 6.5 Governance
- TOEOP 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 TOEOP, 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
- TRIO and Other Educational Opportunity Programs (TOEOP) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
- TOEOP 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
- TOEOP 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.
- TOEOP responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- TOEOP 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
- TOEOP advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- TOEOP 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.
- TOEOP addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- TOEOP provides personnel with diversity, equity, and access training and holds personnel accountable for applying the training to their work.

Rationale:

Overview Questions:
1. How does TOEOP ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does TOEOP address imbalance in participation among selected populations of students?
3. How does TOEOP address imbalance in staffing patterns among selected populations of program personnel?
4. How does TOEOP ensure cultural competence of its personnel to ensure inclusion in TOEOP?
5. How does TOEOP 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 TOEOP, 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
- TRIO and Other Educational Opportunity Programs (TOEOP) 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.
- TOEOP seeks collaborative relations with program area schools, community organizations, government agencies, and students' families.
- TOEOP 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.
- TOEOP reaches out to internal and external populations to disseminate information about the programs and services.

Rationale:

☐ 8.2 Marketing
- Promotional and descriptive information is accurate and free of deception and misrepresentation.
- TOEOP includes a public relations component to regularly inform the institution, communities, agencies, and schools about their missions, services, and outcomes.

Rationale:

☐ 8.3 Procedures and Guidelines
- TOEOP 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 TOEOP maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
2. How does TOEOP maintain effective relationships with program constituents?
3. How does TOEOP 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
- TRIO and Other Educational Opportunity Programs (TOEOP)has funding to accomplish its mission and goals.

Rationale:

9.2 Financial Planning and Implementation
- TOEOP conducts a comprehensive analysis to determine unmet needs, relevant expenditures, external and internal resources, and impact on students and the institution.
- TOEOP 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
- TOEOP administers funds in accordance with established institutional accounting procedures.
- TOEOP demonstrates efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.
- TOEOP knows and adheres to governmental and agency fiscal regulations regarding funding
- 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.
- TOEOP adheres to eligibility criteria set by funding sources.

Rationale:

Overview Questions:
1. What is the funding strategy for TOEOP, and why is this the most appropriate approach?
2. How does TOEOP ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does TOEOP 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
- TRIO and Other Educational Opportunity Programs (TOEOP)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.

Rationale:

10.2 Use of Technology
- TOEOP uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
- TOEOP 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
- TOEOP backs up data on a regular basis.
- TOEOP 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.
- TOEOP 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
- TOEOP has policies on student use of technology that are clear, easy to understand, and available to all students.
- TOEOP 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.
- TOEOP promotes alternate access to information in formats accessible for participants and their families, especially when technology is not available to them.

Rationale:

Overview Questions:
1. How is technology inventoried, maintained, and updated?
2. How is information security maintained?
3. How does TOEOP ensure that relevant technology is available for all who are served by TOEOP?

4. How does TOEOP use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does TOEOP 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
- TRIO and Other Educational Opportunity Programs (TOEOP) facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program's 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 Location of Facilities
- TOEOP facilities are physically located to promote visibility of TOEOP and to ensure coordination with other campus or organizational programs and services.

Rationale:

11.3 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:

11.4 Equipment Acquisition and Facilities Use
- TOEOP 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, TOEOP 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 TOEOP integrate sustainable practices?
3. How does TOEOP ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is TOEOP 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
- TRIO and Other Educational Opportunity Programs (TOEOP) develops an ongoing cycle of assessment plans, processes, and activities.
- TOEOP identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- TOEOP documents progress toward achievement of goals and outcomes.
- TOEOP employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- TOEOP employs ethical practices in the assessment process.
- TOEOP has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Rationale:

12.2 Sponsoring Agreements
- Assessments, evaluations, and annual program performance reports are conducted in accordance with conditions required by applicable sponsoring agreements.

Rationale:

12.3 Reporting and Implementing Results
- TOEOP interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- TOEOP reports aggregated results to respondent groups and stakeholders.
- TOEOP 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 TOEOP?
2. What are priorities of the assessment program, and how are those developed?
3. How does TOEOP 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 program achievement of mission and goals?
5. How effective is the assessment strategy in demonstrating goal achievement and student learning?
6. How does TOEOP use assessment results to inform program improvement?
7. How does TOEOP share assessment results with relevant constituencies?
8. How does TOEOP support ongoing development of assessment competencies for personnel?

General Standards revised in 2014;
TOEOP content developed/revised in 1999 & 2008

Work Form A – Rating Discrepancies

INSTRUCTIONS:

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		

Work Form C – Recommendations for Unit Action

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.

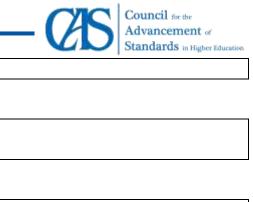| Part	Item Requiring Attention
1. Mission	
2. Program	
3. Organization and Leadership	
4. Human Resources	
5. Ethics	
6. Law, Policy, and Governance	
7. Diversity, Equity, and Access	
8. Internal and External Relations	
9. Financial Resources	
10. Technology	
11. Facilities and Equipment	
12. Assessment	

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

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

TRIO AND OTHER EDUCATIONAL OPPORTUNITY PROGRAMS
CAS Standards and Guidelines

Part 1. MISSION

The mission of TRIO and Other Educational Opportunity Programs (TOEOP) is to encourage and assist people who are traditionally under-represented in postsecondary education because of income, family educational background, disability, or other relevant federal, state/provincial, or institutional criteria, in the preparation for, entry to, and completion of a postsecondary degree.

To accomplish this mission, TOEOP must
- serve as advocates for access to higher education
- address the developmental needs of the individuals served
- provide services to assist individuals in developing and achieving educational goals
- assist individuals in acquiring the necessary skills, knowledge, and attributes to enter and complete a postsecondary education
- provide an environment that recognizes the diversity of backgrounds and learning styles of the individuals served
- develop collaborative relationships with institutions, organizations, schools, parents and families, and communities to promote an environment conducive to the completion of a postsecondary degree

TOEOP 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.

TOEOP mission statements must be consistent with the mission and goals of the relevant governmental or other external grant or funding agency.

Part 2. PROGRAM

To achieve their mission, TRIO and Other Educational Opportunity Programs (TOEOP) 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, TOEOP 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.]

TOEOP 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

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

TOEOP must provide activities that support the matriculation, achievement, persistence, success, and graduation of their students, as relevant to the mission of their specific program.

TOEOP must address their specific learning objectives and the allowable activities of each program.

Programs, services, and activities for students involved in specific TOEOP should be relevant to the demographic profile of individuals served. Programs, services, and activities should provide or ensure access to academic support services such as academic instruction; tutoring; English as a Second Language (ESL) activities; collaborative learning opportunities; Supplemental Instruction; development of oral and written communication skills; assessment of academic needs, skills, and individual plans to provide appropriate interventions; monitoring of academic progress; preparation for proficiency and entrance exams; academic advising; opportunities for national and international study exchange; research internships; and opportunities to present and publish program reports or research.

TOEOP should implement unique programming as well as utilize and coordinate with programming at their institutions, agencies, schools, or communities.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, TRIO and Other Educational Opportunity Programs (TOEOP) must be purposefully structured for effectiveness. TOEOP 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 TOEOP 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

TOEOP leaders must be knowledgeable about issues, trends, theories, research, and methodologies related to student learning and retention, especially with regard to populations served by their programs.

TOEOP leaders should
- participate in institutional or organizational planning, policy, procedural, and fiscal decisions that affect program and student goal achievement
- seek opportunities for additional funding, resources, and facilities, as needed
- represent the TOEOP on institutional or organizational committees
- promote community environments, where relevant to the program, services, or activities, that result in multiple opportunities for student learning and development
- collaborate with leaders of other programs to address learning needs and persistence of program participants

- educate others within the institution and community about the characteristics, challenges, and persistence of populations served by their programs

TOEOP leaders must collect, understand, and use data to make program decisions as well as to **communicate to constituents about the relevance of the program within the context of the institution's or organization's mission**, goals, and objectives.

TOEOP leaders should cultivate relationships with colleagues in their own and related professional disciplines. TOEOP leaders should be involved in research, publication, presentations, consultation, and participation in professional development opportunities.

TOEOP must be placed in the institution's organizational structure to ensure visibility, promote cooperative interaction with appropriate campus or community entities, and enlist the support of senior administrators.

Part 4. HUMAN RESOURCES

TRIO and Other Educational Opportunity Programs (TOEOP) must be staffed adequately by individuals qualified to accomplish mission and goals.

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

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

The size, scope, and role of the program staff depend on the mission of TOEOP and the populations served. Staffing should be based on the needs of the students or participants and the resources available. TOEOP should employ a diverse staff to provide readily identifiable role models for students and to enrich the learning community. When possible, the staff should reflect the characteristics of the population being served.

Personnel responsible for delivery of TOEOP must have written performance goals, objectives, and **outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance.** The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

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

TOEOP 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

TOEOP 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.

TOEOP should provide continuing professional development opportunities for staff such as in-service training programs, TRIO professional training seminars, participation in professional conferences, workshops, mentoring, job shadowing, or other continuing education activities.

TOEOP staff should contribute to the knowledge and practice of the profession through presentations, research, or publications.

Administrators of TOEOP 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.

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

PROFESSIONAL PERSONNEL

TOEOP 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.

TOEOP professionals must possess a combination of knowledge and experience applicable to their work with individuals who are traditionally under-represented in postsecondary education.

TOEOP professional staff members should possess
- effective oral and written communication skills
- an understanding of the culture, heritage, social context (e.g., socioeconomic standing, rural vs. urban) and learning styles of the persons served by the program
- leadership, management, organizational, and human relations skills
- ability to work effectively with individuals of diverse backgrounds and ages
- openness to new ideas coupled with flexibility and willingness to change

INTERNS OR GRADUATE ASSISTANTS

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

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

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

STUDENT EMPLOYEES AND VOLUNTEERS

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

TOEOP should hire student employees and volunteers from groups traditionally under-represented in higher education.

Part 5. ETHICS

TRIO and Other Educational Opportunity Programs (TOEOP) 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 TOEOP 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

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

Part 6. LAW, POLICY, AND GOVERNANCE

TRIO and Other Educational Opportunity Programs (TOEOP) 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.

TOEOP sponsored by community-based agencies or organizations must also adhere to their comparable standards.

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

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

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

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

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

TOEOP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

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

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

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

Part 7. DIVERSITY, EQUITY, AND ACCESS

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

TOEOP 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.

TOEOP 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

TOEOP must adhere to eligibility criteria set by funding sources.

Part 8. INTERNAL AND EXTERNAL RELATIONS

TRIO and Other Educational Opportunity Programs (TOEOP) 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

TOEOP must seek collaborative relations with program area schools, community organizations, **government agencies, and students' families.**

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

TOEOP 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

TOEOP must include a public relations component to regularly inform the institution, communities, agencies, and schools about their missions, services, and outcomes.

Part 9. FINANCIAL RESOURCES

TRIO and Other Educational Opportunity Programs (TOEOP) must have funding to accomplish the mission and goals.

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

TOEOP 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.

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

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

TOEOP must know and adhere to governmental and agency fiscal regulations regarding funding.

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

Opportunities for additional funding should be pursued; however, these sources should not be expected to supplant current funding.

TOEOP should negotiate with their institutions to provide additional funding to support areas underfunded by their grants.

Part 10. TECHNOLOGY

TRIO and Other Educational Opportunity Programs (TOEOP) 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.

TOEOP 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

TOEOP 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, TOEOP 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

TOEOP must promote alternate access to information in formats accessible for participants and their families, especially when technology is not available to them.

TOEOP should advocate for and facilitate access to technology for program participants and their families. Technology should be employed to promote TOEOP, to provide academic and other student services, to assist participants with career exploration and the processes related to postsecondary transitions (e.g., admissions, financial aid, course registration, housing), and to communicate with students including those at outreach locations. Programs should intentionally model for their students the use of technology.

Part 11. FACILITIES AND EQUIPMENT

TRIO and Other Educational Opportunity Programs' (TOEOP) 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.

TOEOP facilities must be physically located to promote visibility of the programs and to ensure coordination with other campus or organizational programs and services.

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

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

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

Part 12. ASSESSMENT

TRIO and Other Educational Opportunity Programs (TOEOP) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

TOEOP 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, evaluations, and annual program performance reports must be conducted in accordance with conditions required by applicable sponsoring agreements.

Assessments, evaluations, or annual evaluation reports should be made available, when appropriate, to the program's various stakeholders, such as relevant campus offices, external agencies, area schools, community organizations, and program advisory committees and boards.

TOEOP must employ ethical practices in the assessment process.

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

General Standards revised in 2014;
TOEOP content developed/revised in 1999 & 2008