

CAS Self-Assessment Guide

TRANSFER STUDENT PROGRAMS AND SERVICES
2015

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TRANSFER STUDENT PROGRAMS AND SERVICES

CAS Contextual Statement

The increasing number of students moving between institutions, coupled with national and international attention focused on degree completion, shows the importance of examining higher education programs and services that enhance the success of transfer students. This document establishes guidelines for institutions as they develop and execute policies and procedures related to services for transfer students. Because there is no prototypical transfer student, each institution must determine the approach for providing services that best fits its mission and resources. Therefore, this document is not prescriptive but is intended to define the scope of services needed to create a transfer-friendly culture that meets students' individual goals. The concepts within these standards are applicable for "sending" and "receiving" institutions as well as any transfer scenario.

Transfer includes various pathways, including (a) lateral transfer (transfer to the same type of institution, e.g., 2-year to 2-year, as the one in which a student is currently or previously enrolled); (b) vertical transfer (transferring from a 2-year institution to a four-year institution with the intent of completing a bachelor's degree); or (c) reverse transfer (transfer from a 4-year institution to a 2-year institution) (Poisel & Marling, 2011). It is not uncommon for students to "swirl" between and among institutions taking courses from more than one institution either simultaneously or consecutively as they attempt to achieve their educational goals. The services mentioned within these standards are expected to address all types of transfer students, including those enrolled in online courses.

The numbers of college students in the United States on a transfer track at a community college or as transfer students at a 4-year campus account for one-third of entering students (NACAC, 2010). In California, the number of transfer students moving from 2-year to 4-year institutions is the same as those moving in the reverse direction (Hagedorn, 2010). Nearly 60 percent of college graduates in the U.S. have attended more than one college or university (Adelman, 2009). Although not all of these individuals are considered transfer students, the high percentage underscores the importance of developing sound practices to facilitate transfer student success.

Not only are transfer students a large percentage of the higher education population but postsecondary institutions are also being challenged by legislatures throughout the U.S. and Canada to increase degree completion rates. U.S. President Obama has set a national goal that "America will regain its lost ground and have the highest proportion of students graduating from college in the world by 2020" (<http://www.whitehouse.gov/issues/education/>). The National Governors Association has urged colleges and universities to produce improved outcome and progress metrics, including the tracking of transfer students (Reyna, 2010). An emphasis on student mobility is not limited to the U.S., as demonstrated by efforts on behalf of the European Action Scheme for the Mobility of University Students (Erasmus), University Mobility in Asia Pacific (UMAP) (Junor & Usher, 2008), the British Columbia Council on Admissions and Transfer (BCCAT), and other provincial associations (Stewart & Martinello, 2012).

Although moving from a 2-year to 4-year institution is the most prevalent transfer pathway (Handel, 2011), it is important to note that the CAS standards and guidelines for transfer student programs and services are intended to apply to the services available to all transfer students, regardless of their institutions of origin, credential acquisition, or educational goals. For example, it is recommended that community colleges and 4-year institutions collaborate to develop a reverse awarding of degrees process by which students earning enough credits for their associate's degree post-transfer are reverse-awarded their associate's degree by their community college. This is just one example of how the provision of services for transfer students is quite complex. These standards aspire to provide for a range of scenarios about the transfer process.

Understandably, there is an underlying focus on degree completion. Increasing the persistence and graduation rates of transfer students is accomplished by effectively preparing students for planned and unplanned transitions between institutions; helping them anticipate areas where change is more likely to occur; and identifying early in the process their personal, academic, financial, and social goals as well as factors that may inhibit or facilitate success. Early intervention is critical to mitigating the negative effects of transfer shock (Thurmond, 2007), a temporary dip in grade point average during the first and sometimes second semester post transfer (Hills, 1965).

Prior to the last decade, there was a dearth of literature about transfer issues; however, a number of studies since that time have produced valuable information about the migration patterns and success rates of transfer students (Jacobs, Cutright, Niebling, Simon, & Marling, 2010). As a result, transfer student issues have secured a firm place on the national higher education agenda (NACAC, 2010).

Most notably, researchers (Handel, 2009, 2011; Handel & Herrera, 2007; Jain, Herrera, Bernal, & Soloranzo, 2001) have brought into focus the need for community colleges to create a transfer-going culture that respects students' academic goals while creating well-articulated and -communicated pathways for pursuing a baccalaureate degree. Similarly, 4-year colleges and universities are encouraged to provide a transfer-receptive culture that respects students' previous experiences and offers services tailored to their unique needs. All institutions are encouraged to set high expectations for transfer student success and degree completion and ensure that policies and practices lead to positive outcomes. The literature on transfer student success provides good examples of such policies and practices.

To better understand how services for transfer students can be infused into institutional culture, Taylor Smith and Miller (2009) explored the characteristics, practices, and policies of community colleges that contribute to success of students prior to and after transferring to a 4-year institution. Studying six community college campuses, they found programs appearing to contribute to higher-than-expected transfer rates had three common characteristics: structured academic pathway, student-centered culture, and culturally sensitive leadership. Taylor Smith and Miller's recommendations for implementing positive practices and strategies include

- collaborative campus programming
- administrative offices as support and service centers
- data-driven decision making
- faculty engagement in the transfer process
- rewards for personnel who value students
- a culture of performance and accountability

Yet, more must be done to support students' transition between institutions and to strengthen the transfer pathway. Handel (2011) offered three strategies for 4-year institutions: (a) create an institution-wide vision that includes transfer students, (b) value transfers in outreach, admission, and academic and student affairs comparably to first-year students, and (c) understand that the needs of transfer students may be different from those of first-year students. The report (Handel, 2011) also addressed initiating or improving transfer at 4-year colleges and universities through the following recommendations:

- provide explicit institutional leadership and commitment to the transfer pathway
- offer ongoing outreach and preparation for staff and students
- implement user-friendly admission and enrollment processes
- educate on financial aid options
- strengthen the connection of student and academic affairs resources, programs, and services

The successful provision of services for transfer students requires intra- and inter-institutional collaboration among multiple stakeholders across functional lines focused on facilitating transfer student success. It is critical to have a unified and widely communicated institutional approach to providing transfer students services that may result in provision of services directly by a designated department (e.g., a transfer center) or as a function of multiple departments. To facilitate seamless transfer, it is also important to consider creating state/provincial approaches to service delivery and policy. To this end, the CAS standards and guidelines are intended to be aspirational, with the understanding that implementation will vary by state/region/province in response to existing policies, practices, and resources.

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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.

<p style="text-align: center;">1. Plan the Process</p> <p>Map out steps for process, develop timeline, build buy-in with all stakeholders, and explicitly identify desired outcomes of the self-study</p>	<p style="text-align: center;">5. Develop an Action Plan</p> <p>Identify discrepancies, corrective action, and recommended steps (e.g., identify strengths, weaknesses, recommendations, benchmarks for achievement, resources, timeframe, and responsible individuals)</p>
<p style="text-align: center;">2. Assemble and Educate the Self-Assessment Team</p> <p>Determine who should be on the team and how to educate the team about the self-study process</p>	<p style="text-align: center;">6. Prepare a Report</p> <p>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</p>
<p style="text-align: center;">3. Identify, Collect, and Review Evidence</p>	<p style="text-align: center;">7. Close the Loop</p>

Define what constitutes evidence; then gather, collect, manage, and review evidence	Put action plans into practice; work to navigate politics and 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
<input type="checkbox"/> 5.1 Ethical Standards <ul style="list-style-type: none"> 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. <p><i>Rationale:</i></p>					
<input type="checkbox"/> 5.2 Statement of Ethical Standards <ul style="list-style-type: none"> 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.

TRANSFER STUDENT PROGRAMS AND SERVICES

CAS Self-Assessment Guide

Part 1: MISSION

Suggested Evidence and Documentation:

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

Criterion Measures:

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

1.1 Program Mission and Goals

- The mission of Transfer Student Programs and Services (TSPS) is to aid in the successful transfer, persistence, and graduation of transfer students.
- TSPS facilitates seamless pathways among and within institutions to support transfer students at all stages of their transitions.

Rationale:

1.2 Mission Implementation and Review

- TSPS develops, disseminates, implements, and regularly reviews its mission.

Rationale:

1.3 Mission Statement

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

Rationale:

Overview Questions:

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

Part 2: PROGRAM

Suggested Evidence and Documentation:

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

Criterion Measures:

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

- 2.1 Program Information and Services
- Transfer Student Programs and Services (TSPS) serves as a contact for transfer students throughout the application, acceptance, and transfer processes.
 - TSPS knows how to apply applicable laws, regulations, and policies related to the successful transfer of students.
 - TSPS reviews informational materials for accessible and accurate information about transfer policies, processes, scholarships and affordability, course equivalencies, and programs.
 - TSPS participates in recruitment events to communicate with prospective students about transfer and articulation.

Rationale:

- 2.2 Program Contribution to Student Learning and Development
- TSPS contributes to students' formal education (the curriculum and co-curriculum), learning, and development.
 - TSPS contributes to students' progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
 - TSPS identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.

Rationale:

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

Rationale:

- 2.4 Program Design
- TSPS bases its work on intentional student learning and development outcomes.
 - TSPS reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.

- The program is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.

Rationale:

2.5 Collaboration

- TSPS collaborates with others across the institution in ways that benefit students.
- TSPS facilitates cooperation between institutions to help students align their programs of study to enable a timely and successful transfer.
- TSPS collaborates with partners to prioritize programming specific to the needs of transfer students during the first-year and throughout their time at the institution.
- TSPS collaborates with stakeholders to address transfer student success, retention, and degree completion.

Rationale:

2.6 Connecting Students to Resources

- TSPS disseminates informational material to transfer students and to institutional personnel supporting transfer students.
- TSPS connects students to appropriate institutional academic and behavioral policies and procedures.
- TSPS provides access to professional advisors, faculty members, counselors, and staff support to help transfer students engage in and develop college and long-term academic, career, and life goals.

Rationale:

2.7 Advocating on Behalf of Students

- TSPS advocates for improvement of institutional articulation agreements and/or curricular alignment depending on the particular institution's policies.
- TSPS advocates for equitable enrollment and flexible class scheduling and delivery methods.

Rationale:

Overview Questions:

1. What are the most significant student learning and development outcomes of TSPS?
2. What difference does TSPS make for students who engage with it?
3. What is the demonstrated impact of TSPS 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
- Transfer Student Programs and Services (TSPS) has clearly stated and current goals and outcomes, policies and procedures, descriptions of personnel responsibilities and expectations, and clear organizational charts.

Rationale:

- 3.2 Organizational Structure
- TSPS cross-functional and divisional reporting lines are located in the organizational department or division that can best provide effective programming and services for achievement of the mission.

Rationale:

- 3.3 Actions of Leaders
- Leaders model ethical behavior and institutional citizenship.
 - TSPS leaders serve as role models for transfer student transition to a new institution.
 - Leaders with organizational authority provide strategic planning, management and supervision, and program advancement.

Rationale:

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

Rationale:



3.5 Management

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

Rationale:



3.6 Supervision

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

Rationale:



3.7 Program Advancement

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

Rationale:

Overview Questions:

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

Rationale:

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

Rationale:

- 4.3 Employment Practices
- Administrators of TSPS 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.
- TSPS professional personnel possess the skills and competencies needed to provide assistance to prospective and enrolled transfer students.

Rationale:

 4.6 Interns and Graduate Assistants

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

Rationale:

- 4.7 Student Employees and Volunteers
- Student employees and volunteers are carefully selected, trained, supervised, and evaluated; have access to a supervisor; and are provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Rationale:

Overview Questions:

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

Part 5: ETHICS

Suggested Evidence and Documentation:

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

Criterion Measures:

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

- 5.1 Ethical Standards
- Transfer Student Programs and Services (TSPS) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
 - TSPS 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 TSPS 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

- TSPS personnel employ ethical decision making in the performance of their duties.
- TSPS personnel inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.
- TSPS personnel recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.
- TSPS 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:

5.4 Acting in the Best Interest of the Student

- TSPS personnel work to create institutional culture, policies, curriculum, and standards that positively support the success of transfer students.
- TSPS personnel refrain from challenging another institution's services or information even if those services or information may be different from their own policies or programs.
- TSPS personnel avoid falsely representing their institution and academic standing for the sole reason of securing the transfer student's admittance.

Rationale:

5.5 Accuracy and Confidentiality

- TSPS documents used by admissions, academic advising and counseling, orientation, housing, personal counseling and testing, the registrar, and international student services are accurate and are handled with confidentiality.

Rationale:

Overview Questions:

1. What is TSPS' 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 TSPS?

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

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

Rationale:

6.2 Applying Relevant Laws and Policies

- TSPS personnel understand and know how to apply appropriate laws, regulations, and policies that are specific to transfer students; including guaranteed admission policies, core curriculum policies, matriculation and articulation agreements, and policies specific to diverse student populations including veterans and first-generation students, and other agreements within and among institutions.

Rationale:

6.3 Policies and Procedures

- TSPS has written policies and procedures on operations, transactions, or tasks that have legal implications.
- TSPS regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
- TSPS has procedures, systems and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations and disseminates timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.
- TSPS personnel ensure that all transfer policies, including an appeals process, are publicly available for review prior to the student's commitment to transfer.

Rationale:

6.4 Harassment and Hostile Environments

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

Rationale:

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

Rationale:

- 6.6 Governance
- TSPS 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 TSPS, 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
- Transfer Student Programs and Services (TSPS) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
 - TSPS 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

- TSPS 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.
- TSPS responds to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources.
- TSPS recognizes the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources.
- All transfer-related marketing and forms must clearly state student rights and responsibilities in the transfer process. Practices are congruent with institutional policies on equal opportunity access.

Rationale:

7.3 Ensuring Diversity, Equity, and Access

- TSPS advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- TSPS 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.
- TSPS addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- TSPS 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 TSPS ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does TSPS address imbalance in participation among selected populations of students?
3. How does TSPS address imbalance in staffing patterns among selected populations of program personnel?
4. How does TSPS ensure cultural competence of its personnel to ensure inclusion in the program?
5. How does TSPS encourage and provide opportunities for ongoing professional development for its personnel?

Part 8” INTERNAL AND EXTERNAL RELATIONS

Suggested Evidence and Documentation:

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

Criterion Measures:

DNA	IE	0	1	2	3
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Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds
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- 8.1 Internal and External Populations
- Transfer Student Programs and Services (TSPS) 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.
 - TSPS 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.
 - TSPS reaches out to internal and external populations to disseminate information about the programs and services.
 - TSPS develops and maintains collaborative relationships between sending and receiving institutions.
 - TSPS develops and maintains a relationship with those responsible for the orientation of new students.

Rationale:

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

Rationale:

- 8.3 Procedures and Guidelines
- TSPS 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.
 - TSPS is aware of governmental units responsible for laws, policies, and regulations relevant to transfer matriculation, and maintains relationships with them.

Rationale:

Overview Questions:

1. With which relevant individuals, campus offices, and external agencies must TSPS maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
2. How does TSPS maintain effective relationships with program constituents?
3. How does TSPS 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

- Transfer Student Programs and Services (TSPS) has funding to accomplish its mission and goals.

Rationale:

9.2 Financial Planning and Implementation

- TSPS conducts a comprehensive analysis to determine unmet needs, relevant expenditures, external and internal resources, and impact on students and the institution.
- TSPS 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

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

Rationale:

Overview Questions:

1. What is the funding strategy for TSPS, and why is this the most appropriate approach?
2. How does TSPS ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does TSPS 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
- Transfer Student Programs and Services (TSPS) 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
- TSPS uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
 - TSPS 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
- TSPS backs up data on a regular basis.
 - TSPS 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.
 - TSPS 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
- TSPS has policies on student use of technology that are clear, easy to understand, and available to all students.
 - TSPS 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.

Rationale:

Overview Questions:

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

- Transfer Student Programs and Services (TSPS) 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 Work Space

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

Rationale:

11.3 Equipment Acquisition and Facilities Use

- TSPS 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, TSPS 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 TSPS integrate sustainable practices?
3. How does TSPS ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is TSPS 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

- Transfer Student Programs and Services (TSPS) develops an ongoing cycle of assessment plans, processes, and activities.
- TSPS identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- TSPS documents progress toward achievement of goals and outcomes.
- TSPS employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- TSPS employs ethical practices in the assessment process.
- TSPS has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.
- TSPS collaborates with appropriate partners to conduct research and collect data regarding transfer students.

Rationale:

12.2 Reporting and Implementing Results

- TSPS interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- TSPS reports aggregated results to respondent groups and stakeholders.
- TSPS assesses effectiveness of implemented changes and provides evidence of improvement of programs and services.
- TSPS shares assessment research and data with students, staff, and faculty at both sending and receiving institutions.

Rationale:

Overview Questions:

1. What is the comprehensive assessment strategy for TSPS?
2. What are priorities of the assessment program, and how are those developed?
3. How does TSPS 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 'TSPS' achievement of mission and goals?

5. How effective is the assessment strategy in demonstrating goal achievement and student learning?
6. How does TSPS use assessment results to inform program improvement?
7. How does TSPS share assessment results with relevant constituencies?
8. How does TSPS support ongoing development of assessment competencies for personnel?

*General Standards revised in 2014;
TSPS content developed in 2012*

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

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Part 10. Technology

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Part 11. Facilities and Equipment

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Part 12. Assessment

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TRANSFER STUDENT PROGRAMS AND SERVICES

CAS Standards and Guidelines

Part 1. MISSION

The mission of Transfer Student Programs and Services (TSPS) is to aid in the successful transfer, persistence, and graduation of transfer students. To accomplish the mission, TSPS must facilitate seamless pathways among and within institutions to support transfer students at all stages of their transitions.

Through the provision of TSPS, the institution's culture becomes one that is supportive and inclusive of transfer students.

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

Part 2. PROGRAM

To achieve their mission, Transfer Student Programs and Services (TSPS) 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, TSPS 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.]

TSPS 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

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

TSPS must

- serve as a contact for transfer students throughout the application, acceptance, and transfer processes
- connect students to appropriate institutional academic and behavioral policies and procedures
- facilitate cooperation between institutions to help students align their programs of study to enable a timely and successful transfer
- advocate for improvement of institutional articulation agreements and/or curricular alignment **depending on the particular institution's policies**

- know how to apply applicable laws, regulations, and policies related to the successful transfer of students
- inform key partners about policies and practices that maximize transfer student success
- provide access to professional advisors, faculty members, counselors, and staff support to help transfer students engage in and develop college and long-term academic, career, and life goals
- advocate for equitable enrollment and flexible class scheduling and delivery methods
- review informational materials for accessible and accurate information about transfer policies, processes, scholarships and affordability, course equivalencies, and programs
- disseminate informational material to transfer students and to institutional personnel supporting transfer students
- participate in recruitment events to communicate with prospective students about transfer and articulation
- collaborate with partners to prioritize programming specific to the needs of transfer students during the first-year and throughout their time at the institution
- collaborate with stakeholders to address transfer student success, retention, and degree completion

TSPS programming should address topics that are pivotal to the successful transfer of students to and from their institution.

Particular attention should be paid to programming specific to the transfer student's first year. Topics could include

- demographics of the institution's transfer students (including first-generation and veteran status)
- institutional academic support services and other learning assistance programs
- eligibility for and promotion of leadership opportunities and awards for students
- student money management, academic resources, financial aid, and scholarships
- living options (both on and off campus), learning communities, and theme halls

TSPS should ensure that the institution provides support for transfer-intending students and current transfers by offering the following opportunities:

- advising regarding the institution's admission process and application for admission
- assistance as needed in orientation and academic advising
- early-alert systems, intrusive advising, academic support, transfer-year seminars and student success courses, peer mentoring, and other transition services

TSPS should provide informal transcript evaluations so that prospective students can gauge their academic standing before committing to an institution.

TSPS should work with Residence Life/Housing to develop opportunities for new residential transfer students to be paired with or mentored by other transfer students

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, programs Transfer Student Programs and Services (TSPS) and services must be purposefully structured for effectiveness. Programs and services 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

TSPS cross-functional and divisional reporting lines must be located in the organizational department or division that can best provide effective programming and services for achievement of the mission.

Leaders must model ethical behavior and institutional citizenship.

Leaders with organizational authority for TSPS 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

TSPS leaders should

- be involved in research, publication, presentations, consultation, and relevant professional organizations
- communicate with professional colleagues in the transfer student field and related areas

TSPS leaders should provide informational resources that are easily accessed and that address the informational needs of transfer students and their families.

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

TSPS leaders should

- identify examples of successful transfer students, including those who transferred from a community college, and integrate them as able into the operations of TSPS
- work with institutional leaders to plan courses and course sections to accommodate transfer student degree plans
- collaborate with key partners to influence institutional planning, policy, procedural, and fiscal decisions that affect transfer student articulation
- provide a voice for transfer student concerns on institutional committees

TSPS leaders must serve as role models for transfer student transition to a new institution.

Part 4. HUMAN RESOURCES

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

TSPS professional staff members must possess the skills and competencies needed to provide assistance to prospective and enrolled transfer students.

TSPS may include, but should not be limited to, the following competencies:

- effective advocacy for prospective and enrolled students
- ethical and objective presentation of the institution's programs and opportunities, including careful and concerned analysis of student goals
- clear understanding of likely student-institution compatibility
- guidance in responsible decision-making in the selection of an institution or degree program
- ability to explain and contextualize relevant academic policies and practices

- ability to articulate relevant cost and financial aid issues, especially since these may differ from policies at the student's current institution
- ability to manage human and fiscal resources, including creative thinking in the augmentation of these resources through strong collaboration skills and fundraising

At least one dedicated institutional employee should be identified as the primary contact and resource for transfer students and their families.

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

Within institutional guidelines, TSPS 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 TSPS must

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

Personnel responsible for delivery of TSPS 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.

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

TSPS 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

TSPS 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.

TSPS professional staff should have knowledge of theories of student learning, development, and transition.

Administrators of TSPS 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.

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

PROFESSIONAL PERSONNEL

TSPS 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.

TSPS professional staff should be knowledgeable in the areas of transition issues, barriers to transfer, financial aid, and testing.

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.

TSPS staff members should demonstrate knowledge of and sensitivity to the needs of non-traditional students, traditionally under-represented groups, academically underprepared students, international students, and veterans.

Staff members who provide services for transfer students should have working relationships with advisors, faculty, counselors, and staff as they help students think about academic, career, and life goals.

TSPS should include faculty in the development and delivery of programs for transfer students.

Part 5. ETHICS

Transfer Student Programs and Services (TSPS) 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 TSPS 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

TSPS 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

TSPS staff members must work to create institutional culture, policies, curriculum, and standards that positively support the success of transfer students

TSPS staff members must

- refrain from challenging another institution's services or information even if those services or information may be different from their own policies or programs
- avoid falsely representing their institution and academic standing for the sole reason of securing the transfer student's admittance

TSPS documents used by admissions, academic advising and counseling, orientation, housing, personal counseling and testing, the registrar, and international student services must be accurate and handled with confidentiality.

Part 6. LAW, POLICY, AND GOVERNANCE

Transfer Student Programs and Services (TSPS) 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.

TSPS staff members must understand and know how to apply appropriate laws, regulations, and policies that are specific to transfer students; including guaranteed admission policies, core curriculum policies, matriculation and articulation agreements, and policies specific to diverse student populations including veterans and first-generation students, and other agreements within and among institutions.

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

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

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

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

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

TSPS 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.

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

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

TSPS staff members must ensure that all transfer policies, including an appeals process, are publicly available for review prior to the student's commitment to transfer.

TSPS should encourage 2-year and 4-year institutions to collaborate in the development of policies and processes to reverse-award associate degrees to students.

Part 7. DIVERSITY, EQUITY, AND ACCESS

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

TSPS 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.

TSPS 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

All transfer-related marketing and forms must clearly state student rights and responsibilities in the transfer process. Practices must be congruent with institutional policies on equal opportunity access.

TSPS should respect the diversity of students and their families, acknowledging the many different cultures and backgrounds represented by these individuals, and be prepared to identify resources for support both on campus and locally as needed.

TSPS should provide access to the institution's policies and procedures and resources in multiple language formats, including printed forms for families who do not have informational technology.

Part 8. INTERNAL AND EXTERNAL RELATIONS

Transfer Student Programs and Services (TSPS) 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

TSPS must develop and maintain collaborative relationships between sending and receiving institutions.

TSPS must develop and maintain a relationship with those responsible for the orientation of new students.

TSPS should collaborate with those in charge of new student orientation programs and courses to meet the specific needs of transfer students.

TSPS must be aware of governmental units responsible for laws, policies, and regulations relevant to transfer matriculation and maintain relationships with them.

TSPS should partner with academic unit leadership to develop course acceptance and course applicability plans by major.

TSPS should partner with the academic and enrollment management functions to ensure timely evaluation and application of earned credits.

TSPS should advise prospective and enrolled transfer students about their responsibilities in achieving their goals.

TSPS should work with parent and family programs to inform family members about issues that impact the health, well-being, and success of students through a variety of communication methods.

TSPS should work with parent and family programs to provide a resource guide or handbook to address student-life topics of priority to the institution (e.g., drug and alcohol use, service-learning and study abroad opportunities, research opportunities, financial literacy, health and wellness), resources and benefits available to parents and families, institutional policies and procedures, the academic calendar, and support services.

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

TSPS must have procedures and guidelines consistent with institutional policy for

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

Part 9. FINANCIAL RESOURCES

Transfer Student Programs and Services (TSPS) must have funding to accomplish the mission and goals.

In establishing and prioritizing funding resources, TSPS must conduct comprehensive analyses to determine

- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

TSPS 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.

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

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

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

Procurement procedures must

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

TSPS should be funded at the same cost/student ratio as services for the institution's first-time, first-year student population.

TSPS may supplement institutional funding through the development of revenue sources such as fundraising, grants, and fees for services provided.

Part 10. TECHNOLOGY

Transfer Student Programs and Services (TSPS) 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.

TSPS staff members should be trained in transfer specific technologies, including but not limited to digital transcript services.

TSPS 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

TSPS 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, TSPS 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

If the institution equips first-time first-year students with specific technology, then the institution should provide new transfer students with the same technology.

Part 11. FACILITIES AND EQUIPMENT

Transfer Student Programs and Services' (TSPS) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and **support the program's mission** and goals.

Facilities must be designed to engage various constituents and promote learning.

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

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

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

Part 12. ASSESSMENT

Transfer Student Programs and Services (TSPS) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

TSPS 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

TSPS must collaborate with appropriate partners to conduct research and collect data regarding transfer students. Results must be shared with students, staff, and faculty at both sending and receiving institutions.

TSPS should work to ensure there are processes to monitor and report annual persistence and graduation rates for all types of transfer students, including community college graduates and non-graduates as well as those who transfer from 4-year institutions.

TSPS should employ multiple methods to assess program effectiveness in meeting the needs of transfer-intending and current transfer students.

TSPS should partner with institutional research/assessment personnel to ensure that assessment efforts are tracked.

TSPS must employ ethical practices in the assessment process.

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

*General Standards revised in 2014;
TSPS content developed in 2012*