

CAS Self-Assessment Guide

POST-TRADITIONAL AND COMMUTER STUDENT
PROGRAMS AND SERVICES
2018

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Post-Traditional and Commuter Student Programs and Services

CAS Contextual Statement

It is estimated that about 85% of college and university undergraduates today comprise a diverse population of students who are full or part-time workers, commuters, low-income students, veterans or current military service personnel, and/or student parents (Soares, 2013). Many of these students are over 24 years of age and often drop in and out of school based on personal circumstances. A significant proportion begin at or transfer to community or local colleges to facilitate their participation in higher education. This population can be expected to have significantly different needs for personal and academic support than students who have long been considered “traditional” (recent high school graduates who are 18 to 24 years old, who attend college full time, and who live on or directly adjacent to college campuses) (Smith Sr., 2013).

This set of CAS standards combines two previously separate standards - Adult Learner Programs and Services, and Commuter and Off-Campus Living Programs. They have been combined in acknowledgement that many schools are unable to provide multiple programs for students who do not meet the definition of “traditional students,” and that this comprehensive student population is likely to share a number of needs. These merged standards also reflect a change in name from the previous designation of “non-traditional” or “adult learners” to the current “post-traditional students,” reflecting terminology that has emerged since 2013 to describe this group.

The term post-traditional is used in place of non-traditional in order to reflect that this population now represents the majority of college students, to empower and validate the experiences of this population as value-added rather than deficit-based, and to acknowledge the continual evolution in higher education policy, leadership, and practice (Erwin, 2013; Smith Sr., 2013; Soares, 2013; Soares et al., 2017). The term post-traditional has developed as standard terminology in response to usage in recent and current literature. It is based on requests from professional organizations to transform the way institutions serve this diverse population in new, inclusive, and innovative ways.

Post-traditional college students are defined as “individuals already in the workforce who lack a postsecondary credential yet are determined to pursue further knowledge and skills while balancing work, life, and education responsibilities” (Soares, 2013). In addition, they may be defined according to their enrollment timing, employment, and family status (Ekowo, 2015; Radford, Cominole, & Skomsvold, 2015). Post-traditional students tend to take longer to finish their degree (4+ years) and enrollment may be more episodic (i.e., frequent hiatus periods). Students in this population frequently have enrollment patterns that vary between full-time and part-time student status, taking a semester or more off from attending classes, and transferring between institutions (Crosta, 2014).

By virtue of their life priorities, identities, and responsibilities, many post-traditional students do not live in traditional campus housing arrangements, instead commuting to college or accessing it remotely. Commuter students are defined as students who do not live in institutionally-owned housing on campus (Jacoby, 2000). Commuter and off-campus students can be found at nearly every type of institution and may experience higher education as bordering two worlds - in-person and online (Horn & Nevill, 2006). They make up the vast majority of community college students (Soares, 2013). Their numbers include students who live at home with their parents, independently, or with their own families. They may attend college full-time, part-time, or alternate between the two. They may live near the campus or far away; they may commute by car, public transportation, walking, or bicycle, and they may “commute” via virtual access to the courses and resources of their institutions. The majority of commuter and off-campus students work, usually off campus, and some are employed the equivalent of full-time or at more than one job. While commuter students may also fit the age and full-time attendance definition of traditional students and many have lived on campus prior to becoming commuters, their commuting experience,

family obligations, employment status, life history, and distance from campus resources may necessitate services and programs that other post-traditional students also require.

Colleges and universities throughout history have progressively expanded their mission to provide educational opportunities for students who had been previously underserved by higher education (Ogren, 2003). As the post-traditional and commuter college student populations are increasingly recognized as being the majority of students served by colleges and universities, institutions of higher education should exercise agility and responsiveness to develop and assess programs and services designed to foster success for these diverse student populations with multiple characteristics and experiences (Farvour, 2016; Jenkins, 2012; Ortiz-Gallegos, 2016; Smith Sr., 2013; Soares, 2013).

In order to assist these post-traditional learners and commuter students in their quest for higher education, institutions must consider innovations to programs and services that provide for more frictionless navigation. This shift calls for more flexibility in overall institutional policies and opportunities for campus engagement that complement post-traditional and commuter student identities and experiences. In addition, it suggests curricular modifications such as modular courses; blended academic and occupational credit; progressive credentialing; and more proactive financial, academic, and career advising (Soares, 2013). Institutions that attract college students with post-traditional experiences and those who commute to campus must extend their provision of support into the campus environment (Mindrup, 2012). For example, the majority of post-traditional students prefer some form of online instruction and compressed instruction schedules (i.e., eight-week classes) (Aslanian, 2017). In addition to curricular changes and more convenient course delivery, this population values affordability, convenience to work at home, and child care support (Soares, 2013).

Many post-traditional learners share a combination of these five common traits:

- They are needed as wage earners for themselves or their families;
- They combine work and learning at the same time or move between them frequently;
- They pursue knowledge, skills or credentials that their current or aspirational employers will recognize and compensate;
- They require developmental education in order to be successful in college level courses;
- They seek academic/career advising designed to navigate a more complex path to a degree (Soares, 2013).

In addition, age is no longer a background factor: post-traditional students are just as likely to be under the age of 25 as over the age of 25 (Aslanian, 2017). While these are common traits, professionals must be aware of the ways students either fit or differ from this typical profile and experience.

Supporting post-traditional and commuter college students requires recognition of and respect for their diverse and varied paths and experiences. Institutions and college personnel must provide programs and services that embrace college students' multiple and intersecting identities. The goal should be to empower, rather than marginalize, post-traditional and commuter students. Personal challenges such as demands on time, family responsibilities, and financial need should be simultaneously and holistically addressed, not treated as deficits. Although post-traditional students have diverse characteristics and pathways, they share similar motivation with other incoming students: to prepare for a good job, take courses for enrichment, or earn a credential (Soares et al., 2017). When institutions respond to the needs of post-traditional and commuter students (e.g., providing convenient and accessible course delivery and student services that address their needs), all students will benefit, including those who live on campus and those who attend college immediately after high school. In fact, a significant proportion of traditional students will experience life events that cause them to become post-traditional students. Making student services and programs seamless for post-traditional and commuter students will benefit all learners.

Users of this set of standards are encouraged to refer to other CAS Standards that can provide further guidance for working with students whose identities intersect with post-traditional characteristics. Those standards may include: Disability Resources and Services, Graduate and Professional Student Programs and Services, International Student Programs and Services, Multicultural Student Programs and Services, Transfer Student Programs and Services, Veterans and Military Programs and Services, and Women's and Gender Programs and Services.

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INTRODUCTION AND INSTRUCTIONS

CAS Self-Assessment Guide

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

The *Introduction* outlines the self-assessment process, describes how to complete a programmatic self-study, and is organized into three sections:

- I. Self-Assessment Guide Organization and Process
- II. Rating Examples
- III. Formulating an Action Plan, Preparing a Report, and Closing the Loop

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

I. Self-Assessment Guide and Process

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

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

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

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

In this self-assessment instrument, the CAS standards have been translated into criterion measures and grouped into subcategories for rating purposes. The criterion measures are not designed to focus on discrete ideas; rather, the measures are designed to capture the major ideas and elements reflected in the standards. For each of the 12 component parts, team members will rate clusters of criterion measures. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly translated into a measurable statement to facilitate rating.

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

Step C: Identify, Collect, and Review Documentary Evidence

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

Documentary evidence often used to support evaluative judgments includes:

- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations
- *Program Documents*: mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos
- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports
- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports
- *Staff Activity Reports*: annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession
- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

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

Raters can best make judgments about the program expectations articulated in the standards when they have a variety of evidence available. Multiple forms of evidence should be reviewed and reported in the narrative section of the SAG worksheets. Through the rating process, a self-study team may identify a need to obtain additional

information or documentation before proceeding, in order to lend substance to judgments about a given assessment criterion. Evidence and documentation should be appended and referenced in the final self-assessment report.

Step D: Conduct and Interpret Ratings Using Evaluative Evidence

When the program review team has gathered and reviewed necessary evidence, they will be able to assign and interpret ratings to individual criterion measures, following three steps.

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

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

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

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

CAS CRITERION MEASURE RATING SCALE

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

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

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

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

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

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

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

II. Rating Examples

Rating Standard Criterion Measures

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

Part 5. ETHICS					
Suggested Evidence and Documentation:					
1. Program code or statement of ethics					
2. Ethics statements from relevant functional area professional associations					
3. Personnel policies, procedures and/or handbook					
4. Student code of conduct					
5. Operating policies and procedures related to human subjects research (Institutional Review Board, IRB)					
6. Minutes from meetings during which staff reviewed and discussed ethics					
Criterion Measures:					
DNA	IE	0	1	2	3
Does Not Apply	Insufficient Evidence/ Unable to Rate	Does Not Meet	Partly Meets	Meets	Exceeds
<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.

POST-TRADITIONAL AND COMMUTER 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 Post-Traditional and Commuter Student Programs and Services (PTCSPS) is to ensure that all students have equitable access to curricular and co-curricular programs and services, advocacy, and intentional opportunities for full engagement, both on and off campus, regardless of students' ages, enrollment patterns, family status, employment, background characteristics, or place of residence.
- The PTCSPS mission includes responsibility for assistance in retention, progression, and graduation of post-traditional and commuter students.
- The PTCSPS mission recognizes the diverse subgroups of the post-traditional and commuter student populations.

Rationale:

1.2 Mission Implementation and Review

- PTCSPS 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 PTCSPS 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

- Post-Traditional and Commuter Student Programs and Services (PTCSPS) provides programs and services and advocates for resources and facilities that support the needs and interests of post-traditional and commuter students.
- PTCSPS ensures that post-traditional and commuter students have information about and access to institutional and community services that can assist them in meeting their basic needs.
- PTCSPS ensures that information about campus services, programs, and activities is made available through multiple media formats.

Rationale:

2.2 Advocacy

- PTCSPS ensures that post-traditional and commuter students benefit equitably from the institution's educational and student support programs.
- PTCSPS advocates for the inclusion of post-traditional and commuter students' perspectives in the institution's strategic planning, policy making, budgeting, program delivery, and governance.
- PTCSPS advocates that the institution's vision and approach for an inclusive student learning experience is applicable to all students, regardless of age, enrollment pattern, family status, employment, background characteristics, or place of residence.
- PTCSPS works with appropriate offices to advocate for class schedules, events and programs, campus employment opportunities, and office hours that accommodate post-transitional and commuter students' varied schedules.

Rationale:



2.3 Program Contribution to Student Learning and Development

- PTCSPS contributes to students' formal education (the curriculum and co-curriculum), learning, and development.
- PTCSPS contributes to students' progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.
- PTCSPS identifies relevant and desirable student learning and development outcomes that align with the CAS Learning and Development Outcomes and related domains and dimensions.
- PTCSPS assists post-traditional students in identifying student learning and development outcomes appropriate to their stage in life and their goals for integrating their education with their personal and professional needs.

Rationale:



2.4 Assessment of Learning and Development

- PTCSPS engages in outcomes assessment, documents evidence of its impact, and articulates the role it plays in student learning and success.
- PTCSPS uses evidence to create strategies for improvement of programs.
- PTCSPS uses assessment practices and data when developing programs, services, and facilities provided to post-traditional and commuter students.

Rationale:



2.5 Program Design

- PTCSPS bases its work on intentional student learning and development outcomes.
- PTCSPS reflects developmental and demographic profiles of the student population and responds to needs of individuals, populations with distinct needs, and relevant constituencies.
- PTCSPS is responsive to the needs of all constituents (including students who attend classes online, at off-campus sites, during non-traditional hours, or part-time) when establishing hours of operation and developing methods of delivering programs and services.
- PTCSPS is delivered using multiple formats, strategies, and contexts and is designed to provide universal access.
- PTCSPS educates all personnel about the diverse subgroups of the post-traditional and commuter students, including students who are returning to school; are older or younger than traditional-age students; are married, partnered, or parenting; are employed either full-time or part-time; are attending evening or weekend classes; or are veterans, caretakers, or living at home with parents or guardians.

Rationale:



2.6 Collaboration

- PTCSPS collaborates with others across the institution in ways that benefit students.
- PTCSPS connects post-traditional and commuter students with appropriate services and resources through collaboration and consultation between institutional and community partners.
- PTCSPS provides access or referral to appropriate faculty, staff, and resources that help inform student choices and decisions about academic work.

Rationale:

Overview Questions:

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

Rationale:

- 3.2 Organization Structure
- PTCSPS advocates for organizational placement within the institution that facilitates cooperative interaction with institution and community entities and with appropriate services to achieve the on- and off-campus needs of post-traditional and commuter students.
 - If services for post-traditional and commuter students are provided by multiple units within the institution, PTCSPS designates a leader or leadership team to coordinate these programs and services.
 - PTCSPS leaders provide services at locations, in modalities, and at times/hours that meet the needs of post-traditional and commuter students.

Rationale:

- 3.3 Actions of Leaders
- Leaders model ethical behavior and institutional citizenship.

- Leaders with organizational authority provide strategic planning, management and supervision, and program advancement.

Rationale:

3.4 Strategic Planning

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

Rationale:

3.5 Management

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

Rationale:

3.6 Supervision

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

Rationale:

3.7 Program Advancement

- PTCSPS leaders advocate for and actively promote the mission and goals of the programs and services.

- PTCSPS leaders educate colleagues and institution and community leaders about the responsibilities and benefits of creating, reviewing, and implementing policies and procedures that address the assessed needs of post-traditional and commuter students.
- PTCSPS leaders inform stakeholders about issues affecting practice.
- PTCSPS leaders facilitate processes to reach consensus where wide support is needed.
- PTCSPS leaders advocate for representation in strategic planning initiatives at divisional and institutional levels.

Rationale:

Overview Questions:

1. Explain the extent to which PTCSPS leader(s) are viewed as and held responsible for advancing the departmental mission.
2. Explain the opportunities and limitations present for PTCSPS leader(s) as they seek to fulfill the program mission.
3. How do PTCSPS leaders advance the organization?
4. How do PTCSPS leaders encourage collaboration across the institution?
5. How are PTCSPS leaders accountable for their performance?
6. How have PTCSPS 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

- Post-Traditional and Commuter Student Programs and Services (PTCSPS) is staffed adequately to accomplish mission and goals.
- PTCSPS has access to technical and support personnel adequate to accomplish the mission.

Rationale:

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

Rationale:

- 4.3 Employment Practices
- Administrators of PTCSPS 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.
- PTCSPS professional personnel are responsive to the similarities and differences of the needs of the institution's post-traditional and commuter students as sub-groups and as individuals.
- PTCSPS professional personnel apply knowledge of demographics of the institution and the community in planning and implementing programs and services for post-traditional and commuter students (e.g., access and equity, potentially disproportionate representation of racial/ethnic, first generation, and socio-economic status).

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 PTCSPS 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 PTCSPS 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

- Post-Traditional and Commuter Student Programs and Services (PTCSPS) reviews applicable professional ethical standards and adopts or develops and implements appropriate statements of ethical practice.
- PTCSPS 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.
- PTCSPS ensures that ethical standards are reflected in partnership agreements with community services and organizations.

Rationale:

5.2 Statement of Ethical Standards

- Statements of ethical standards specify that PTCSPS 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

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

Rationale:

Overview Questions:

1. What is the PTCSPS 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 PTCSPS?

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

- Post-Traditional and Commuter Student Programs and Services (PTCSPS) 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.
- PTCSPS has access to legal advice needed for personnel to carry out their assigned responsibilities.
- PTCSPS is aware of and seeks advice from the institution’s legal counsel or other appropriate professional resources on laws and practices regarding grant administration, and contracts with outside vendors and agencies.
- PTCSPS informs personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.
- PTCSPS personnel receive training in and follow procedures related to mandated reporting.
- PTCSPS informs personnel about professional liability insurance options and refers them to external sources if the institution does not provide coverage.

Rationale:

6.2 Policies and Procedures

- PTCSPS has written policies and procedures on operations, transactions, or tasks that have legal implications.
- PTCSPS regularly reviews policies that are informed by best practices, available evidence, and policy issues in higher education.
- PTCSPS 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.

- PTCSPS ensures that post-traditional and commuter students are included in campus emergency planning and notifications.

Rationale:

6.3 Harassment and Hostile Environments

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

Rationale:

6.4 Copyright Compliance

- PTCSPS purchases or obtains permission to use copyrighted materials and instruments and includes appropriate citations on materials and instruments.

Rationale:

6.5 Governance

- PTCSPS informs personnel about internal and external governance organizations that affect programs and services.

Rationale:

6.6 External Partnerships

- PTCSPS establishes and adheres to policies and procedures that guide working relationships with community organizations and off-campus services.
- PTCSPS adheres to ethics, confidentiality, security, and institutional policies when establishing partnerships and agreements with non-institutional vendors, community agencies, or granting organizations.

Rationale:

Overview Questions:

1. What are the crucial legal, policy and, governance issues faced by PTCSPS, 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

- Post-Traditional and Commuter Student Programs and Services (PTCSPS) creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.
- PTCSPS 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

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

Rationale:

7.3 Ensuring Diversity, Equity, and Access

- PTCSPS advocates for sensitivity to multicultural and social justice concerns by the institution and its personnel.
- PTCSPS advocates that the institution not discriminate on the basis of enrollment patterns, family status, employment, background characteristics, or place of residence.
- PTCSPS 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.
- PTCSPS addresses the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.
- PTCSPS 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 PTCSPS ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does PTCSPS address imbalance in participation among selected populations of students?
3. How does PTCSPS address imbalance in staffing patterns among selected populations of program personnel?
4. How does PTCSPS ensure cultural competence of its personnel to ensure inclusion in the program?
5. How does PTCSPS encourage and provide opportunities for ongoing professional development for its personnel?

Part 8: INTERNAL AND EXTERNAL RELATIONS

Suggested Evidence and Documentation:

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

Criterion Measures:

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

8.1 Internal and External Populations

- Post-Traditional and Commuter Student Programs and Services (PTCSPS) 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.
- PTCSPS 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.
- PTCSPS reaches out to internal and external populations to disseminate information about the programs and services.

Rationale:

8.2 Marketing

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

Rationale:

8.3 Procedures and Guidelines

- PTCSPS has procedures and guidelines consistent with institutional policy to communicate with the media; distribute information through print, broadcast, and online sources; contract with

external organizations for delivery of programs and services; cultivate, solicit, and manage gifts; and apply to and manage funds from grants.

Rationale:

- 8.4 Off-Site Access to Services
- PTCSPS ensures that students enrolled at off-site locations are provided with equitable access to institutional resources.

Rationale:

Overview Questions:

1. With which relevant individuals, campus offices, and external agencies must PTCSPS maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
2. How does PTCSPS maintain effective relationships with program constituents?
3. How does PTCSPS 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
- Post-Traditional and Commuter Student Programs and Services (PTCSPS) has funding to accomplish its mission and goals.
 - Post-traditional and commuter students have access to and benefit from institution-wide fee-supported facilities, programs, and services.

Rationale:

- 9.2 Financial Planning and Implementation
- PTCSPS conducts a comprehensive analysis to determine unmet needs, relevant expenditures, external and internal resources, and impact on students and the institution.
 - PTCSPS 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
- PTCSPS administers funds in accordance with established institutional accounting procedures.
 - PTCSPS manages funds and goods received through grants and other non-institutional resources according to regulations and guidelines of both the donors and the institution.
 - PTCSPS 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 PTCSPS, and why is this the most appropriate approach?
2. How does PTCSPS ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does PTCSPS 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
- Post-Traditional and Commuter Student Programs and Services (PTCSPS) 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
- PTCSPS uses current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats.
 - PTCSPS 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
- PTCSPS backs up data on a regular basis.
 - PTCSPS 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.
 - PTCSPS 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
- PTCSPS personnel advocate for access to on-campus technology (computer labs and internet service) for post-traditional and commuter students.
 - PTCSPS has policies on student use of technology that are clear, easy to understand, and available to all students.
 - PTCSPS 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.
 - PTCSPS personnel advocate for support and services for post-traditional and commuter students taking online courses.

Rationale:

Overview Questions:

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

- Post-Traditional and Commuter Student Programs and Services (PTCSPS) facilities are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the PTCSPS mission and goals.
- Facilities are designed to engage various constituents and promote learning.
- PTCSPS advocates for adequate facilities for the use of post-traditional and commuter students, including recreational, study, and lounge space; computer and internet access; dining facilities; family-friendly spaces; and lactation rooms.
- 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

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

- Post-Traditional and Commuter Student Programs and Services (PTCSPS) develops an ongoing cycle of assessment plans, processes, and activities.
- PTCSPS identifies programmatic goals and intended program outcomes as well as outcomes for student learning and development.
- PTCSPS identifies and assesses the CAS learning and development outcome domains and dimensions relevant to the program and the student populations they serve.
- PTCSPS assesses how post-traditional and commuter students experience their learning environment and what institutional and societal barriers they encounter.
- PTCSPS documents progress toward achievement of goals and outcomes.
- PTCSPS advocates for the inclusion of post-traditional and commuter students in all institutional research relevant to student assessment in order to understand the characteristics, needs, and experiences of post-traditional student relative to the entire student populations.
- PTCSPS employs multiple measures, methods, and manageable processes for gathering, interpreting, and evaluating data.
- PTCSPS employs ethical practices in the assessment process.
- PTCSPS has access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Rationale:



12.2 Reporting and Implementing Results

- PTCSPS interprets and uses assessment results to demonstrate accountability and inform planning and decision-making.
- PTCSPS reports aggregated results to respondent groups and stakeholders.
- Those with responsibility for PTCSPS consult and collaborate with institutional research personnel on development of a plan for collection, analysis, and reporting of assessments of this student population.
- PTCSPS assesses effectiveness of implemented changes and provides evidence of improvement of programs and services.

Rationale:

Overview Questions:

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

General Standards revised in 2014;

PTCSPS developed in 2018 (formerly Adult Learner Programs and Services, developed in 2008; and Commuter and Off-Campus Living Programs, developed/revised in 1986, 1997, & 2005)

Work Form A – Rating Discrepancies

INSTRUCTIONS:

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

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

Work Form B – Strengths and Areas for Improvement

INSTRUCTIONS:

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

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

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

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

10. Technology		
11. Facilities and Equipment		
12. Assessment		

Work Form C – Recommendations for Unit Action

INSTRUCTIONS:

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

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

Work Form D – Beginning the Action Plan

INSTRUCTIONS:

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

Part 1. Mission

Part 2. Program

Part 3. Organization and Leadership

Part 4. Human Resources

Part 5. Ethics

Part 6. Law, Policy, and Governance

Part 7. Diversity, Equity, and Access

Part 8. Internal and External Relations

Part 9. Financial Resources

Part 10. Technology

Part 11. Facilities and Equipment

Part 12. Assessment

POST-TRADITIONAL AND COMMUTER STUDENT PROGRAMS AND SERVICES CAS Standards and Guidelines

Part 1. MISSION

The mission of Post-Traditional and Commuter Student Programs and Services (PTCSPS) is to ensure that all students have equitable access to curricular and co-curricular programs and services, advocacy, and **intentional opportunities for full engagement, both on and off campus, regardless of students' ages, enrollment patterns, family status, employment, background characteristics, or place of residence.**

The PTCSPS mission must include responsibility for assistance in retention, progression, and graduation of post-traditional and commuter students.

The PTCSPS mission must recognize the diverse subgroups of the post-traditional and commuter student populations.

PTCSPS 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

Post-Traditional and Commuter Student Programs and Services (PTCSPS) must provide programs and services and advocate for resources and facilities that support the needs and interests of post-traditional and commuter students.

PTCSPS must ensure that post-traditional and commuter students benefit equitably from the institution's educational and student support programs.

PTCSPS must advocate for the inclusion of post-**traditional and commuter students' perspectives in the institution's strategic planning, policy making, budgeting, program delivery, and governance.**

PTCSPS should work with the institution's entities to ensure that post-traditional and commuter students' perspectives are included in decisions about

- recruitment and admissions policies and procedures
- financial services and support
- access to comprehensive academic advising and student support services
- equitable fee structures for institution services
- eligibility for and access to campus employment, internships, and career development opportunities
- student governance and leadership opportunities

- campus and community transportation and safety decisions (e.g., transportation route planning, police/campus security coverage, and local ordinances)

PTCSPS must be responsive to the needs of all constituents (including students who attend classes online, at off-campus sites, during non-traditional hours, or part-time) when establishing hours of operation and developing methods of delivering programs and services.

To achieve their mission, PTCSPS 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, PTCSPS 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.]

PTCSPS must advocate that the institution's vision and approach for an inclusive student learning experience is applicable to all students, regardless of age, enrollment pattern, family status, employment, background characteristics, or place of residence.

PTCSPS must assist post-traditional students in identifying student learning and development outcomes appropriate to their stage in life and their goals for integrating their education with their personal and professional needs.

PTCSPS 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

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

PTCSPS must connect post-traditional and commuter students with appropriate services and resources through collaboration and consultation between institutional and community partners.

To assist post-traditional and commuter students in gaining access to the institution and its enrollment, academic, and financial aid services, PTCSPS personnel should

- work with enrollment management personnel to meet, conduct programs for, and communicate with prospective post-traditional and commuter students to articulate admissions, transfer enrollment, re-enrollment, non-degree registration, and financial aid procedures
- provide information about topics such as academic refresher resources, child and elder care, application deadlines, and how academic programs relate to careers
- advocate that recruitment literature, websites, listservs, and other outreach efforts address the needs and concerns of post-traditional and commuter students
- represent the institution at high schools, other educational sites, workplaces, and community centers to introduce prospective post-traditional and commuter students to the institution
- participate in the planning, delivery, and evaluation of orientation and first-year programming to develop programs and services for post-traditional and commuter students and their families
- advocate for institutional resources needed by applicants to be available at hours and locations convenient for post-traditional and commuter applicants, online and in person

PTCSPS should make available online orientation programs for post-traditional and commuter students who are not able to attend these programs in person.

PTCSPS must educate all personnel about the diverse subgroups of the post-traditional and commuter students, including students who are returning to school; are older or younger than traditional-age students; are married, partnered, or parenting; are employed either full-time or part-time; are attending evening or weekend classes; or are veterans, caretakers, or living at home with parents or guardians.

PTCSPS personnel should support networks with the institution's academic and co-curricular resources that enhance academic success, including opportunities to meet and socialize with other post-traditional or commuter students.

PTCSPS personnel should assess or have access to data on the financial needs of post-traditional and commuter students and advocate for additional financial aid, scholarships, or other financial resources to meet their needs.

PTCSPS personnel should inform post-traditional and commuter students of the availability of emergency funds, short-term loans, grants, and/or scholarships.

PTCSPS personnel should promote and support student organizations and honor societies that are relevant to post-traditional and commuter students.

PTCSPS personnel should initiate and conduct recognition programs for post-traditional and commuter students that bring together both the students and those who support them.

In planning and providing services for post-traditional and commuter students, PTCSPS leaders should make referrals to services and programs that are affordable and conveniently available in the community.

PTCSPS must work with appropriate offices to advocate for class schedules, events and programs, campus employment opportunities, and office hours that accommodate post-transitional and commuter **students'** varied schedules.

PTCSPS must provide access or referral to appropriate faculty, staff, and resources that help inform student choices and decisions about academic work.

PTCSPS should provide or promote educational programs that inform students about topics relevant to their post-traditional or commuter student status, such as health and wellness, time management, personal security, and financial literacy. In planning these educational programs, PTCSPS staff should be particularly alert to the needs of first-generation students.

PTCSPS must ensure that post-traditional and commuter students have information about and access to institutional and community services that can assist them in meeting their basic needs.

PTCSPS should provide post-traditional and commuter students with information about campus and community resources for basic needs security such as food, housing, and access to health care.

PTCSPS should assist post-traditional and commuter students in making informed choices about housing and should direct students to information about available housing, tenants' and landlords' rights and responsibilities, roommate and neighbor relations, and legal advice and assistance.

PTCSPS should work with appropriate departments to ensure that post-traditional and commuter students have access to convenient parking; carpools; emergency vehicle assistance; and walkway, bike path, and parking lot security. PTCSPS should also provide information about alternative transportation to campus.

PTCSPS should refer students to services specific to their needs and identities. These may include services for veterans and military personnel, disability resources, multicultural organizations, women's and gender programs, and other programs at the institution and in the community.

PTCSPS should ensure that student parents have information about and access to childcare services, lactation rooms, and potential childcare funding, either through the institution or through referrals to community childcare providers.

PTCSPS should ensure that students who are caretakers have information about community services that can provide support.

PTCSPS must ensure that information about campus services, programs, and activities is made available through multiple media formats.

PTCSPS must use assessment practices and data when developing programs, services, and facilities provided to post-traditional and commuter students.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Post-Traditional and Commuter Programs and Services (PTCSPS) must be purposefully structured for effectiveness. PTCSPS 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

PTCSPS must advocate for organizational placement within the institution that facilitates cooperative interaction with institution and community entities and with appropriate services to achieve the on- and off-campus needs of post-traditional and commuter students.

If services for post-traditional and commuter students are provided by multiple units within the institution, PTCSPS must designate a leader or leadership team to coordinate these programs and services.

PTCSPS should regularly convene an advisory board comprised of administrators, faculty, staff, community representatives, and student representatives to support and advocate for the recruitment, retention, personal support, and graduation of post-traditional and commuter students.

Leaders must model ethical behavior and institutional citizenship.

Leaders with organizational authority for PTCSPS 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

Strategic planning should include the insights and perspectives of post-traditional students, commuters, and off-campus partners that provide support and advocacy for post-traditional students and commuters.

Management and Supervision

- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources

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

Program Advancement

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

PTCSPS leaders must educate colleagues and institution and community leaders about the responsibilities and benefits of creating, reviewing, and implementing policies and procedures that address the assessed needs of post-traditional and commuter students.

PTCSPS leaders must provide services at locations, in modalities, and at times/hours that meet the needs of post-traditional and commuter students.

Part 4. HUMAN RESOURCES

Post-Traditional and Commuter Student Programs and Services (PTCSPS) must be staffed adequately by individuals qualified to accomplish mission and goals.

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

Within institutional guidelines, PTCSP 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 PTCSPS 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 PTCSPS 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.

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

PTCSPS 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

PTCSPS personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

Administrators of PTCSPS 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.

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

PTCSPS personnel should be knowledgeable of and trained in

- student development theory, practice, and current issues and trends relevant to post-traditional and commuter students
- working with students of diverse backgrounds and experiences
- community resources and services, including transportation systems
- organizational development, group dynamics, strategies for changes, and principles of community development
- design and evaluation of programs to meet desired outcomes
- effective written and oral communication skills
- knowledge of management and budgeting
- skills to work effectively with internal and external agencies
- effective student advocacy

PTCSPS should develop an understanding of how these areas of knowledge relate specifically to post-traditional and commuter students and their various sub-populations.

PROFESSIONAL PERSONNEL

PTCSPS 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.

PTCSPS professional personnel must be responsive to the similarities and differences of the needs of the **institution's post**-traditional and commuter students as sub-groups and as individuals.

PTCSPS professional personnel must apply knowledge of demographics of the institution and the community in planning and implementing programs and services for post-traditional and commuter students (e.g., access and equity, potentially disproportionate representation of racial/ethnic, first generation, and socio-economic status).

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.

PTCSPS should hire graduate assistants and interns with an interest in or background of post-traditional or commuter experiences.

Supervisors should provide a thorough introduction to the diversity of the post-traditional and commuter populations, educate interns and graduate students on the unique needs of post-traditional and commuter students, and identify the distinct stressors common to these populations.

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.

PTCSPS should recruit and hire student employees and volunteers who are post-traditional or commuter students. These student employees and volunteers should be included in PTCSPS efforts to develop and implement programs and services, and in the review of programs and services designed for post-traditional students and commuters.

PTCSPS should advocate for the employment or volunteer assistance of post-traditional and commuter students with past experiences at the institution in planning and implementing programs for recruitment, orientation, transition to the institution, and transition out of the institution.

Part 5. Ethics

Post-Traditional and Commuter Student Programs and Services (PTCSPS) 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 PTCSPS 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

PTCSPS 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

PTCSPS personnel must ensure that ethical standards are reflected in partnership agreements with community services and organizations.

Part 6. Law, Policy, and Governance

Post-Traditional and Commuter Student Programs and Services (PTCSPS) 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.

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

PTCSPS must be aware of and **seek advice from the institution's legal counsel or other appropriate** professional resources on laws and practices regarding grant administration, and contracts with outside vendors and agencies.

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

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

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

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

PTCSPS 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.

PTCSPS must ensure that post-traditional and commuter students are included in campus emergency planning and notifications.

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

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

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

PTCSPS must establish and adhere to policies and procedures that guide working relationships with community organizations and off-campus services.

PTCSPS must adhere to ethics, confidentiality, security, and institutional policies when establishing partnerships and agreements with non-institutional vendors, community agencies, or granting organizations.

PTCSPS personnel must receive training in and follow procedures related to mandated reporting.

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, Post-Traditional and Commuter Student Programs and Services (PTCSPS) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

PTCSPS 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.

PTCSPS must advocate that the institution not discriminate on the basis of enrollment patterns, family status, employment, background characteristics, or place of residence.

PTCSPS 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

PTCSPS should educate institutional personnel on the unique diversity and multiple identities of members of the PTCSPS populations and collaborate with departments, student organizations, and community agencies and services to ensure equitable services are available and accessible to post-traditional students and commuters.

Part 8. Internal and External Relations

Post-Traditional and Commuter Student Programs and Services (PTCSPS) 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

PTCSPS must ensure that students enrolled at off-site locations are provided with equitable access to institutional resources.

PTCSPS personnel should serve on institutional and community committees that address policies, procedures, and services that affect post-traditional and commuter students.

If there is more than one institutional unit whose clientele are principally post-traditional and commuter students, PTCSPS should share information and collaborate with those units.

PTCSPS personnel should seek collaboration with faculty and administrators in providing services and support for the diverse needs of post-traditional and commuter students.

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

PTCSPS 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

Post-Traditional and Commuter Student Programs and Services (PTCSPS) must have funding to accomplish the mission and goals.

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

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

PTCSPS 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.

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

PTCSPS 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

PTCSPS must manage funds and goods received through grants and other non-institutional resources according to regulations and guidelines of both the donors and the institution.

Post-traditional and commuter students must have access to and benefit from institution-wide fee-supported facilities, programs, and services.

Part 10. TECHNOLOGY

Post-Traditional and Commuter Student Programs and Services (PTCSPS) 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.

PTCSPS 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

PTCSPS 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, PTCSPS 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

PTCSPS personnel must advocate for access to on-campus technology (computer labs and internet service) for post-traditional and commuter students.

PTCSPS personnel must advocate for support and services for post-traditional and commuter students taking online courses.

Part 11. FACILITIES AND EQUIPMENT

Post-Traditional and Commuter Student Programs and Services' (PTCSPS) 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.

PTCSPS must advocate for adequate facilities for the use of post-traditional and commuter students, including recreational, study, and lounge space; computer and internet access; dining facilities; family-friendly spaces; and lactation rooms.

To create an environment in which post-traditional and commuter students may interact with one another and with PTCSPS personnel, PTCSPS should advocate for amenities and resources that include

- kitchenette space to prepare and store meals
- locker facilities
- study areas which permit temporary storage and consumption of food and beverages
- computers and printers
- use of traditional and electronic means of communication, including display racks, bulletin boards and electronic message boards, websites, social media sites, and online portals
- traditional and electronic library of books, articles, videos, and other resources about post-traditional students
- family support services as needed to meet the needs of the student population

PTCSPS should ensure that student organizations for post-traditional and commuter students have access to facilities and technologies that support successful operations.

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.

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

Part 12. ASSESSMENT

Post-Traditional and Commuter Student Programs and Services (PTCSPS) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

PTCSPS 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

PTCSPS must identify and assess the CAS learning and development outcome domains and dimensions relevant to the program and the student populations they serve.

PTCSPS must advocate for the inclusion of post-traditional and commuter students in all institutional research relevant to student assessment in order to understand the characteristics, needs, and experiences of post-traditional student relative to the entire student populations.

PTCSPS personnel must assess how post-traditional and commuter students experience their learning environment and what institutional and societal barriers they encounter.

Those with responsibility for programs and services for post-traditional and commuter students must consult and collaborate with institutional research personnel on development of a plan for collection, analysis, and reporting of assessments of this student population.

PTCSPS assessments should include information on

- the demographics and degree pathways of post-traditional and commuter applicants and students
- academic performance variables
- the impact on post-traditional students of institutional policies and practices
- post-traditional student use of the institution's prior learning assessment options (e.g., College Level Examination Program (CLEP))
- access to and receipt of financial aid, including child care assistance and other non-institutional financial aid sources

PTCSPS assessments should collect information on post-traditional and commuter students' access to, use of, and satisfaction with institutional programs and services, including student financial services and child care assistance.

PTCSPS must employ ethical practices in the assessment process.

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

General Standards revised in 2014;

PTCSPS developed in 2018 (formerly Adult Learner Programs and Services, developed in 2008; and Commuter and Off-Campus Living Programs, developed/revised in 1986, 1997, & 2005)