



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

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

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

CAS MISSION STATEMENT

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

CAS STANDARDS AND GUIDELINES

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

OVER THIRTY YEARS OF PROFESSIONAL SERVICES

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

DISCLAIMER

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

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

CAS GENERAL STANDARDS

CAS Contextual Statement

For more than 35 years, higher education professionals, including members of associations representing student and academic affairs programs and services, have utilized the professional standards, values, and principles developed and promulgated by the Council for the Advancement of Standards in Higher Education (CAS). The CAS standards fulfill a three-fold purpose:

- to foster and enhance student learning and development;
- to recognize and promote fundamental and indispensable standards of practice and the assessment of related programmatic and student outcomes; and
- to provide a foundation to develop, guide, assess, and improve programs and services.

The Oxford Dictionaries (2014) define a standard as a “required or agreed level of quality or attainment” (¶1.1). The CAS standards embody the distilled wisdom of higher education professionals with expertise in the specialty of their subject matter and an understanding of the needs of the students they serve and the organizations they represent. The CAS standards describe the practice requirements (known as *standards*) and guidelines for 43 higher education specialties (known as *functional areas*) that touch college students’ lives. CAS standards also comprise a measure, norm, or model useful for self-study or comparative evaluations, and they thereby enhance credibility, demonstrate accountability, and underpin program and service improvement for assessment initiatives and action planning.

Professionals in higher education use the vetted and agreed upon CAS Standards as benchmarks to inform practice, management of programs, delivery of services, and assessment processes. The CAS standards have also been used effectively to help advance or leverage existing or new programs and services. More recently, the student learning and development domains of the standards have provided a framework for identifying the student learning and development outcomes that are intended to result from engagement with programs and services.

With the creation and publication of the first 16 functional area standards in 1986, CAS members noted a number of commonalities, which culminated in two fundamental principles:

- The functional areas must include a core, global set of standards that advance common goals (i.e., relevant to various types of higher education institutions as well as to programs and services, regardless of specialty).
- Student learning and development are fundamental to mission and program and must be incorporated into standards.

These principles led to the creation of the CAS General Standards, the set of core standards statements that apply across functional areas and are embedded in each set of functional area standards.

The CAS General Standards are informed by the expertise and diverse backgrounds of representatives from CAS member associations and by their collective wisdom and experiences across institutional programs and services. The CAS General Standards are reviewed and revised every three years prior to the publication of each new edition of *CAS Professional Standards for Higher Education*.

Although not designed to stand alone, CAS General Standards are presented here to remind and inform educators that despite differences among institutions and within functional areas, significant commonalities exist across the multitude of postsecondary programs and services. The General Standards challenge “silo’ thinking, in which each functional area carries on its own business with limited awareness of the activities, needs, and resources of other divisions and departments” (Fried, 2007, p. 6) and with limited awareness of the ways they contribute to overall student learning and development. Moreover, the General Standards, as embedded within functional area standards, provide the framework for all those in higher education to develop “programs, services and experiences that contribute to student learning

experiences that are valued at their institution and, moreover, that are empirically verified as adding value to the student experience at their institutions” (Schuh & Gansemer-Topf, 2010, p. 6).

To ensure that the CAS General Standards apply to and benefit all functional areas (e.g., a one-person student support operation as well as complex programs and services staffed by multiple specialists), the CAS Board of Directors consults with member associations and solicits comments from practitioners. The CAS directors consider differences across functional areas and institutions (e.g., mission and goals, programs, organizational structures, culture and values, student populations served, campus environments, facilities, reporting channels, and resources). The regular revision cycle for the General Standards ensures responsiveness to a changing postsecondary environment and recognition of widely acknowledged and accepted practices. When used for self-assessment and program review, each functional area standard (with the embedded General Standards) provides criteria by which leaders in an institution and functional area can judge the quality and effectiveness of current educational efforts. In functional areas with no standards, stakeholders can employ the General Standards as the starting place to create new programs and services and to design assessment of current ones. In settings where multiple areas are using CAS, the General Standards provide a common language and common expectations, enhancing communication and understanding among areas.

CAS directors recognize the potential impact that institutional programs and services can exert upon student learning and development. Following the publication of *Learning Reconsidered* (NASPA & ACPA, 2004), CAS integrated a revised set of student learning outcomes within the General Standards to enhance efforts for promoting student learning and development. CAS hosted a think tank involving writers of *Learning Reconsidered*, CAS directors, and prominent practitioners and faculty members to recommend revisions to the CAS student learning and development domains. In 2008 the CAS Board of Directors adopted revisions to the student learning and development outcomes, contained in the General Standards and referred to as domains:

- knowledge acquisition, construction, integration, and application;
- cognitive complexity;
- intrapersonal development;
- interpersonal competence;
- humanitarianism and civic engagement; and
- practical competence.

Each domain is further defined or clarified by several learning outcome *dimensions*, which allow for more focused program development and assessment. Examples describing achievement of the student learning outcomes for each of the dimensions appear in the CAS Learning and Development Outcomes chart.

The 2008 revision of the General Standards required programs and services to include student learning and development in mission statements, identify relevant and desirable learning from the six domains, assess relevant and desirable learning, and articulate the ways the programs and services contribute to student learning and development. By recognizing the centrality of student learning and development as well as requiring assessment of learning outcomes, CAS affirms and reinforces expectations of leaders in higher education and accrediting associations. Specifically, CAS provides a vetted framework for self-review of student-oriented programs and services.

In 2011 the CAS Board of Directors adopted significant revisions to the General Standards. In support of *Professional Competency Areas for Student Affairs Practitioners* (ACPA & NASPA, 2010), it revised required competencies for professionals to align appropriately with ACPA/NASPA competencies, most notably in the section on Organization and Leadership. The 2011 revisions also indicated recognition of the pervasiveness of distance learning and the need for those in all functional areas to address the needs of distance education students (Shelton, 2011).

The current General Standards, as revised and approved in 2014, include rewritten or added standards that reflect broadly applicable and high quality practices pertaining to issues of access as well as changes and trends in student populations,

technologies, and assessment efforts. With a growing focus on accountability and budget planning, as well as environmental and ethical purchasing practices, new standards were added to the section on Financial Resources. CAS also paid particular attention to the growth in distance education and online learning, new venues for accessing higher education, and expectations for program and service delivery. Recognizing the importance of clarity in use of terms or phrases, CAS updated the Glossary of CAS Terms (Appendix D).

An understanding of the General Standards and the Glossary of CAS Terms will enhance and facilitate the appropriate use of the standards for self-study and program review and will ensure that the CAS standards constitute a reliable basis for professionals to share values and expectations across institutional programs and services.

References, Readings, and Resources

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CAS GENERAL STANDARDS

CAS Standards and Guidelines

Part 1. MISSION

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

Part 2. PROGRAM

To achieve their mission, programs and services 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, programs and services 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.]

Programs and services 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**

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

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, programs and services must be purposefully structured for effectiveness. Programs and services must have clearly stated and current

- **goals and outcomes**
- **policies and procedures**
- **responsibilities and performance expectations for personnel**
- **organizational charts demonstrating clear channels of authority**

Leaders must model ethical behavior and institutional citizenship.

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

Strategic Planning

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

Management and Supervision

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

Program Advancement

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

Part 4. HUMAN RESOURCES

Programs and services must be staffed adequately by individuals qualified to accomplish mission and goals.

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

Within institutional guidelines, programs and services 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 programs and services 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 programs and services 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.

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

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**

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 programs and services 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.

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

PROFESSIONAL PERSONNEL

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

INTERNS OR GRADUATE ASSISTANTS

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

Supervisors must

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

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

STUDENT EMPLOYEES AND VOLUNTEERS

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

Part 5. ETHICS

Programs and services 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 programs and services 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

Programs and services personnel must

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

Part 6. LAW, POLICY, AND GOVERNANCE

Programs and services 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.

Programs and services must have access to legal advice needed for personnel to carry out their assigned responsibilities.

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

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

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

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

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

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

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

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

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, programs and services must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

Programs and services 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.

Programs and services 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

Part 8. INTERNAL AND EXTERNAL RELATIONS

Programs and services must reach out to individuals, groups, communities, and organizations internal and external to the institution to

- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
- garner support and resources for programs and services as defined by the mission
- collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents
- disseminate information about the programs and services

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

Programs and services 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

Programs and services must have funding to accomplish the mission and goals.

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

- unmet needs of the unit

- relevant expenditures
- external and internal resources
- impact on students and the institution

Programs and services 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.

Programs and services must administer funds in accordance with established institutional accounting procedures.

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

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

Procurement procedures must

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

Part 10. TECHNOLOGY

Programs and services 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.

Programs and services 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

Programs and services 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, programs and services must

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

Part 11. FACILITIES AND EQUIPMENT

Programs and services' facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program's mission and goals.

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

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

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

Programs and services 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, programs and services must take into account expenses related to regular maintenance and life cycle costs.

Part 12. ASSESSMENT

Programs and services must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

Programs and services 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**

Programs and services must employ ethical practices in the assessment process.

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

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