

*Council for the Advancement of Standards
in Higher Education*

CAS Self-Assessment Guide for
Multicultural Student Programs



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THE ROLE of MULTICULTURAL STUDENT PROGRAMS

CAS Standards Contextual Statement

The expansion of the civil rights movement begun in the 1960s promoted increased access to students whose attendance in higher education had been highly underrepresented, especially at predominately White institutions. Although some underrepresented student enrollments have increased since the 1960s, enrollment that is representative of the national population as well as the retention and degree completion of students of color continues to be of considerable concern. For example, *The Chronicle of Higher Education* cited the report “A Matter of Degree” that “while 64% of fulltime students at four-year colleges graduate within six years, less than half of black students and less and half of Hispanic students do so in that period of time. The rates from low-income families are only slightly better” (Burd, 2004, p. A19). The report went on to state that the difference in graduation rates between Latino/a and White students is at “the average college” seven percentage points and 15 at a quarter of all four-year institutions.

A contributing factor in the disparity of retention rates has been the initial lack of readiness by institutions to serve expanded student populations. The establishment of Multicultural Student Programs and Services (MSPS) was initially created to respond to this lack of readiness, but more recently to proactively offer programs and services that serve to create environments where all students can thrive. Although MSPS vary in structure and purpose from institution to institution, most advocate for the academic success of students. This often includes advocating for changing policies, practices, and attitudes of the campus and its students and employees that inhibits student confidence and success; mentoring and other community building opportunities including cultural support systems where students can feel comfortable rather than feeling that they have to assimilate into the dominant culture; implementing programs to educate the campus community about various cultures and to promote awareness of multicultural and social justice issues; academic support services including tutoring, special study skills training, supplemental instruction, referral to other learning assistance resources, distinctive orientation programs, academic advising, personal counseling, financial assistance counseling, career development, and graduate school advising; and offering an academic curricula where multicultural perspectives are embedded. On campuses where academic departments for ethnic, women, or queer studies exist, the MSPS sometimes coordinates services with these academic departments. Some MSPS organize services to address specific populations, while others seek to serve all underrepresented and oppressed students collectively. Some have autonomous facilities that include programming, advising, classroom, and counseling space, whereas other MSPS are located in spaces under the management of

other campus entities such as the campus union or housing and residence life.

Strong MSPS are essential to the retention and graduation rates of students as well as the multicultural education of the campus. Clearly, institutions exhibit their commitment to providing quality education for all its students through the level of support they provide to MSPS.

Many multicultural offices and centers have been established to serve underrepresented students including students of color, women students, and LGBT students separately. These standards will focus on general programs and services for under-represented and oppressed students. For standards related to programs and services for other underrepresented students see the CAS Standards for Lesbian, Gay, Bisexual, and Transgender Programs; Women Student Programs; and Disability Services.

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CAS

Multicultural Student Programs and Services Self-Assessment Guide (SAG)

Introduction and Instructions

I Purpose and Organization of the Guide

This *Self-Assessment Guide* (SAG) translates the *CAS Multicultural Student Programs and Services Standards and Guidelines* into a format enabling self-assessment. Educators can use this *Guide* to gain informed perspectives on the strengths and deficiencies of their services and programs and to plan for improvements. Grounded in the self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional and agency leaders a tool to assess programs and services using current generally accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to put it into operation, and is organized into four sections. These include I Purpose and Organization, II Self-Assessment Process, III Rating Examples, and IV Formulating an Action Plan. The introduction is followed by the *Self-Assessment Worksheet*, which presents the *CAS Multicultural Student Programs and Services Standards and Guidelines* and incorporates a series of criterion measures for rating purposes.

SAG Worksheet Format. CAS standards and guidelines are organized into thirteen components.

- Part 1. Mission
- Part 2. Program
- Part 3. Leadership
- Part 4. Organization and Management
- Part 5. Human Resources
- Part 6. Financial Resources
- Part 7. Facilities, Technology, and Equipment
- Part 8. Legal Responsibilities
- Part 9. Equity and Access
- Part 10. Campus and External Relations
- Part 11. Diversity
- Part 12. Ethics
- Part 13. Assessment and Evaluation

A rating scale designed for assessment purposes is displayed following the standards and guidelines along with a series of criterion measures to be rated. Making performance judgments by applying the rating scale to individual items (criterion measures) facilitates an initial assessment of the program.

II Self-Assessment Process

CAS self-assessment procedures involve several steps, including:

- A. Establishing the self-study process and review team
- B. Understanding the CAS Standards and Guidelines and the Self-Assessment Guide
- C. Compiling and reviewing documentary evidence
- D. Judging performance
- E. Completing the assessment process

Step A: Establish and Prepare the Self-Assessment Review Team

The first step is to identify an individual to coordinate the self-assessment process. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members, and 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.

As a group, the review team should examine the standards carefully before implementing the study. 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. 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.

Step B: Understanding the CAS Standards and Guidelines

CAS *Standards* represent best practices as formulated by representatives of multiple professional associations concerned with student learning and development in higher education. 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 published in *The CAS Book of Professional Standards for Higher Education 2006* and presented in this SAG are formatted so that standards (i.e., essentials of quality practice) are printed in **bold type**. Guidelines, which complement the standards, are printed in slightly smaller, light-face type. Standards use the auxiliary verbs “**must**” and “**shall**” while guidelines use “should” and “may.”

In this SAG, the CAS Standards and Guidelines, presented in boxed text format, have been translated into multiple criterion measures for rating purposes. Each criterion measure focuses on a particular aspect of the standard. For each of the 13 component parts, there is a series of numbered criterion measures that team members may rate. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly sub-divided to facilitate the rating process.

Step C: Compile 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 routinely to collect and file relevant data that can be used to document program effectiveness over time.

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, organization 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

Having a variety of evidence assists raters to make judgments about the wide range of program expectations articulated in the standards. Whatever is determined appropriate under given circumstances, multiple forms of evidence used should be reviewed and reported in the narrative section of the SAG worksheets. The self-study rating process may identify a need to obtain additional information or documentation before proceeding to lend substance to judgments about a given assessment criterion. Support documentation should be appended and referred to in the final self-assessment report.

Step D: Judging Performance

Assessment criterion measures are used to judge how well areas under review meet CAS Standards. These criterion measures, provided in the *Work Form* section of the SAG, are designed to use a 4-point rating scale. In addition to the numerical rating options, *Not Rated* (NR) and *Not Done* (ND) 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

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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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, a ND rating can be used and the rationale for excluding the practice reflected in the criterion measure presented in the self-study report. The NR response can be used when relevant data are unavailable to support a judgment. When either the ND or the NR ratings are used, an explanatory note should be entered. NR items should generate careful group consideration and follow-up action as appropriate.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS Guidelines or other gauges, into the rating procedures before the self-assessment process begins. Such practice is encouraged and space is provided to incorporate additional criterion measure *yardsticks* for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Step E: Completing the Assessment Process

A two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS Standard is suggested. First, self-assessment team and functional area staff members individually should rate each criterion measure using separate copies of the *CAS Self-Assessment Guide*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

When the individual ratings have been reviewed and translated into a collective rating, the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates considerable 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 concerned 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.

III Rating Examples

Rating Standard Criterion Measures

All CAS Standards, printed in **bold type**, are viewed as being essential to a sound and relevant student support program and include the verbs “**must**” or “**shall**.” Likewise, many standard statements incorporate multiple criteria that, to facilitate more precise judgment, have been subdivided into measurable parts for rating purposes. Consequently, a single standard statement may require several criterion measure statements that allow raters to judge it part by part rather than broadly. This approach often requires multiple judgments concerning a specific standard statement, but facilitates accomplishing

a more precise assessment. Using a “Program” standard as an example, the following illustrates how several criterion measures are used to assess a single standard statement:

Part 2: Program

Programs must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

	ND	1	2	3	4	NR
	Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated
Criterion Measures						Rating Scale
2.1 The program promotes student learning and development that is purposeful and holistic	ND	1	2	3	4	NR
2.2 The program has identified student learning and development outcomes that are relevant to its purpose	ND	1	2	3	4	NR
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes	ND	1	2	3	4	NR

Using Guidelines to Make Judgments about the Program

The CAS Standards are often accompanied by guidelines. Because many guidelines can provide additional evidence of good practice, program leaders may wish to include selected 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 as being in compliance with the standards can benefit especially by using guidelines in this way because guidelines typically call for enhanced program quality. The following “Human Resources” program guidelines rating example illustrates the process.

Part 5. Human Resources

The program must employ qualified professional, technical, and support staff members who have the ability to provide well-maintained facilities, services, and programs that are responsive to student development goals, student input, and student participation inherent in its mission.

Desirable qualities of staff members should include: (a) knowledge of and ability to use management and leadership principles, including the effective management of volunteers; (b) skills in assessment, planning, training, and evaluation; (c) interpersonal skills; (d) technical skills; (e) understanding the program’s mission; (f) commitment to institutional mission; and (g) understanding of and ability to apply student development and learning theories.

	ND	1	2	3	4	NR
	Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated
Criterion Measures						Rating Scale
Guideline 5: Staff members possess knowledge and skills to:						
5a manage volunteers	ND	1	2	3	4	NR
5b train volunteers	ND	1	2	3	4	NR
5c evaluate volunteers	ND	1	2	3	4	NR
5d apply student development theory	ND	1	2	3	4	NR
5e apply learning theories	ND	1	2	3	4	NR

Not all programs under review will incorporate guidelines to be rated as part of its self-study. 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.

IV Formulating an Action Plan

Typically, the assessment process will identify discrepancies between the program and the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur.

To complete the process, a final summary document that (1) explains the mission, purpose, and philosophy of the program; (2) reviews available data; and (3) recommends specific plans for action needs to be prepared. Following is an outline of recommended steps for establishing a comprehensive

plan of action using the CAS self-assessment worksheets. Space is provided in the SAG for recording relevant information.

Step 1. Answer Overview Questions (In the Instrument)

- a. Respond, in writing in the space provided, to the *Overview Questions* (A., B., C., etc.) that immediately follow the rating section of each of the 13 components.
- b. Use answers to the Overview Questions to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings, and for development of the self-study report.

Step 2. Identify Areas of Program Strength (Work Form A)

- a. Identify criterion measure ratings where *excellent* performance or accomplishment (i.e., program exceeds criterion and is viewed as excellent or exemplary) was noted.
- b. identify criterion measures in which performance was found to be *satisfactory or good* (acceptable practice).

Step 3. Identify Areas of Program Weakness (Work Form A)

- a. Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures and/or rating discrepancies among raters of two points or more) were noted.
- b. Identify criterion measures viewed as being *Unsatisfactory* by one or more reviewer.

Step 4. Describe Practices Requiring Follow-up (Work Form A)

- a. Note criterion measure numbers deemed less than satisfactory and describe practice shortcomings that need to be strengthened.

Step 5. Summarize Actions Required for the Program to Meet Standards (Work Form B)

- a. List each criterion measure and/or related practices that the self-study process identified as being "Not Done," "Unsatisfactory," or wherein rater discrepancies were noted. Be specific when noting the rationale for each shortcoming identified.
- b. List *specific actions* identified in the self-study that require implementation
- c. Prioritize the list by importance, need, and achievability of the desired change.

Step 6. Summarize Program Enhancement Actions (Work Form C)

- a. List each specific action identified in the self-study that would enhance and strengthen services.
- b. Establish specific priorities for the action plan.

Step 7. Write Program Action Plan

- 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 dates by which specific actions are to be completed.
- d. Identify responsible parties to complete the action steps.
- e. Set tentative start-up date for initiating a subsequent self-study.

CAS
Self-Assessment Guide
Multicultural Student Programs and Services
 August 2006

Part 1. MISSION

Multicultural Student Programs and Services (MSPS) must promote academic and personal growth of traditionally underserved students, work with the entire campus to create an institutional and community climate of justice, promote access and equity in higher education, and offer programs that educate the campus about diversity.

Multicultural Student Programs and Services (MSPS) must incorporate student learning and student development in its mission. MSPS must enhance overall educational experiences. MSPS must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. MSPS must operate as an integral part of the institution's overall mission.

MSPS must assist the institution in developing shared goals and creating a sense of common community that serves all its constituents fairly and equitably and is marked by:

- **access to academic, social, cultural, recreational and other groups and activities**
- **opportunities for intentional interaction and engagement**
- **integration**

MSPS must encourage the institution to hold units responsible for meeting the needs of traditionally underserved students in their area of responsibility; this includes under-represented or oppressed students, such as students of color, lesbian, gay, bisexual and transgender students, and students with disabilities.

Institutions may have more than one MSPS organization. Each of these MSPS organizations' missions may address the needs of a particular student group or groups. These missions should be complementary. If only one MSPS organization exists, the mission should address the needs of students of the many cultural and oppressed groups.

In addition, MSPS should encourage all units to explicitly include in their mission serving a wide range of underserved students fairly and equitably.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 1. MISSION <i>(Criterion Measures)</i>	Rating Scale
1.1 A program mission and goals statement is in place and is reviewed periodically.	ND 1 2 3 4 NR
1.2 Student learning, development, and educational experiences are incorporated in the mission statement.	ND 1 2 3 4 NR
1.3 The mission is consistent with that of the host institution and the CAS standards.	ND 1 2 3 4 NR

1.4 The program functions as an integral part of the host institution's overall mission.	ND 1 2 <u>3</u> 4 NR
1.5 The program promotes academic and personal growth of underserved students.	ND 1 2 <u>3</u> 4 NR
1.6 The program creates shared goals and a sense of community in the institution.	ND 1 2 <u>3</u> 4 NR
1.7 Each office in the institution is held responsible for meeting the needs of underserved students.	ND 1 2 <u>3</u> 4 NR
1.8 The program promotes justice, access, and equity.	ND 1 2 <u>3</u> 4 NR

Part 1: Mission Overview Questions

A. What is the program mission?

The Office of Multicultural Student Services (MSS) provides direction for Utah State University's commitment to cultural diversity and for the recruitment, retention and development of its Native American, African-American, Asian-American, Pacific Island and Latino students. Our programs provide active outreach to local and Reservation schools and support our enrolled students through programs of academic, leadership and social development.

MSS provides assertive educational outreach and retention programs of academic, leadership and social support for American students of multicultural backgrounds. In partnership with Student Services and Academic Affairs our principal efforts are directed toward the achievement of academic excellence and the development of sensitivity, understanding and appreciation of cultural diversity through increased communication and interaction among minority students, the University, and the community at large.

B. How does the mission embrace student learning and development?

By offering life skills support and courses, facilitating interaction with the community, fostering leadership development, MSS staff-facilitated classroom presentations, sponsoring forums for academic engagement, and encouraging student involvement to shape the social environment on campus.

C. In what ways does the program mission complement the mission of the institution?

The campus strives to be student centered – Multicultural Student Services creates unique opportunities for intercultural engagement, student involvement and social development. MSS sponsors academic lecturers to engage the campus in diversity education. Our ethnic programs (Native American/Latino) annually procure donations to support students and student programming. The program sets realistic goals based on existing resources and exercises strict fiscal responsibility in accordance with university policy. Office staff is ethnically diverse and are compensated competitively based on their qualifications for the geographic region. Strong ties have been established with the Admissions office, Outreach areas, Public Relations, leaders in the Native American community, and the LDS Institute.

Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Multicultural Student Programs and Services (MSPS) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal

relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

MSPS must provide evidence of its impact on the achievement of student learning and development outcomes.

The table below offers examples of evidence of achievement of student learning and development.

Desirable Student Learning and Development Outcomes:	Examples of Achievement
Intellectual Growth	Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for diversity in literature, fine arts, mathematics, sciences, social sciences, and global curiosity
Effective Communication	Writes and speaks coherently and effectively across cultures; Writes and speaks after reflection; Able to influence others through writing, speaking, or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances; Can work in teams in multicultural settings
Enhanced Self-Esteem	Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others
Realistic Self-Appraisal	Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences
Clarified Values	Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work, and lifestyle values and explains how they influence decision-making; Understands how culture influences one's own values
Career Choices	Articulates career choices based on assessment of interests, values, skills, and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service, and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills, and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education; Comprehends the multicultural dimensions in the world of work
Leadership Development	Articulates leadership philosophy or style; Serves in a leadership position in a student organization or community group; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes
Healthy Behavior	Chooses behaviors and environments that promote health and reduce risk; Articulates the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance

	a healthy community
Meaningful Interpersonal Relationships	Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect
Independence	Exhibits self-reliant behaviors; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively, generates ideas, and uses creativity
Collaboration	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills
Social Responsibility	Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service or volunteer activities
Satisfying and Productive Lifestyles	Achieves balance between education, work, and leisure time; Articulates and meets goals for work, leisure, and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual, and moral values; Articulates long-term goals and objectives
Appreciating Diversity	Understands one's own identity and culture; Seeks involvement with people different from oneself and with other cultures; Seeks involvement in diverse interests; Articulates the advantages and challenges of a diverse society; Challenges appropriately the abusive use of stereotypes; Understands the impact of diversity on one's own society; Makes an effort to understand other cultures
Spiritual Awareness	Develops and articulates a personal belief system; Understands roles of spirituality in personal and group values and behaviors
Personal and Educational Goals	Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and educational goals on others

MSPS must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

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

MSPS must provide educational programs and services for all students that focus on awareness of cultural differences, cultural commonalities, privilege, and identity; self-assessment of cultural awareness and possible prejudices; and changing prejudicial, oppressive, and stereotypical attitudes or behavior.

MSPS may support other institutional functional areas such as recruitment, career services, academic advising, counseling, health services, and alumni relations.

MSPS must promote academic success of students by:

- **offering distinctive programs that introduce students to a community network and teach students how to negotiate processes within the institution (e. g., registration, academic advising, financial aid, housing, campus employment)**
- **assisting them to determine and assess their educational goals and academic**

skills

- **providing support services that assist in achieving educational goals and attaining or refining academic skills**
- **informing students of educational opportunities, such as internships, special scholarship opportunities, study abroad programs, research, seminar, and conferences**
- **promoting intellectual, career, social, ethical, and social justice development**
- **networking with staff and faculty members**
- **connecting them to campus networks and groups and organizations**

MSPS should act as a liaison for referrals and interventions with staff and faculty members and administrators on behalf of students when appropriate.

MSPS must promote personal growth of students by:

- **enhancing students' understanding of their own culture, heritage, and identities**
- **enhancing students' understanding of cultures, heritages, and identities other than their own**
- **providing opportunities for students to establish satisfying interpersonal relationships**
- **providing opportunities for interactions, exchange of ideas, and reflection**

MSPS must work to create an engaging climate for students by advocating for the following opportunities and encouraging students take advantage of them:

- **campus and community service including leadership opportunities**
- **practice in leadership including training, education, and development**
- **access to appropriate mentors and role models**
- **shared inter and intra social experiences**

MSPS must work to create a just campus climate by:

- **challenging tacit and overt prejudices or discrimination against students**
- **coordinating efforts to promote multicultural sensitivity and the elimination of prejudicial behaviors**
- **facilitating desired changes with the cooperation of other campus entities**
- **identifying and addressing impediments to the growth and development of full participation of students**

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

MSPS must offer to the campus community programs that increase multicultural awareness, knowledge, and skills by:

- **promoting and enhancing the understanding of a variety of cultures and historical experiences**
- **promoting and enhancing the understanding of privilege, power, and prejudicial and stereotypical assumptions and understanding privilege and power**
- **promoting and enhancing identity development**
- **teaching skills on how to combat racism, homophobia, sexism, and other forms of discrimination**
- **complementing the academic curricula**

MSPS must serve as a resource for multicultural training, education, and development.

Educational programs may be provided in collaboration with efforts by academic and student affairs units, and other program support services. Staff members in MSPS should coordinate their efforts with academic, student affairs units, and other support services. Various dimensions of students' cultures, such as history, philosophy, world view, literature, and various forms of communication and artistic expression should be explored. Human relations programs should be designed to assist faculty members, staff members, and students in developing more tolerance, understanding, and ability to relate to others around issues of privilege; age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Activities that attempt to promote students' development should be based upon assessments and should reflect unique dimensions of the multicultural student experience.

MSPS must assist students across the range of their experiences at the institution.

These areas may include:

- monitoring scholastic progress of groups and individual students and recommending strategies for improvement
- providing workshops, programs, retreats, and seminars on relevant topics and encouraging attendance at activities and services sponsored by other campus offices
- encouraging student attendance at conferences, meetings, and programs
- advising student organizations that advance the equality and interests of specific groups (e. g., Black/African American students, Asian/Pacific Islander students, Latino/a students, Native students, LGBT students, and allies), editorial staffs of multicultural publications, fraternal groups, pre-professional clubs, and program councils
- providing assistance and advice in planning multicultural student celebrations (e.g., Black/African American History Month, Kwanzaa, Stonewall Anniversary, Day of Silence, Take Back the Night, Transgender Day of Remembrance)
- assisting multicultural student groups or individuals in identifying and gaining access, where appropriate, to institutional services such as printing, bulk mailing, and computer services
- providing a directory of multicultural faculty and staff members
- providing a directory of faculty and staff who have agreed to provide mentoring and assistance
- publishing a newsletter, website, or other means of focusing on current events, leadership opportunities, and other relevant information

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 2. PROGRAM <i>(Criterion Measures)</i>	Rating Scale
2.1 The program promotes student learning and development that is purposeful and holistic.	ND 1 2 3 4 NR
2.2 The program has identified student learning and development outcomes that are relevant to its purpose	ND 1 2 3 4 NR
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.	ND 1 2 3 4 NR
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked	
<i>List student learning and/or developmental outcomes in spaces provided</i>	
2.4.1 <input type="checkbox"/> Intellectual Growth	
<u>Participation with MHR 1160and 2160, Tutoring and Advising assistance, pre-</u>	

<p>priority registration. Semester end evaluation, eligibility for leadership participation, accessing registration.</p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.2 <input type="checkbox"/> Effective Communication <u>Staff: MHR 1160 content, email communication, advising: Students: leadership opportunities, in-class and on-campus presentations, committees/councils</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.3 <input type="checkbox"/> Enhanced Self-Esteem <u>MHR 1160 content, Leadership/club participation, mentoring program</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.4 <input checked="" type="checkbox"/> Realistic Self-Appraisal <u>Leadership retreats/workshops, MHR 1160 and 2160</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.5 <input checked="" type="checkbox"/> Clarified Values <u>Limited focus in MHR 1160 and 2160, also explored in advising role w/ students</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.6 <input checked="" type="checkbox"/> Career Choices <u>Limited focus – MHR 1160, options sent via email list, and advising role assist in this area</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.7 <input type="checkbox"/> Leadership Development <u>Extensive focus on leadership development</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.8 <input type="checkbox"/> Healthy Behavior</p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.9 <input type="checkbox"/> Meaningful Interpersonal Relationships <u>Concern raised about separate space used for Native American students, Creating a shared identity among all our student populations</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.10 <input type="checkbox"/> Independence</p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.11 <input type="checkbox"/> Collaboration</p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.12 <input type="checkbox"/> Social Responsibility</p>	<p>ND 1 2 3 4 NR</p>

2.4.13 <input type="checkbox"/> Satisfying and Productive Lifestyle	ND 1 2 3 <u>4</u> NR
2.4.14 <input type="checkbox"/> Appreciate Diversity	ND 1 2 3 <u>4</u> NR
2.4.15 <input type="checkbox"/> Spiritual Awareness	ND 1 <u>2</u> 3 4 NR
2.4.16 <input type="checkbox"/> Personal and Educational Goals	ND 1 2 <u>3</u> 4 NR
2.5 Program offerings are intentional, coherent and based on theories of learning and human development	ND 1 2 <u>3</u> 4 NR
2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities	ND 1 2 <u>3</u> 4 NR
2.7 Program offerings focus on:	
2.7a the awareness of cultural differences, cultural commonalities, privilege, and identity	ND 1 2 <u>3</u> 4 NR
2.7b self-assessment of cultural awareness	ND 1 <u>2</u> 3 4 NR
2.7c changing attitudes and behavior	ND 1 2 <u>3</u> 4 NR
2.8 Program offerings promote academic success by:	ND 1 2 <u>3</u> 4 NR
2.8a introducing community networking and negotiation of processes	ND 1 2 3 4 NR
2.8b assists students in formulating educational goals	ND 1 <u>2</u> 3 4 NR
2.8c supporting academic skills development	ND 1 2 3 <u>4</u> NR
2.8d informing students of the broad range of opportunities in the institution	ND 1 2 <u>3</u> 4 NR
2.8e providing networking with faculty members and staff	ND 1 2 <u>3</u> 4 NR
2.8f connecting students with campus groups	ND 1 2 <u>3</u> 4 NR
2.9 Program offerings promote personal student growth by:	ND 1 2 <u>3</u> 4 NR
2.9a enhancing the understanding of one's own culture	
2.9b enhancing understanding of other cultures	ND 1 2 <u>3</u> 4 NR
2.9c providing students with the opportunity to establish interpersonal relationships	ND 1 2 <u>3</u> 4 NR
2.9d providing for broad based communication	ND 1 2 <u>3</u> 4 NR
2.9e providing for broad based communication	ND 1 <u>2</u> 3 4 NR
2.10 Program promotes leadership development of students.	ND 1 2 3 <u>4</u> NR
2.11 Program works to create a just campus climate by addressing impediments to the growth and participation of students.	ND 1 <u>2</u> 3 4 NR

2.12 Staff members work to help make the institution free of practices and policies that have prejudicial effects.	ND 1 2 <u>3</u> 4 NR
2.13 The program increases multicultural awareness and knowledge by:	ND 1 2 3 <u>4</u> NR
2.13a enhancing the understanding of a variety of cultures	
2.13b promoting the understanding of privilege and power	ND 1 <u>2</u> 3 4 NR
2.13c teaching how to combat discrimination	ND 1 <u>2</u> 3 4 NR
2.13d promoting identity development	ND 1 2 <u>3</u> 4 NR
2.14 The program serves as a resource for multicultural education.	ND 1 2 <u>3</u> 4 NR
2.15 The program assists students across their range of development and experiences.	ND 1 2 <u>3</u> 4 NR

Part 2: Program Overview Questions

A. What are the primary elements of the program?

Retention, outreach, advising, student development, networking with other departments, advocacy, involvement in campus environment, community participation, campus/community education.

B. What evidence exists that confirms the program contributes to student learning and development?

Event attendance #'s, academic course rosters, # of students participating/organizing a range of program events

C. What evidence is available to confirm program goals' achievement?

Minority retention numbers and graduation rates, program evaluations

Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Multicultural Student Programs and Services (MSPS) leaders within the administrative structure to accomplish stated missions. MSPS leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

Leaders of MSPS must exercise authority over resources for which they are responsible to achieve their respective missions.

MSPS leaders must:

- articulate a vision for their organization
- set goals and objectives based on the needs and capabilities of the populations served
- promote student learning and development
- prescribe and practice ethical behavior
- recruit, select, supervise, and develop others in the organization
- manage financial resources
- coordinate human resources
- plan, budget for, and evaluate personnel and programs
- apply effective practices to educational and administrative processes

- **communicate effectively**
- **initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the MSPS.**

MSPS leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

MSPS leaders must promote campus environments that result in multiple opportunities for student learning and development.

MSPS leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

MSPS leaders must base their work on models and approaches that are theory-based and data driven.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 3. LEADERSHIP <i>(Criterion Measures)</i>	Rating Scales					
3.1 The host institution has selected, positioned, and empowered a program leader.	ND	1	2	3	<u>4</u>	NR
3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.	ND	1	2	3	<u>4</u>	NR
3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.	ND	1	2	3	<u>4</u>	NR
3.4 Clearly defined leader accountability expectations are in place.	ND	1	2	3	<u>4</u>	NR
3.5 Leader performance is fairly assessed on a regular basis.	ND	1	2	3	<u>4</u>	NR
3.6 The leader exercises authority over program resources and uses them effectively.	ND	1	2	3	<u>4</u>	NR
3.7 The program leader:	ND	1	2	3	<u>4</u>	NR
3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served	ND	1	2	<u>3</u>	4	NR
3.7b prescribes and practices appropriate ethical behavior	ND	1	2	3	<u>4</u>	NR
3.7c recruits, selects, supervises, instructs, and coordinates staff members	ND	1	2	3	<u>4</u>	NR
3.7d manages fiscal, physical, and human resources effectively	ND	1	2	3	<u>4</u>	NR
3.7e applies effective practices to educational and administrative processes	ND	1	2	3	<u>4</u>	NR
3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.	ND	1	2	3	<u>4</u>	NR
3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.	ND	1	2	<u>3</u>	4	NR
3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.	ND	1	2	<u>3</u>	4	NR
3.11 The leader strives to improve the program in response to evolving student	ND	1	2	3	<u>4</u>	NR

needs and institutional priorities.	
3.12 Leaders base their work on theory-based and data driven models.	ND 1 2 3 <u>4</u> NR
	ND 1 2 3 <u>4</u> NR

Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

B. In what ways are program leaders positioned and empowered to accomplish the program mission?

C. How are program leaders accountable for their performance?

D. What leadership practices best describe program leaders?

Part 4: ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, Multicultural Student Programs and Services (MSPS) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. MSPS must provide channels within the organization for regular review of administrative policies and procedures.

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

Wherever located MSPS should collaborate and form close alliances with student affairs.

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

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 4. ORGANIZATION AND ADMINISTRATION <i>(Criterion Measures)</i>	Rating Scale
4.1 The program is structured purposefully and managed effectively.	ND 1 2 <u>3</u> 4 NR
4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.	ND 1 2 <u>3</u> 4 NR
4.3 Effective management practice exists that includes access to and use of relevant	

data, clear channels of authority, and viable communications, accountability, and evaluation systems.	ND 1 2 3 4 NR
4.4 Channels are in place for regular review of administrative policies and procedures.	ND 1 2 3 4 NR

Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

All staff report to program director, regular staff and supervision meetings are held which serve to define priorities and program direction.

B. What protocols or processes are in place to insure effective management of the program?

Director meets regularly with VP for Student Services Office
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Part 5: HUMAN RESOURCES

Multicultural Student Programs and Services (MSPS) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, MSPS must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. MSPS must strive to improve the professional competence and skills of all personnel it employs.

Professional Staff

Professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Professional staff members must possess the requisite multicultural knowledge, awareness, and skills.

Professional staff should possess the awareness that cultural differences are valuable. Professional staff should value the significance of their own cultural heritage and understand that of different cultures. They should have insight into the interpersonal process of how one’s own behavior impacts others. They should be aware of when change is necessary for the realization of a positive and just campus.

Professional staff must have knowledge about identity development and the intersections of various aspects of diversity (i.e., race and class, race and gender, race and sexual orientation) on identity development and the acculturation process. Professional staff must know how various groups experience the campus and what institutional and societal barriers limit their access and their success. Professional staff must know how culture affects verbal and non-verbal communication. Professional staff must be knowledgeable about research and practice in areas appropriate to their programming with students.

Professional staff must be skilled in identifying cultural issues and assessing their impact. Professional staff must be able to develop empathetic and trusting relationships with students. Professional staff must recognize individual, cultural, and universal similarities. Professional staff must be able to make culturally appropriate interventions to seek to optimize learning experiences for students. Professional staff must demonstrate respect for cultural values.

The professional staff of MSPS should reflect the various student cultures involved in MSPS.

In addition to professional staff being knowledgeable in their areas of responsibility, they should be knowledgeable about career planning and development, health promotion, group facilitation, leadership training and development, workshop design, social-interpersonal development, individual and group counseling, and campus resources.

Professional staff should complete specific coursework in organizational development, counseling theory and practice, identity development theory, group dynamics, leadership development, human development, and research and assessment.

Professional staff must have a personal commitment to justice and social change.

Graduate Students and Interns

Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

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

Students

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Student employees and volunteers from multicultural groups should be utilized.

Student employees must be assigned responsibilities that are within their scope of competence.

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

Support Staff

MSPS must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

All Staff

Salary levels and fringe benefits for all MSPS staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

MSPS staff members must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff

to provide readily identifiable role models for students and to enrich the campus community.

MSPS staff members must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

MSPS staff members must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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PART 5. HUMAN RESOURCES <i>(Criterion Measures)</i>	Rating Scale
5.1 The program is staffed adequately with personnel qualified to accomplish its mission.	ND 1 2 3 <u>4</u> NR
5.2 Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.	ND 1 2 3 <u>4</u> NR
5.3 The program strives to improve the professional competence and skills of all staff members.	ND 1 2 <u>3</u> 4 NR
5.4 Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.	ND 1 2 3 <u>4</u> NR
5.5 Professional staff members possess the necessary multicultural knowledge and skills to carry out the responsibilities.	ND 1 2 3 <u>4</u> NR
5.6 Professional staff members have knowledge about identity development.	ND 1 2 <u>3</u> 4 NR
5.7 Professional staff members know how various cultures experience the campus community.	ND 1 2 <u>3</u> 4 NR
5.8 Professional staff members are skilled in assessing the cultural impact on student performance.	ND 1 2 <u>3</u> 4 NR
5.9 Professional staff members have trusting relationships with students and demonstrate respect for cultural values.	ND 1 2 3 <u>4</u> NR
5.10 Professional staff members carry a personal commitment to justice and social change.	ND 1 2 3 <u>4</u> NR
5.11 Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.	ND 1 2 <u>3</u> 4 NR
5.12 Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.	ND 1 2 3 <u>4</u> NR
5.13 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.	ND 1 2 <u>3</u> 4 NR
5.14 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.	ND 1 2 3 <u>4</u> NR

5.15 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.	ND 1 2 3 <u>4</u> NR
5.16 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.	ND 1 2 3 <u>4</u> NR
5.17 Hiring and promotion practices are fair, inclusive, and non-discriminatory.	ND 1 2 3 <u>4</u> NR
5.18 A diverse program staff is in place that provides readily identifiable role models for students.	ND 1 2 3 <u>4</u> NR
5.19 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.	ND 1 2 3 <u>4</u> NR
5.20 The program has a system for regular staff evaluation.	ND 1 2 3 <u>4</u> NR
5.21 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.	ND 1 2 3 <u>4</u> NR

Part 5: Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

Work to retain qualified staff, ensure workload and compensation are realistic.

B. In what ways are staff members' qualifications insured and their performance judged?

Relevant degrees required based on program area. Semi-monthly meetings/annual P.E.

C. In what ways does the program train, supervise, and evaluate staff members?

Annual division wide training, hands on training of new employees, annual P.E.

Part 6: FINANCIAL RESOURCES

Multicultural Student Programs and Services (MSPS) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives, and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

MSPS must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

As programs grow and student diversity increases, institutions should increase financial support.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 6. FINANCIAL RESOURCES <i>(Criterion Measures)</i>	Rating Scale
6.1 The program has adequate funding to accomplish its mission and goals.	ND 1 2 <u>3</u> 4 NR
6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.	ND 1 2 <u>3</u> 4 NR
6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.	ND 1 2 <u>3</u> 4 NR

Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

State appropriated dollars, Student fee based funding, annual initiative process, fundraisers/donations

B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?

Spreadsheets/documentation of expenditures, annual reports based on type of funding.

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

Multicultural Student Programs and Services (MSPS) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

Adequate space should be provided for a resource library, private individual consultations, group workshops, and work areas for support staff. Many of the activities offered by MSPS require the same level of privacy as individual and group counseling.

Wherever it is located, MSPS should provide a safe haven for students. In addition, MSPS should provide a place for all students to learn to become more multi-culturally competent.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (<i>Criterion Measures</i>)	Rating Scale
7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.	ND 1 2 3 <u>4</u> NR
7.2 Program facilities, technology, and equipment are evaluated regularly.	ND 1 2 3 <u>4</u> NR
7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.	ND 1 2 3 <u>4</u> NR

Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

Program staff regularly have opportunity to evaluate program or area needs, student employed to provide technological assistance ensures compliance with technology legal issues, regular fire drills / evacuation plan.

B. What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

Part 8: LEGAL RESPONSIBILITIES

Multicultural Student Programs and Services (MSPS) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. MSPS staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution’s policies.

MSPS staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for MSPS staff members as needed to carry out assigned responsibilities.

The institution must inform MSPS staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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PART 8. LEGAL RESPONSIBILITIES <i>(Criterion Measures)</i>	Rating Scale
8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.	ND 1 2 <u>3</u> 4 NR
8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.	ND 1 2 <u>3</u> 4 NR
8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.	ND 1 2 <u>3</u> 4 NR
8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.	ND 1 2 <u>3</u> 4 NR
8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.	ND 1 2 3 <u>4</u> NR
8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.	ND 1 2 <u>3</u> 4 NR

Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

Risk management issues with events, FERPA, counseling/advising liability

B. How are staff members instructed, advised, or assisted with legal concerns?

Access to campus attorney/risk management officials, supervision meetings, campus police, other.

Part 9: EQUITY and ACCESS

Multicultural Student Programs and Services (MSPS) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs, and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and members of campus. MSPS must adhere to the spirit and intent of equal opportunity laws.

The program must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Consistent with their mission and goals, MSPS must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 9. EQUITY AND ACCESS <i>(Criterion Measures)</i>	Rating Scale
9.1 All programs and services are provided on a fair and equitable basis.	ND 1 2 <u>3</u> 4 NR
9.2 All program facilities and services are accessible to prospective users.	ND 1 2 <u>3</u> 4 NR
9.3 Program operations and delivery are responsive to the needs of all students and other users.	ND 1 2 <u>3</u> 4 NR
9.4 All services adhere to the spirit and intent of equal opportunity laws.	ND 1 2 <u>3</u> 4 NR
9.5 Program policies and practices do not discriminate against any potential users.	ND 1 2 <u>3</u> 4 NR
9.6 The program acts to remedy imbalances in student participation and staffing.	ND 1 2 <u>3</u> 4 NR
9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.	ND 1 2 3 4 <u>NR</u>

Part 9: Equity and Access Overview Questions

A. How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

Program mission deals with improving equity and promoting representation in campus environment.

B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

Program staff are hired based on ability to work with diverse populations, which encourages a diverse staff.

Part 10: CAMPUS and EXTERNAL RELATIONS

Multicultural Student Programs and Services (MSPS) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

MSPS must coordinate, or where appropriate, collaborate with staff and faculty members and other staff in providing services and programs to meet the needs of multicultural students.

MSPS must identify and address retention issues of underserved population and advocate for the creation of welcoming surrounding community.

This could include MSPS involvement in community collaborations and coalitions that confront racism, sexism, and homophobia. Community services necessities should be available for all students.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 10. CAMPUS and EXTERNAL RELATIONS (<i>Criterion Measures</i>)	Rating Scale
10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.	ND 1 2 <u>3</u> 4 NR
10.2 The program coordinates and collaborates with faculty members and staff across the institution.	ND 1 2 <u>3</u> 4 NR
10.3 The program works to increase the retention of the underserved population.	ND 1 2 3 <u>4</u> NR

Part 10: Campus and External Relations Overview Questions

A. With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?

Admissions, Financial Aid, Student Government, Outreach, SSS, Counseling, ARC, Advising, et. Al.

B. What evidence confirms effective relationships with program constituents?

Collaborative program efforts.

Part 11: DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Multicultural Student Programs and Services (MSPS) must nurture environments where commonalties and differences among people are recognized and honored.

MSPS must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others. MSPS must educate and promote respect about commonalties and differences in their historical and cultural contexts.

MSPS must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 11. DIVERSITY (<i>Criterion Measures</i>)	Rating Scale
11.1 The program nurtures environments wherein commonalties and differences among people are recognized and honored.	ND 1 2 <u>3</u> 4 NR
11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.	ND 1 2 <u>3</u> 4 NR
11.3 The program promotes respect for commonalties and differences in historical and cultural contexts.	ND 1 2 <u>3</u> 4 NR
11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	ND 1 2 <u>3</u> 4 NR

Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

Social environment, education, outreach (community)

B. How does the program serve the needs of diverse populations?

Strives to improve minority graduation rates, promote academic success of diverse students, enhance campus climate.

Part 12: ETHICS

All persons involved in the delivery of Multicultural Student Programs and Services (MSPS) must adhere to the highest principles of ethical behavior. MSPS must develop or adopt and implement appropriate statements of ethical practice. MSPS must publish these statements and ensure their periodic review by relevant constituencies.

MSPS staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All MSPS staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

MSPS staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

MSPS staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all MSPS staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

MSPS staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

MSPS staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

MSPS staff members must be knowledgeable about and practice ethical behavior in the use of technology.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 12. ETHICS (<i>Criterion Measures</i>)		Rating Scale
12.1	All program staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.	ND 1 2 <u>3</u> 4 NR
12.2	The program has a written statement of ethical practice that is reviewed periodically.	ND 1 2 <u>3</u> 4 NR
12.3	Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.	ND 1 2 <u>3</u> 4 NR
12.4	Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.	ND 1 2 <u>3</u> 4 NR
12.5	Information judged to be of an emergency nature when an individual's safety or that of others involved is disclosed to appropriate authorities.	ND 1 2 <u>3</u> 4 NR
12.6	All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.	ND 1 2 3 <u>4</u> NR
12.7	Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.	ND 1 2 <u>3</u> 4 NR
12.8	Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.	ND 1 2 3 <u>4</u> NR
12.9	Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.	ND 1 2 3 <u>4</u> NR
12.10	All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.	ND 1 2 3 <u>4</u> NR
12.11	Staff members confront and otherwise hold accountable others who exhibit unethical behavior.	ND 1 2 <u>3</u> 4 NR
12.12	Staff members practice ethical behavior in the use of technology.	ND 1 2 3 4 NR

Part 12: Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

Program mission statement, individual codes of ethics based on respective educational backgrounds

B. What is the program's strategy for managing student and staff member confidentiality issues?

Staff are briefed in FERPA issues, most also has additional advising training which includes such content

C. How are ethical dilemmas and conflicts of interest managed?

Consultation with supervisor.

D. In what ways are staff members informed and supervised regarding ethical conduct?

Self assessment and inquiry.

Part 13: ASSESSMENT and EVALUATION

Multicultural Student Programs and Services (MSPS) must conduct regular assessment and evaluations. MSPS must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

Assessments may involve many methods. Survey instruments, interviews, behavioral observations, or some combination of these methods may be appropriate in a given institution.

General evaluation of the multicultural student programs and services must be conducted on a regularly scheduled basis. MSPS must solicit evaluative data from current multicultural students.

MSPS should solicit evaluative and developmental data from alumni.

Assessments must be conducted in a manner to assure an effective response.

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

MSPS must evaluate periodically how well they complement and enhance the institution’s stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

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

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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PART 13. ASSESSMENT AND EVALUATION <i>(Criterion Measures)</i>	Rating Scale
13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.	ND 1 <u>2</u> 3 4 NR
13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.	ND 1 <u>2</u> 3 4 NR
13.3 The program evaluates periodically how well it complements and enhances the institution’s stated mission and educational effectiveness.	ND 1 2 <u>3</u> 4 NR
13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.	ND 1 2 <u>3</u> 4 NR
13.5 Current students are involved in the regular assessment processes.	ND 1 <u>2</u> 3 4 NR
13.6 Underserved populations are consulted with before conducting assessment activities.	ND 1 2 <u>3</u> 4 NR

Part 13: Assessment and Evaluation Overview Questions

A. What is the grand assessment strategy for the program?

Qualitative assessment taking place. Greater emphasis needs to be put into quantitative methods.

B. How are tangible, measurable outcomes determined to ensure program mission and goal achievement?

Program direction and staff focus driven by some outcome measures.

C. How are student learning and development outcomes determined to ensure their level of achievement?

Surveys, tracking (office visitation) reports, regular interviewing of students, level of participation in academic courses and leadership. Graduation numbers as compared to majority students.

CAS

Multicultural Student Programs and Services

Work Form A

Assessment, Ratings, and Significant Items

INSTRUCTIONS:

This work form should be completed following individual ratings of the participants. For each of the 13 Parts, identify (**circle**) the criterion measure item number(s) in the column labeled for which there is a substantial rating discrepancy (two or more ratings apart). Items not circled should reflect consensus among judges that practice in that area is satisfactory. Items where judgment variance occurs need to be discussed thoroughly by team members. Follow this action by determining which practices (criterion measures) can be designated as “excellent” or “unsatisfactory” and record them in the *Step One* column. In *Step Two*, list the items requiring follow-up action including any criterion measure rated as being unsatisfactory by any reviewer.

						Step One	
Part	Items					Excellent	Unsatisfactory
1. Mission	1.1 1.6	1.2 1.7	1.3 1.8	1.4	1.5		
2. Program	2.1 2.4.3 2.4.8 2.4.13 2.6 2.8d 2.9c 2.13a 2.15	2.2 2.4.4 2.4.9 2.4.14 2.7 2.8e 2.9d 2.13b	2.3 2.4.5 2.4.10 2.4.15 2.8a 2.8f 2.10 2.13c	2.4.1 2.4.6 2.4.11 2.4.16 2.8b 2.9a 2.11 2.13d	2.4.2 2.4.7 2.4.12 2.5 2.8c 2.9b 2.12 2.14		2.4.5 2.4.15 2.13.b,c
3. Leadership	3.1 3.6 3.7e 3.12	3.2 3.7a 3.8	3.3 3.7b 3.9	3.4 3.7c 3.10	3.5 3.7d 3.11		
4. Organization & Management	4.1	4.2	4.3	4.4			
5. Human Resources	5.1 5.6 5.11 5.16 5.21	5.2 5.7 5.12 5.17	5.3 5.8 5.13 5.18	5.4 5.9 5.14 5.19	5.5 5.10 5.15 5.20		
6. Financial Resources	6.1	6.2	6.3				
7. Facilities, Technology, & Equipment	7.1	7.2	7.3				

8. Legal Responsibilities	8.1 8.6	8.2	8.3	8.4	8.5		
9. Equity and Access	9.1 9.6	9.2 9.7	9.3	9.4	9.5		
10. Campus and External Relations	10.1	10.2	10.3				
11. Diversity	11.1	11.2	11.3	11.4			
12. Ethics	12.1 12.6 12.11	12.2 12.7	12.3 12.8	12.4 12.9	12.5 12.10		
13. Assessment & Evaluation	13.1 13.6	13.2	13.3	13.4	13.5		13.1 13.2

Step Two: List item number(s) for each Part determined to merit follow-up and describe the practice weaknesses that require attention

1. Clarification of values – 2.4.5 (Critical discussion lacking – discussion surrounding values has been minimal. This is partially due to using discretion with mixed religions in our student population and the cultural influence of predominant values in the area)
2. Spirituality - 2.4.15 (As part of balanced living) See item # 1 above.
3. Power/privilege 2.13b - discussion is limited, addressed indirectly as per culture.
4. Combating discrimination 2.13c – discussion is limited, addressed indirectly
5. 13.7 - The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met. / The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.

CAS

Multicultural Student Programs and Services

Work Form C Summary Action Plan

Step Four:

This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required.

Part 1: Mission

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Part 2: Program

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Part 3: Leadership

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Part 4: Organization and Management

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Part 5: Human Resources

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Part 6: Financial Resources

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Part 7: Facilities, Technology, and Equipment

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Part 8. Legal Responsibilities

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Part 9: Equity and Access

--

Part 10: Campus and External Relationships

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Part 11: Diversity

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Part 12: Ethics

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Part 13: Assessment and Evaluation

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