



Council for the
Advancement of
Standards in Higher Education

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Higher Education

**International Student
Programs and Services**

Final Report

Presented By:

Joseph Ng

Intl Student Programs Supervisor, PDSO

December 14, 2023

**CAS Program Review and Self-Assessment
Final Report**

Executive Summary of Review Process

On November 5, 2020 the Self-Assessment process developed by the Council for the Advancement of Standards in Higher Education (CAS) organization was introduced to the Student Services Planning and Budget Team (SSPBT). Subsequent to the November 5th meeting, SSPBT approved the CAS standards for use as a replacement of the previous comprehensive program review. The CAS self-assessment guides (SAG) were chosen by each team leader as the appropriate tool to assess the programs /function within each department. The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of each Program and to plan for improvement opportunities within the De Anza College Student Services Division.

The CAS Standards and Guidelines consist of twelve Parts used for the review of each program/service area:

- Part 1: Mission
- Part 2: Program and Services
- Part 3: Student Learning, Development, and Success
- Part 4: Assessment
- Part 5: Access, Equity, Diversity, and Inclusion
- Part 6: Leadership, Management, and Supervision
- Part 7: Human Resources
- Part 8: Collaboration and Communication
- Part 9: Ethics, Law and Policy
- Part 10: Financial Resources
- Part 11: Technology
- Part 12: Facilities and Infrastructure

The review team for (Department Name) consisted of (blank) members. Members were recommended by the Student Development office.

Team Member Name

Allison Largent

Team Member Title

International Student Service Specialist, Sr.
(International Student Advisor, DSO)

All CAS review team members were given training for the CAS review and provided with an Office365 Folder consisting of the following:

- A list of recommended documents to be gathered as evidence as a part of the self-assessment process.
- An electronic folder containing subfolders for storing evidence for each of the twelve parts.
- A copy of the Self-Assessment Guides (SAG) for the program/service area being assessed.
- A copy of the functional area guide which clearly outlines the components for each part of the standards.

During the team meetings, the CAS Committee team organized discussion around pre-identified rating discrepancies, open-ended questions as evidenced at the end of each section, and any other issues the Committee felt needed further discussion. Strengths, opportunities for growth, and action steps were also identified at each meeting for each section.

The following rating scale was used during the assessment.

CAS Raters Definitions

- DNA - Does not apply
- IE – Insufficient Evidence/Unable to rate
- 0 – Does not meet
- 1 - Partially Met
- 2 - Meets
- 3 - Exceeds

Summary of Initial Findings

Conclusions:

ISP attempts to provide comprehensive services to international students. Services include academic counseling, immigration advising, international admissions, health insurance, special events, and orientation program.

Meaningful limitations to completion of the program review:

Time! ISP is constantly monitoring changes in immigration regulations as well as current global trends. Since the Pandemic Shutdown in March 2020, we have converted the entire operation to a paperless and virtual environment. We are still fine-tuning our operations while assisting returning and new students in navigating all of the unknowns caused by the pandemic.

Summaries

The following pages represent the Review Committee's collective responses and serves as the initial report.

Overall Section Average Scores

Section 1: Mission (3)

Section 2: Program and Services (2)

Section 3: Student Learning, Development, and Success (2)

Section 4: Assessment (1)

Section 5: Access, Equity, Diversity, and Inclusion (2)

Section 6: Leadership, Management, and Supervision (3)

Section 7: Human Resources (1)

Section 8: Collaboration and Communication (1)

Section 9: Ethics, Law and Policy (3)

Section 10: Financial Resources (DNA)

Section 11: Technology (2)

Section 12: Facilities and Infrastructure (DNA)

Section 1: Mission

CAS Section 1 Purpose Summary

The mission of International Student Programs and Services (ISPS) must be to provide advising and support necessary for international students to achieve their educational goals. ISPS must ensure institutional compliance with governmental immigration regulations.

Section 1 Committee Summary – Average rating (3)

International Student Programs (ISP) serves as the office overseeing all aspects of international student programs, services, and exchanges at De Anza College. Its mission is to nurture a lifelong global perspective and provide a user-friendly environment to international students so to ensure a rewarding educational and personal experience at this college. ISP plays a key role in increasing De Anza's visibility around the world and serves as a resource to the campus community on information and resources concerning international education and activities.

Achievements

- Provide full support services, from admissions to academic counseling, to a new population of global students who will study solely online from outside the U.S.
- Provide full support services, from admissions to immigration and academic counseling, for "Global to F-1" students who begin their studies online from outside the U.S. but eventually move to the U.S. to complete their educational objective.
- Successfully recertified Form I-17 (Petition for Approval of School for Attendance by a Nonimmigrant Student) to host F-1 visa international students.

Opportunities for Growth

Continue expanding and improving the online international student application and communication software – SLATE. Working closely with the district international team and Foothill ISP team to align our admission process, immigration advising, and communication including social media outlets.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 2: Program and Services

CAS Section 2 Purpose Summary

ISPS must provide relevant information, services, and resources consistent with its mission and goals.

Section 2 Committee Summary – Average rating (2)

The ISP team has a strong sense of cooperation and prioritizes the needs of the students when arranging and coordinating services. One-Stop Shop: ISP provides a one-stop shop to international students. The ISP team ensures that students receive comprehensive services. Students begin and end with ISP. Appointments and drop-in hours are available both online and in-person for academic counseling, immigration advising, health insurance and international admission. Furthermore, ISP offers a variety of workshops throughout each quarter.

Achievements

- The mandatory orientation program for new ISP students is provided fully online
- Hired an additional counselor who will be serving ISP students.
- Established an ISP Emergency Funds process via Adobe Sign Student Forms.
- Established a process of wrap-around support and services to the students in crisis. (i.e.: Myanmar, Kazakhstan, Ukraine, and Russia)
- Added in-person support services and workshops.
- Revamped social events from virtual to in-person format. (i.e.: International Student Welcome Day, Halloween Celebration, etc.)

Opportunities for Growth

Many international students lack cross-cultural experiences. Some students are unsure of how to handle certain situations or collaborate with professors. International students, like other minorities who have been identified as being disproportionately impacted in academic settings, face marginalization and isolation. International students, on the other hand, do not "fit" into the student equity framework. This challenge provides an opportunity to investigate alternative methods of disseminating information about international students.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 3: Student Learning, Development, and Success

CAS Section 3 Purpose Summary

International Student Programs and Services (ISPS) must contribute to students' formal education, which includes both curricular and co-curricular experiences. ISPS must contribute to students' progression and timely completion of educational goals. ISPS must help students and designated clients prepare for their careers and meaningful contributions to society. ISPS must work with the institution to identify relevant and desirable student success outcomes. ISPS must identify relevant and desirable student learning and development outcomes. ISPS must implement strategies and tactics to achieve these outcomes.

Section 3 Committee Summary – Average rating (2)

Three full-time International Student Counselors are housed in the International Student Programs. To serve students effectively, students are divided by three groups based on last name (A-J, K-Q and R-Z) for support and services. Counselors not only provide the complete range of services required by the college and counseling division, but also additional cross-cultural and F-1 student-specific counseling services. Aside from F-1 SEVIS (federal government) norms and regulations, other staff members offer guidance on overseas admissions, housing, health insurance, and other topics. The counselors and the entire ISP collaborate extensively to keep changes in many areas up to date. Additionally, the ISP's website is regularly updated, and weekly announcements are emailed to students via the International Student Listserv.

Achievements

- Established Counseling 5 classes (hybrid) tailoring to F-1 international students in every quarter since Fall 2020 for fulfilling SEVP COVID-19 guidance.
- Established CANVAS modules for pre-arrival information, orientation highlights etc.
- Established virtual pre-registration and assessment workshops via Zoom.
- ISP Directory Guide: <https://deanza.edu/international/documents/ISP%20Contact%20List.pdf>
- ISP Announcements Page: <https://deanza.edu/international/announcements/index.html>

Opportunities for Growth

Despite not being an educational unit, ISP is crucial in assisting students' learning. The annual International Student Transfer Fair, for instance, as well as different workshops on transfers, study techniques, personal statements, etc. are all organized by ISP. In order to meet the demands of the students, more topics will be covered in both live and online settings. With the third full-time counselor added to the programs, more opportunities for growth in terms of student well-being and ability to complete educational goal.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 4: Assessment

CAS Section 4 Purpose Summary

International Student Programs and Services (ISPS) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives. ISPS must design assessment plans that incorporate an ongoing cycle of assessment activities. ISPS must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Section 4 Committee Summary – Average rating (1)

Each quarter, reports from Argos and Sunapsis are produced for academic progress and full-time enrollment (minimum 12 units) compliance with immigration status requirements. At-risk students at ISP are contacted by international student counselors and international student advisors (Immigration Advisors).

Achievements

ISP offers a wide range of online and in-person workshops tailored specifically to the requirements of international students:

- International student counselors provide academic/personal counseling, study strategies, university application workshops.
- Immigration Advisors provide F-1 status compliance workshops.

Opportunities for Growth

- Conduct online survey, focus groups, and install physical suggestion box for student real-time feedback to the services provided.
- Redesign the F-1 Student Exit Form to a fully automated version for easy data collection and retention purposes.
- Automate and improve the office sign-in procedures by utilizing SARS data for planning purposes.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 5: Access, Equity, Diversity, and Inclusion

CAS Section 5 Purpose Summary

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, International Student Programs and Services (ISPS) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment. ISPS must not discriminate on the basis of race; color; national origin; sex; disability; age; cultural identity; ethnicity; nationality; citizenship; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sexual orientation; gender identity and expression; marital, family, social, economic, place of residence, or veteran status; or any other basis included in codes, laws, and institutional policies.

Section 5 Committee Summary – Average rating (2)

De Anza International Student Programs is committed to providing a safe, inclusive, and equitable space for all of our students that is free from harassment or bias. ISP staff and faculty will not tolerate any discrimination based on race, color, national origin, sex, disability, age, cultural identity, ethnicity, nationality, citizenship, family educational history, political or religious affiliation, sexual orientation, gender identity and expression, social or economic status, marital or family status, or any other basis included in codes, laws, and institutional policies. Our international students come from a wide range of backgrounds and lived experiences, and we are committed to providing them an excellent level of service, support, and guidance to ensure their academic success, and a safe space free from bias or discrimination in which they feel welcome and heard.

Achievements

- Preliminary staff implicit bias training.
- Ongoing equity training for classified professionals and faculty.
- Renovated office layout with less obstructions, ADA compliant front desk, more welcoming and comfortable furniture, and furnishings.
- Access to staff/faculty online (Zoom appointments and drop-in hours) and in-person to accommodate students in different time zones, students needing flexible access hours as well as meeting students' needs to increase comprehension and retention (e.g., closed captioning in Zoom meetings, etc.).
- Ongoing online orientation and student registration modules in Canvas, in addition to Zoom orientation and in-person welcome events to increase participation and address student needs and differing student populations.
- Communication and website updates to address differing populations of international students (Global to F-1, in-person, and solely online).
- Availability of limited emergency funds and assistance for international students in emergency or crisis situations.

Opportunities for Growth

- Incorporation of student voices in program planning through student surveys, student focus groups, and invitation of students to participate in program meetings.
- Transition of ISP from a safe space to a brave space to reduce power differentials between staff and students, emphasize student strengths, and build a sense of community and trust in which relationships are cooperative and mutually beneficial between students and staff.
- Increased cross-campus collaboration to provide students with wraparound support services.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 6: Leadership, Management, and Supervision

CAS Section 6 Purpose Summary

International Student Programs and Services (ISPS) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices. Leaders with organizational authority for ISPS must provide management and supervision as well as lead strategic planning and program advancement. ISPS must provide leadership to ensure clear communication and effective collaboration among all units providing services for international students.

Section 6 Committee Summary – Average rating (3)

Under the supervision of the Dean of Enrollment Services, the ISP self-contained model is unique and provides several advantages that benefit students and the college. Being a one-stop center for international students provides a central location where they can find answers to their questions about immigration, admission, housing, academics, transfers, etc. Its success is documented by the academic success of our international students, who graduate and transfer at high rates. This model is mirrored by many institutions; thus, the continuation of this model is recommended.

Achievements

- Provide full supports and referrals to Global students who are study solely online from their home countries.
- The mandatory orientation program for new ISP students is provided fully online
- Established Counseling 5 classes (hybrid) tailoring to F-1 international students in every quarter since Fall 2020 for fulfilling SEVP COVID guidance.
- Established an ISP Emergency Funds process via Adobe Sign Student Forms
- Established a process of wrap-around support and services to the students in crisis (ie: Myanmar, Kazakhstan, Ukraine, and Russia)

Opportunities for Growth

- Continue expanding and improving the online international student application and communication software – SLATE.
- Work closely with the district international team and Foothill ISP team to align our admission process, immigration advising, and communication including social media outlets.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 7: Human Resources

CAS Section 7 Purpose Summary

International Student Programs and Services (ISPS) must identify the level of staffing necessary to achieve its mission and goals. ISPS must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers). ISPS must have access to technical and support personnel to accomplish its mission.

Section 7 Committee Summary – Average rating (1)

One of the two A&R assistants unexpectedly retired in the late 2018-2019 academic year. The hiring of this position is currently on hold due to budget concerns. Additionally, the second A&R assistant resigned in early 2021. The international admission team is currently operating with one full-time employee while another full-time employee is working out of class to meet the minimum operating requirement. It is necessary for those working on the program to possess a specific set of abilities and knowledge in order to serve international students. For program continuity and consistency, assignments must be permanent in order to protect the student's F-1 visa and the program's or institution's SEVIS (Form I-17) certification.

Achievements

- SSPBT approved an additional full-time counseling position for ISP, making three full-time International Student Counselors available to international students.

Opportunities for Growth

- As international student applications increase in the post-pandemic era, restore all positions to previous staffing levels through college budget allocation.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 8: Collaboration and Communication

CAS Section 8 Purpose Summary

International Student Programs and Services (ISPS) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.

Section 8 Committee Summary – Average rating (1)

ISP has good relationships with other student services and departments. Furthermore, ISP works with other professionals and programs as much as possible.

Achievements

- New student orientation week consists of workshops led by presenters from various departments, programs, and services.
- The International Student Welcome Day/Mandatory Check-in Event included Guided Pathway Villages and a variety of services.

Opportunities for Growth

Explore opportunities to collaborate on cross-cultural events for international students.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 9: Ethics, Law and Policy

CAS Section 9 Purpose Summary

International Student Programs and Services (ISPS) must review and adopt appropriate standards of ethical practice including those of applicable professional associations. ISPS must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

Section 9 Committee Summary – Average rating (3)

The SEVP (Student Exchange and Visitor Program) of the federal government imposes strict regulations on the subject of international education. They are guided by the NAFSA association's ethical principles. ISP follows these procedures to ensure that all students are treated fairly. Throughout the CAS review, it was clear that the ISP team provides high-quality services. The entire team is well-versed in immigration laws and regulations.

Achievements

- Successfully recertified Form I-17 (Petition for Approval of School for Attendance by a Nonimmigrant Student) to host F-1 visa international students.
- Implemented the SEVP's COVID-19 guidance to ensure international students' compliance with regulations, which resulted in the pandemic shutdown and uncertainty.

Opportunities for Growth

It is highly advised for ISP staff and faculty to attend professional conferences in order to gain new knowledge and expertise.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 10: Financial Resources

CAS Section 10 Purpose Summary

International Student Programs and Services (ISPS) must have the funding that is necessary to accomplish its mission and goals. ISPS funding must be sufficient to pay for compliance related responsibilities including relevant government fees and cost of keeping personnel up-to-date on laws and regulations. ISPS must determine with administrative leadership what funding is necessary.

Section 10 Committee Summary – Average rating (DNA)

Achievements

Opportunities for Growth

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 11: Technology

CAS Section 11 Purpose Summary

International Student Programs and Services (ISPS) must have current technology to support the achievement of its mission and goals. ISPS must use current technology to perform required regulatory compliance for the institution to maintain the ability to enroll international students and to help students/scholars maintain non-immigrant status. ISPS must incorporate accessibility features into technology-based programs and services. ISPS must ensure that personnel and constituents have access to training and support for technology use. ISPS must back up data on a cycle established in partnership with the institution's information technology department. ISPS must implement a replacement plan and cycle for all technology with attention to sustainability.

Section 11 Committee Summary – Average rating (2)

The ISP website has a wealth of information. The website has all the details a student requires regarding how to apply to ISP, ask for academic help virtually, and learn about immigration laws. The website also provides access to webpages from Homeland Security and De Anza College's support services as well as other student resources like housing. Furthermore, ISP does a good job of collecting, analyzing, and utilizing student data to ensure academic standing and compliance with immigration regulations.

Achievements

The in-person program services were successfully transitioned to a virtual platform, which provided all services in a virtual environment.

Opportunities for Growth

- Continue expanding and improving the online international student application and communication software – SLATE.
- Continue improving the usage of the online international student immigration software – SUNAPSIS.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 12: Facilities and Infrastructure

CAS Section 12 Purpose Summary

International Student Programs and Services (ISPS) facilities must be located in suitable spaces designed to support the functional area's mission and goals. ISPS facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces. ISPS facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations. ISPS must incorporate universal design principles. ISPS facilities must be designed and constructed to be energy-efficient and sustainable.

Section 12 Committee Summary – Average rating (DNA)

Opportunities for Growth

Achievements

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

CAS Recommendations – By Theme

Below is a list of recommendations from the FL2015 Fraternity and Sorority Advising Programs (FSAP) CAS Review, categorized by theme and including contemplated timeline and parties responsible for completion.

Assessment Recommendations

41. All discussion sections for each Assessment Summary should demonstrate resulting changes from assessment efforts. This will ensure that the feedback provided has been more thoroughly analyzed **(Summer 2016; Jeremy Allen)**.
42. Assessments throughout the year will be centered on specific initiatives within the fraternity/sorority community, such as involvement in recruitment, orientation, Greek Council leadership experiences, Greek U, and/or the spring AFLV leadership conference. An end-of-year summary could also provide data on student development and experiences throughout the academic year **(2016-2017 academic year; Jeremy Allen + Greek Council representatives)**.
43. Alumni affinity to fraternity/sorority organizations demonstrates significant connections that are developed as a result of fraternity/sorority life. To this end, alumni data can be reviewed and its findings discussed. End-of-year assessment instruments provided to the fraternity/sorority alumni community could provide feedback related to this criterion measure **(2016-2017 academic year; Jeremy Allen)**.

Collaborative Recommendations

14. Include a calendar of events online (work with Marketing Communications to pull directly from T-Space) **(Summer 2016; Jeremy Allen, Reann Esparza (GC) & Jeanna Balreira)**.
17. Develop Subject Matter Expert (SME) list of contact information for resources across campus in relation to educating students on how and when to refer those in need of additional assistance to qualified staff members **(Summer 2016; Jeremy Allen)**.
32. Meet with Alumni Relations and University Communications to discuss including current events, alumni accomplishments, etc. in the Trinity Magazine and through various other official University outlets **(Summer 2016; Jeremy Allen, Jeanna Balreira, Michelle Bartonico & Sharon Jones Schweitzer)**.
33. Begin reaching out to other campus USOs and RSOs to establish partnerships with Greek Council **(SGA and TDC collaborations began Spring 2016; ongoing; Rebecca Prager & Jake Spitz)**.
35. Student Accessibility Services (SAS) and FSAP will work together to identify needs in the space **(ongoing; Jeremy Allen & Jamie Thompson)**.
39. An annual check-in with TUPD and SAS will confirm an absence of concerns and/or presence of secure, safe, and accessible space. This will ensure that adequate facilities, technology and equipment are available **(yearly; Jeremy Allen & Jamie Thompson)**.
40. The continued collaboration with SAS will ensure the space provided is listed on the campus map and accessible to those with accessibility needs **(ongoing; Jeremy Allen & Jamie Thompson)**.

Communication Recommendations

23. Consider embedding a “fair treatment” statement for PNMs in the Greek Council governing documents **(Fall 2016; Jeremy Allen)**.
25. Publish Ethical Statement on web page **(Fall 2016; Jeremy Allen & Reann Esparza)**.

27. Create systems and procedures to disseminate timely and accurate information to relevant members of the community. Develop a call tree and/or Group Me text list for emergency situations (include organizational presidents and Greek Council). Review emergency situations each semester at a Greek Council general meeting **(2016-2017 academic year; Jeremy Allen & students)**.

Diversity-Focused Recommendations

2. Promote further diversity in the community. This may include:
 - i. The creation of a “Diversity Panel” or “Diversity Chair” within Greek Council **(Spring 2018; Jeremy Allen & Greek Council)**.
 - ii. Modifying the Standards framework to include attendance at diversity/cultural events **(Completed Spring 2016; Jeremy Allen & Sara Vivatson (GC))**.
 - iii. Collecting information to analyze the community population demographics relative to the greater Trinity student body **(2016-2017 academic year; Jeremy Allen & Reann Esparza)**.
 - iv. Planning purposeful programming, possibly through collaboration with Trinity Diversity Connection or other relevant student organizations **(began Spring 2016; ongoing; Jeremy Allen, Rebecca Prager & Jake Spitz)**.
 - v. Examining LGBT-inclusive and/or identifying an appropriate community-wide statement for inclusion **(2016-2017 academic year; Jeremy Allen & Reann Esparza)**.
28. As organizations develop strategic plans each year, include a required component for diversity, equity, and access **(2016-2017 academic year; Jeremy Allen)**.
29. Embed diversity, equity, and access into the Standards Framework to incentivize organizations to further strive to emphasize this value **(began Spring 2016; expand yearly; Jeremy Allen & Sara Vivatson)**.
30. Utilize Greek Council communications chair to build communication that promotes respect about commonalities/differences among people within their historical and cultural contexts (e.g. profiles of undergraduate students shared via social media) **(2016-2017 academic year; Jeremy Allen & Reann Esparza)**.
31. Consider specific recruitment messages to FIGUS, McNair, and international students in the fall semester each year to ensure the opportunity is reaching a variety of student populations **(Fall 2016; ongoing; Jeremy Allen, Yvette Pena & Ben Blanke)**.

Leadership Development Recommendations

1. Develop a mission statement within the framework of the Student Involvement office. Consider developing a charge/mission statement for alumni advisors. Review Greek Council mission statement to determine if it sufficiently includes student learning opportunities **(Summer 2017; Jamie Thompson)**.
3. Enhance or build upon a program that promotes student learning and development outcomes that help prepare students for meaningful and productive lives. Specific ideas include a fraternity/sorority-specific “Game of Life” program, Lunch N’ Learn leadership development series, professional and career development programs with Career Services, and others **(Leadership n’ Lunch began Spring 2016; ongoing; Jeremy Allen & Greek Council in collaboration with other TU offices/groups)**.
4. Brainstorm more recognition opportunities for organizations and individuals. Ideas might include scholar of the month, Greek Man/Woman of the Year, a community-wide awards banquet, other awards to showcase. Further analyze graduation rates, honors received, grade trends, etc. and promote these statistics (work with Institutional Research) to highlight individual student success and persistence **(recognition banquet: Spring 2017; ongoing; Jeremy Allen & Greek Council sub-committee)**.

5. Consider the college male experience and programs that might fit naturally with programming for fraternities (i.e. The Men Project) **(The Men Project is ongoing; Jeremy Allen & Jamie Thompson)**.
6. Examine how content learned during the AFA fall conference and the AFLV spring conference might become infused back into the community. Ideas include hosting round table discussions, allowing for presentations at Greek Council meetings, attending other local/regional conferences, co-hosting a student leadership conference with area colleges, and more **(AFLV shared via Greek Council Spring 2016; expand for 2016-2017; Jeremy Allen & Greek Council)**.
7. Create more opportunities to share information that might help members understand their responsibilities to the group and to the community: interactive notes and programming related to the Greek Council and President retreats made available to all general members, organizations share all meeting minutes with Coordinator for F/S Life and/or alumni advisors, and executive members check-in with Greek Council counterparts **(minutes shared with alumni and Greek Council check-ins began Spring 2016; sharing retreat information in Fall 2016; Jeremy Allen, Greek Council & organization presidents)**.
8. Develop a Greek Council organizational flow chart that indicates partnerships/relationships with chapter positions **(Summer 2016; Jeremy Allen)**.
9. Include brief Greek Council position descriptions in brochure that goes to all FY students **(Summer 2016; Jeremy Allen)**.
10. Amend Greek Council governing document to explicitly state that it supports the autonomous governance of each organization **(2016-2017 academic year; Jeremy Allen, Greek Council & organization presidents)**.
11. Embed annual goal setting for Greek Council and presidents at training in January each year **(2016-2017 academic year; Jeremy Allen & Greek Council)**.
12. Use student feedback to design content for Leadership n' Lunch series (this can address "changing needs of students") **(2016-2017 academic year; Jeremy Allen & Greek Council with student input)**.
13. Review the AUP/event notification process in order to reflect changing campus policies regarding off-campus events, creating an environment that is proactively educating students while reflecting nationwide best practices **(Summer 2016; Jeremy Allen & Jake Spitz)**.
15. Create a contract for Greek Council student leaders to better illustrate expectations for supervision and performance, to select/train Greek Council members, and to provide a clear job description and opportunities for continuing development **(Spring 2017; Jeremy Allen & Greek Council)**.
18. Create a separate break-out session during Student Organization Training for fraternity and sorority officers to better provide specific training on institutional policies pertaining to functions/activities in which they engage (i.e., alcohol awareness training) **(2016-2017 academic year; Jeremy Allen & Greek Council sub-committee)**.

Student Involvement-Centric Recommendations

16. Review staff handbook for promotion policy/statement **(Summer 2016; Jamie Thompson)**.
19. Add FERPA to New Employee training checklist to ensure staff members are handling sensitive GPA information correctly. Confirm with the Registrar appropriate record retention regarding GPA records **(Summer 2016; Jamie Thompson)**.
21. Add Ethical Statement to Greek Council Calendar Policy and modify the document to include Trinity University and Division of Student Life **(Summer 2017; Jeremy Allen)**.

24. Include Ethical Statement in SI New Employee Orientation (**Summer 2016; Jamie Thompson**).
26. Student Involvement has recently developed an internal, ad-hoc compliance team that is reviewing compliance processes and confirmation of compliance in many areas (e.g. collecting letters of compliance from departments such as ITS, FSC, the library, etc.) to ensure compliance with laws, regulations, and policies that relate to respective responsibilities (**Summer 2016; Jamie Thompson**).

Technological & Logistical Recommendations

20. Ask for access list for our shared drive and request notice of compliance on an annual basis from ITS to ensure consistency with policies related to use of technology to store/access student records and institutional data (**yearly, Spring; Jeremy Allen**).
22. Add foot note on web pages with data (e.g. GPA) to indicate source (Registrar's Office) (**Summer 2016; Jeremy Allen & Reann Esparza**).
34. Review Student Activity Fee funding allocations by assessing appropriateness of expense categories and reasonableness of amounts requested. Annually review protocols to ensure policies and procedures for tracking expenditures are aligned with University and Student Involvement best practices (**yearly; Jeremy Allen & Greek Council Treasurer**).
36. The FSAP can use technology to facilitate learning and development (intended outcomes) more completely and efficiently. This can include the development of simple learning outcomes that are assessed periodically via technology. The Student Organization Training risk management quiz via T-Learn is a sufficient example of this. Additional scenarios in which this can apply will also be considered. Formal evaluation through an Assessment Summary will be conducted to inform FSAP about measures of success related to identified learning outcomes (**2017-2018 academic year; Jeremy Allen & Jamie Thompson**).
37. FERPA policies will be reviewed with the assistance of the Registrar's Office in regards to retaining GPA records (**Summer 2016; Jeremy Allen & Jamie Thompson**).
38. In an attempt to prevent and limit cyber bullying, programs (online and other) and other resources including support services will be considered. A proposed referral system (Counseling Services, Residential Life, etc.) can be developed (**Summer 2016; Jeremy Allen with collaboration**).

CAS Recommendations – A Timeline

Below represents a good-faith estimation for the implementation of recommendations from the FL2015 Fraternity and Sorority Advising Programs (FSAP) CAS Review, sorted chronologically, along with parties responsible for implementation.

Completed, or Partially-Completed

2. Promote further diversity in the community. This may include:
 - ii. Modifying the Standards framework to include attendance at diversity/cultural events **(Completed Spring 2016; Jeremy Allen & Sara Vivatson (GC))**.
 - iv. Planning purposeful programming, possibly through collaboration with Trinity Diversity Connection or other relevant student organizations **(began Spring 2016; ongoing; Jeremy Allen, Rebecca Prager & Jake Spitz)**.
3. Enhance or build upon a program that promotes student learning and development outcomes that help prepare students for meaningful and productive lives. Specific ideas include a fraternity/sorority-specific "Game of Life" program, Lunch N' Learn leadership development series, professional and career development programs with Career Services, and others **(Leadership n' Lunch began Spring 2016; ongoing; Jeremy Allen & Greek Council in collaboration with other TU offices/groups)**.
6. Examine how content learned during the AFA fall conference and the AFLV spring conference might become infused back into the community. Ideas include hosting round table discussions, allowing for presentations at Greek Council meetings, attending other local/regional conferences, co-hosting a student leadership conference with area colleges, and more **(AFLV shared via Greek Council Spring 2016; expand for 2016-2017; Jeremy Allen & Greek Council)**.
7. Create more opportunities to share information that might help members understand their responsibilities to the group and to the community: interactive notes and programming related to the Greek Council and President retreats made available to all general members, organizations share all meeting minutes with Coordinator for F/S Life and/or alumni advisors, and executive members check-in with Greek Council counterparts **(minutes shared with alumni and Greek Council check-ins began Spring 2016; sharing retreat information in Fall 2016; Jeremy Allen, Greek Council & organization presidents)**.
29. Embed diversity, equity, and access into the Standards Framework to incentivize organizations to further strive to emphasize this value **(began Spring 2016; expand yearly; Jeremy Allen & Sara Vivatson)**.
33. Begin reaching out to other campus USOs and RSOs to establish partnerships with Greek Council **(SGA and TDC collaborations began Spring 2016; ongoing; Rebecca Prager & Jake Spitz)**.

Summer 2016

8. Develop a Greek Council organizational flow chart that indicates partnerships/relationships with chapter positions **(Summer 2016; Jeremy Allen)**.
9. Include brief Greek Council position descriptions in brochure that goes to all FY students **(Summer 2016; Jeremy Allen)**.
13. Review the AUP/event notification process in order to reflect changing campus policies regarding off-campus events, creating an environment that is proactively educating students while reflecting nationwide best practices **(Summer 2016; Jeremy Allen & Jake Spitz)**.
14. Include a calendar of events online (work with Marketing Communications to pull directly from T-Space) **(Summer 2016; Jeremy Allen, Reann Esparza (GC) & Jeanna Balreira)**.

16. Review staff handbook for promotion policy/statement (**Summer 2016; Jamie Thompson**).
17. Develop Subject Matter Expert (SME) list of contact information for resources across campus in relation to educating students on how and when to refer those in need of additional assistance to qualified staff members (**Summer 2016; Jeremy Allen**).
19. Add FERPA to New Employee training checklist to ensure staff members are handling sensitive GPA information correctly. Confirm with the Registrar appropriate record retention regarding GPA records (**Summer 2016; Jamie Thompson**).
22. Add foot note on web pages with data (e.g. GPA) to indicate source (Registrar's Office) (**Summer 2016; Jeremy Allen & Reann Esparza**).
24. Include Ethical Statement in SI New Employee Orientation (**Summer 2016; Jamie Thompson**).
26. Student Involvement has recently developed an internal, ad-hoc compliance team that is reviewing compliance processes and confirmation of compliance in many areas (e.g. collecting letters of compliance from departments such as ITS, FSC, the library, etc.) to ensure compliance with laws, regulations, and policies that relate to respective responsibilities (**Summer 2016; Jamie Thompson**).
32. Meet with Alumni Relations and University Communications to discuss including current events, alumni accomplishments, etc. in the Trinity Magazine and through various other official University outlets (**Summer 2016; Jeremy Allen, Jeanna Balreira, Michelle Bartonico & Sharon Jones Schweitzer**).
37. FERPA policies will be reviewed with the assistance of the Registrar's Office in regards to retaining GPA records (**Summer 2016; Jeremy Allen & Jamie Thompson**).
38. In an attempt to prevent and limit cyber bullying, programs (online and other) and other resources including support services will be considered. A proposed referral system (Counseling Services, Residential Life, etc.) can be developed (**Summer 2016; Jeremy Allen with collaboration**).
41. All discussion sections for each Assessment Summary should demonstrate resulting changes from assessment efforts. This will ensure that the feedback provided has been more thoroughly analyzed (**Summer 2016; Jeremy Allen**).

Fall 2016

23. Consider embedding a "fair treatment" statement for PNMs in the Greek Council governing documents (**Fall 2016; Jeremy Allen**).
25. Publish Ethical Statement on web page (**Fall 2016; Jeremy Allen & Reann Esparza**).
31. Consider specific recruitment messages to FIGUS, McNair, and international students in the fall semester each year to ensure the opportunity is reaching a variety of student populations (**Fall 2016; ongoing; Jeremy Allen, Yvette Pena & Ben Blanke**).

2016-2017 Academic Year

2. Promote further diversity in the community. This may include:
 - iii. Collecting information to analyze the community population demographics relative to the greater Trinity student body (**2016-2017 academic year; Jeremy Allen & Reann Esparza**).
 - v. Examining LGBT-inclusive and/or identifying an appropriate community-wide statement for inclusion (**2016-2017 academic year; Jeremy Allen & Reann Esparza**).

4. Brainstorm more recognition opportunities for organizations and individuals. Ideas might include scholar of the month, Greek Man/Woman of the Year, a community-wide awards banquet, other awards to showcase. Further analyze graduation rates, honors received, grade trends, etc. and promote these statistics (work with Institutional Research) to highlight individual student success and persistence **(recognition banquet: Spring 2017; ongoing; Jeremy Allen & Greek Council sub-committee).**
10. Amend Greek Council governing document to explicitly state that it supports the autonomous governance of each organization **(2016-2017 academic year; Jeremy Allen, Greek Council & organization presidents).**
11. Embed annual goal setting for Greek Council and presidents at training in January each year **(2016-2017 academic year; Jeremy Allen & Greek Council).**
12. Use student feedback to design content for Leadership n' Lunch series (this can address "changing needs of students") **(2016-2017 academic year; Jeremy Allen & Greek Council with student input).**
15. Create a contract for Greek Council student leaders to better illustrate expectations for supervision and performance, to select/train Greek Council members, and to provide a clear job description and opportunities for continuing development **(Spring 2017; Jeremy Allen & Greek Council).**
18. Create a separate break-out session during Student Organization Training for fraternity and sorority officers to better provide specific training on institutional policies pertaining to functions/activities in which they engage (i.e., alcohol awareness training) **(2016-2017 academic year; Jeremy Allen & Greek Council sub-committee).**
27. Create systems and procedures to disseminate timely and accurate information to relevant members of the community. Develop a call tree and/or Group Me text list for emergency situations (include organizational presidents and Greek Council). Review emergency situations each semester at a Greek Council general meeting **(2016-2017 academic year; Jeremy Allen & students).**
28. As organizations develop strategic plans each year, include a required component for diversity, equity, and access **(2016-2017 academic year; Jeremy Allen).**
30. Utilize Greek Council communications chair to build communication that promotes respect about commonalities/differences among people within their historical and cultural contexts (e.g. profiles of undergraduate students shared via social media) **(2016-2017 academic year; Jeremy Allen & Reann Esparza).**
42. Assessments throughout the year will be centered on specific initiatives within the fraternity/sorority community, such as involvement in recruitment, orientation, Greek Council leadership experiences, Greek U, and/or the spring AFLV leadership conference. An end-of-year summary could also provide data on student development and experiences throughout the academic year **(2016-2017 academic year; Jeremy Allen & Greek Council representatives).**
43. Alumni affinity to fraternity/sorority organizations demonstrates significant connections that are developed as a result of fraternity/sorority life. To this end, alumni data can be reviewed and its findings discussed. End-of-year assessment instruments provided to the fraternity/sorority alumni community could provide feedback related to this criterion measure **(2016-2017 academic year; Jeremy Allen).**

Summer 2017

1. Develop a mission statement within the framework of the Student Involvement office. Consider developing a charge/mission statement for alumni advisors. Review Greek Council mission statement to determine if it sufficiently includes student learning opportunities **(Summer 2017; Jamie Thompson).**

21. Add Ethical Statement to Greek Council Calendar Policy and modify the document to include Trinity University and Division of Student Life **(Summer 2017; Jeremy Allen)**.

2017-2018 Academic Year

2. Promote further diversity in the community. This may include:
 - i. The creation of a "Diversity Panel" or "Diversity Chair" within Greek Council **(Spring 2018; Jeremy Allen & Greek Council)**.
36. The FSAP can use technology to facilitate learning and development (intended outcomes) more completely and efficiently. This can include the development of simple learning outcomes that are assessed periodically via technology. The Student Organization Training risk management quiz via T-Learn is a sufficient example of this. Additional scenarios in which this can apply will also be considered. Formal evaluation through an Assessment Summary will be conducted to inform FSAP about measures of success related to identified learning outcomes **(2017-2018 academic year; Jeremy Allen & Jamie Thompson)**.

Yearly/Ongoing

5. Consider the college male experience and programs that might fit naturally with programming for fraternities (i.e. The Men Project) **(The Men Project is ongoing; Jeremy Allen & Jamie Thompson)**.
20. Ask for access list for our shared drive and request notice of compliance on an annual basis from ITS to ensure consistency with policies related to use of technology to store/access student records and institutional data **(yearly, Spring; Jeremy Allen)**.
34. Review Student Activity Fee funding allocations by assessing appropriateness of expense categories and reasonableness of amounts requested. Annually review protocols to ensure policies and procedures for tracking expenditures are aligned with University and Student Involvement best practices **(yearly; Jeremy Allen & Greek Council Treasurer)**.
35. Student Accessibility Services (SAS) and FSAP will work together to identify needs in the space **(ongoing; Jeremy Allen & Jamie Thompson)**.
39. An annual check-in with TUPD and SAS will confirm an absence of concerns and/or presence of secure, safe, and accessible space. This will ensure that adequate facilities, technology and equipment are available **(yearly; Jeremy Allen & Jamie Thompson)**.
40. The continued collaboration with SAS will ensure the space provided is listed on the campus map and accessible to those with accessibility needs **(ongoing; Jeremy Allen & Jamie Thompson)**.