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

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

CAS MISSION STATEMENT

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

CAS STANDARDS AND GUIDELINES

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

OVER THIRTY YEARS OF PROFESSIONAL SERVICES

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

DISCLAIMER

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

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

PARENT AND FAMILY PROGRAMS

CAS Contextual Statement

Parent involvement at the college level is not a new concept. Parents and families of college students have been involved in campus life since the first child set off to engage in higher learning. How the parental and family involvement manifested itself within the life of the institution has changed throughout the history of higher education. Beginning with the basic tenet of *in loco parentis*, as expressed through the faculty as monitors of student behavior, to the uprising of student rights as expressed in the Family Education Rights and Privacy Act (FERPA) of the 1970s, to a campus environment of *in consortio cum parentibus* (Henning 2007), parents and families have made their influence known with faculty, staff, and administrators on campuses across the nation.

As early as 1920, Mothers' Clubs and Dads' Clubs were active at such universities as Texas A & M, Southern Methodist University, and Stanford University. These early organizations, which sought to bring the stability and security of the family home to the campus, became the foundations of and models for the parent and family organizations active today on these and many other American campuses. As they evolved, these early groups began to incorporate fundraising for campus improvements and scholarships into their clubs' agendas. The Stanford Mothers' Club, after two years of taking convalescing students into their own homes, decided to provide and fund a Men's and a Women's Rest Home that, after 35 years, became part of the permanent Stanford Student Health facilities. This is an example of how parents and family members working with faculty, staff, and administrators established an understanding of the mutual roles necessary to serve students well. Examples such as this have led to the development of today's Parent and Family Programs offices.

Research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Further, the research shows that the more intensively parents are involved in their children's learning, the greater the achievement effects. At the elementary school level, "family involvement is linked broadly with school achievement across different socioeconomic and ethnic groups" (Harvard Family Research Project, Winter 2006-2007, p. 3).

Students' perceptions of their parents' values about achievement are strongly related to motivation and competence (Harvard Family Research Project, Spring 2007). Family involvement during adolescence is a predictor of such positive outcomes as school success and positive social and emotional outcomes.

Adolescents with supportive parents have higher grade point averages, and they exhibit higher rates of self-reliance, identity formation, school performance, and positive career-planning aspirations. They are more likely to discuss information with their parents that will keep them out of trouble, and they have higher rates of college enrollment (Harvard Family Research Project, Spring 2007).

During the college years, family support continues to be critical. Traditional student development theories support separation from the family for the purpose of individuation and developing as an independent adult. In contrast, other theories suggest that family involvement continues to have a positive effect during the college years, even supporting the goals of individuation. Attachment theory, for example, suggests that for students leaving home, having parents as a secure base may actually support rather than threaten the development of competence and autonomy (Kenny & Donaldson, 1992).

Research proves that parent/family involvement is an important resource that improves a student's productivity (Astone, Nathanson, Schoen, & Kim, 1999; Bourdieu & Passeron, 1977; Coleman, 1988; Lareau, 2001; Lin, 2001;

Perna & Titus, 2005). Students bring a bank of social capital to their college experience that is earned through their involvement with family, school and community friends, and high school teachers. Some of the positive influences of this social capital include engagement with students' schools and communities, supportive families, and greater trust in the institution (Goddard, 2003). Successful college admittance at selective institutions rarely occurs without a structural network that includes a high level of commitment and involvement from a student's parents and family (Perna & Titus, 2005). Therefore, creating an environment for overall student success should include a mutually beneficial and appropriate parent and family program. The Parent Program Director at one of the country's largest public institutions says, "When we treat parents as valued partners and give them information about student development, they can be our best allies in student success, retention, and graduation" (Savage, 2007, personal communication).

Parents and families of undergraduate students are important stakeholders in institutions of higher education. Most importantly, evidence demonstrates that students benefit from the involvement of their parents in their education more now than ever before (National Survey of Student Engagement, Annual Report 2007). Additionally, parents have a significant emotional and financial investment in their student's success. Finally, parents discuss the effectiveness and quality of the institution in their communities with friends, prospective students, donors, voters, and taxpayers. When an institution commits to involving parents in appropriate and effective ways, it produces an outcome of parental support for student success and a group of life-long advocates eager to promote and support its vision and mission.

The mission of Parent and Family Programs should be the success and development of the college undergraduate student through education, communication, and the collaboration of the wisdom of parents and families with the expertise and wisdom of the university and its resources. The CAS standards and guidelines that follow provide a basis for institutional self-assessment and program development.

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Contextual Statement Contributors

Current Edition:

Marjorie Savage, University of Minnesota

Kristine E. Stewart, Miami University

Previous Editions:

Marjorie Savage, University of Minnesota

Kristine E. Stewart, Miami University

PARENT AND FAMILY PROGRAMS

CAS Standards and Guidelines

Part 1. MISSION

The mission of Parent and Family Programs (PFP) is to build collaboration between parents and families and the institution for the common goals of student learning, development, and success.

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

Inherent in the mission statement should be a vision for students and their families to develop lifelong affinity for the institution and its initiatives.

Part 2. PROGRAM

To achieve their mission, Parent and Family Programs (PFP) must contribute to

- students' formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals
- preparation of students for their careers, citizenship, and lives
- student learning and development

To contribute to student learning and development, PFP must

- identify relevant and desirable student learning and development outcomes
- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions
- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes
- articulate contributions to or support of student learning and development in the domains not specifically assessed
- use evidence gathered to create strategies for improvement of programs and services

STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS

Domain: knowledge acquisition, integration, construction, and application

- **Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life**

Domain: cognitive complexity

- **Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity**

Domain: intrapersonal development

- **Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness**

Domain: interpersonal competence

- **Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership**

Domain: humanitarianism and civic engagement

- **Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility**

Domain: practical competence

- **Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life**

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Development Outcomes* statement for examples of outcomes related to these domains and dimensions.]

PFP must be

- **intentionally designed**
- **guided by theories and knowledge of learning and development**
- **integrated into the life of the institution**
- **reflective of developmental and demographic profiles of the student population**
- **responsive to needs of individuals, populations with distinct needs, and relevant constituencies**
- **delivered using multiple formats, strategies, and contexts**
- **designed to provide universal access**

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

PFP must help families maintain a connection to the institution.

PFP should provide programming and services in person and online, information about issues related to student learning and development, and opportunities to interact with other families and students.

Programming and services may include parent and family orientation programs, parent and family weekends, move-in and send-off events, educational workshops and seminars, newsletters, and fundraising. Other programs should be specifically reflective of the institutional history, traditions, and culture.

PFP must

- **distribute information on a timely basis to take advantage of the impact of naturally occurring developmental stages experienced by students and families**
- **encourage parents and families to work with their student so that the student will learn to access institutional resources independently**
- **assist parents and families to investigate and navigate institutional resources, services, and programs**
- **collaborate with essential campus partners**
- **consider diverse perspectives in developing parent and family programs**
- **provide information for faculty members and staff to help them interact effectively with parents and families and understand their expectations**
- **advocate for the appropriate distribution of emergency information to parents and families in accordance with institutional policy**

Programming should address topics such as

- educational planning (academic advising, selection of major)
- standards of academic progress and other academic policies
- career planning
- student budgeting and money management
- educational costs, financial aid, and financial planning
- health and wellness
- resources to support students with disabilities
- resources through visitor services
- institutional support services (study skills, tutoring, and other learning assistance programs)
- diversity, multicultural, and international programs and services
- membership in a diverse community and interactions across differences
- involvement in co-curricular activities
- campus safety
- global citizenship
- on-campus, off-campus, commuter, or distance learner student issues
- information related to the transition to college and the potential change in family dynamics
- organization and roles of the institution's administration
- realistic parent and family expectations of their student
- appropriate levels of involvement with their student and the institution
- campus policies on rights and responsibilities, conduct, and access to educational records

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Parent and Family Programs (PFP) must be purposefully structured for effectiveness. PFP must have clearly stated and current

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

Leaders must model ethical behavior and institutional citizenship.

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

Strategic Planning

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

Management and Supervision

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

Program Advancement

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

PFP should maintain a website that can be accessed from the institution's home page to address the information needs of parents and families.

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

Such locations may include student affairs, enrollment management, or advancement.

Part 4. HUMAN RESOURCES

Parent and Family Programs (PFP) must be staffed adequately by individuals qualified to accomplish mission and goals.

PFP staff should include full-time professionals.

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

Within institutional guidelines, PFP must

- **establish procedures for personnel recruitment and selection, training, performance planning, and evaluation**
- **set expectations for supervision and performance**
- **provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity**
- **consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel**

Administrators of PFP must

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

Personnel responsible for delivery of PFP must have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

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

PFP personnel, including student employees and volunteers, must have access to resources or receive specific training on

- **institutional policies pertaining to functions or activities they support**
- **privacy and confidentiality policies**
- **laws regarding access to student records**
- **policies and procedures for dealing with sensitive institutional information**
- **policies and procedures related to technology used to store or access student records and institutional data**
- **how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments**
- **systems and technologies necessary to perform their assigned responsibilities**
- **ethical and legal uses of technology**

PFP should have sufficient and specifically trained staff to support technology including the maintenance of program websites, social networks, communication systems, and developing emerging technology.

PFP must also receive specific training on the Health Insurance Portability & Accountability Act (HIPAA) if appropriate for institutional policies.

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

PFP staff should pursue opportunities for support, professional development, and networking.

Administrators of PFP must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

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

PROFESSIONAL PERSONNEL

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

INTERNS OR GRADUATE ASSISTANTS

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

Supervisors must

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

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

STUDENT EMPLOYEES AND VOLUNTEERS

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

Part 5. ETHICS

Parent and Family Programs (PFP) must

- **review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice**
- **publish and adhere to statements of ethical practice and ensure their periodic review**
- **orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies**

Statements of ethical standards must

- **specify that PFP personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws**
- **specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities**
- **address conflicts of interest, or appearance thereof, by personnel in the performance of their work**

- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior
- address issues surrounding scholarly integrity

PFPP personnel must

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

Part 6. LAW, POLICY, AND GOVERNANCE

Parent and Family Programs (PFPP) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

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

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

PFPP that use volunteers must provide appropriate training and support to ensure that guidelines and legal standards are followed.

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

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

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

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

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

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

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

Part 7. DIVERSITY, EQUITY, AND ACCESS

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

PFP must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status; or any other basis included in institutional policies and codes and laws.

PFP must

- advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel
- ensure physical, program, and resource access for all constituents
- modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities
- ensure that when facilities and structures cannot be modified, they do not impede access to programs, services, and resources
- establish goals for diversity, equity, and access
- foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage
- promote respect for commonalities and differences among people within their historical and cultural contexts
- address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices
- provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work

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

PFP should include statements related to disability and equal opportunity laws in all print and electronic materials in accordance with institutional policy.

PFP should respect the diversity of the families of students, acknowledging the many different cultures and backgrounds represented by the families, including non-traditional family structures such as single parent households and foster families.

PFP should educate parents and families in general about all aspects of diversity in the college community and within society and be prepared to identify resources for support both on campus and locally as needed.

PFP staff must be knowledgeable of current trends and changing demographics of their institution as well as how they relate at the national level.

PFP should include programming for the unique family needs of student populations such as commuter, transfer, foster, homeless, international, LGBT, and first generation students.

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

Part 8. INTERNAL AND EXTERNAL RELATIONS

Parent and Family Programs (PFP) must reach out to individuals, groups, communities, and organizations internal and external to the institution to

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

PFP should create a role for parents and family members within the institution through a parent/families organization, association, or club. Such a group should develop family affinity for the institution, offer referral to programs and services, and provide opportunities for parents and families to have input on institutional matters affecting their students. A staff member of the institution should be charged with supporting and advising such an organization.

PFPP should inform family members about issues that impact the health, well-being, and success of students through a variety of delivery methods communication methods, including newsletters, e-newsletters, websites, social networking, and educational programming. This material should display appropriate institutional branding.

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

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

PFPP must have procedures and guidelines consistent with institutional policy for

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

PFPP should be represented on the institutional crisis response team. PFPP should advocate for appropriate information to be sent to parents in the event of an emergency or campus crisis in accordance with institutional procedures.

Part 9. FINANCIAL RESOURCES

Parent and Family Programs (PFPP) must have funding to accomplish the mission and goals.

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

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

PFPP may supplement institutional funding by developing revenue from sources such as fundraising, grants, and fees for services provided.

PFPP must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

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

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

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

Procurement procedures must

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

Part 10. TECHNOLOGY

Parent and Family Programs (PFPP) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.

PFPP must use technologies to

- **provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats**
- **provide an avenue for students and other constituents to communicate sensitive information in a secure format**
- **enhance the delivery of programs and services for all students**

PFPP must

- **back up data on a regular basis**
- **adhere to institutional policies regarding ethical and legal use of technology**
- **articulate policies and procedures for protecting the confidentiality and security of information**
- **implement a replacement plan and cycle for all technology with attention to sustainability**
- **incorporate accessibility features into technology-based programs and services**

When providing student access to technology, PFPP must

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

Part 11. FACILITIES AND EQUIPMENT

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

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

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

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

PFP must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety, and security.

When acquiring capital equipment, PFP must take into account expenses related to regular maintenance and life cycle costs.

Part 12. ASSESSMENT

Parent and Family Programs (PFP) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

PFP must

- **specify programmatic goals and intended outcomes**
- **identify student learning and development outcomes**
- **employ multiple measures and methods**
- **develop manageable processes for gathering, interpreting, and evaluating data**
- **document progress toward achievement of goals and outcomes**
- **interpret and use assessment results to demonstrate accountability**
- **report aggregated results to respondent groups and stakeholders**
- **use assessment results to inform planning and decision-making**
- **assess effectiveness of implemented changes**
- **provide evidence of improvement of programs and services**

PFP should employ multiple methods to evaluate and assess the program's effectiveness in meeting the needs of families.

PFP must employ ethical practices in the assessment process.

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

General Standards revised in 2014;

PPF content developed/approved in 2010