



Council for the Advancement of Standards in
Higher Education

**Academic Progress Standards
Lane Community College
Final Report**

Presented By:
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Retired Director, Academic Progress Standards
September 14, 2018

CAS Program Review and Self-Assessment

Final Report

Academic Progress Standards

Executive Summary of Review Process

During the academic year of 2017-18, a review team met to conduct a self-study of the academic Progress Standards system using parts of the *General Standards and Guidelines for Self-Assessment* developed by the Council for the Advancement of Standards in Higher Education (CAS) organization. The CAS self-assessment guide (SAG) was chosen by Dr. Kerry Levett, Executive Dean, Student Affairs, as the tool to assess the departments within Student Affairs. The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of the Academic Progress Standards system and to plan for improvement opportunities within that department.

Mary Parthemer, Academic Progress Standards director, led the cross-department review team to collect information and data regarding the goals, programs, services, policies and procedures to be evaluated for the assessment process. The CAS Standards and Guidelines used for the review of Academic Progress Standards were as follows:

- Part 1: Mission
- Part 2: Program
- Part 3: Organization and Leadership
- Part 5: Ethics
- Part 10: Technology
- Part 12: Assessment and Evaluation

The review team for Academic Progress Standards consisted of 11 members. Members were recommended by Director of Academic Progress Standards and approved by the Executive Dean of Student Affairs.

Members of the Academic Progress Standards review team included the following:

Helen Faith	Dean, Start Right
Andi Graham	Academic Advisor
Pat Griffin	Technology Analyst, Information Technology
Anthony Hampton	Counselor/Faculty
Lida Herburger	Dean, Student Success
Geneva Martin	Department Coordinator, Enrollment Services

Todd Matson	Project Coordinator, Information Technology
Mary Parthemer	Director, TRiO/TRiO STEM/Academic Progress Standards
Casandra Rhay	Financial Aid
Claudia Riumallo	Academic Advisor
Molloy Wilson	Researcher, IRAP

All team members were provided training for the CAS review and then supplied with assessment materials consisting of the following:

- CAS Program Review for Raters
- CAS General Student Affairs Self-Assessment Guide (SAG)
- CAS Work Forms
- Data and evidence

The Review Team met eight times between July and November, 2017. Members occasionally completed rating forms between meeting times.

The following rating scale was used during the assessment. There was a specific rubric developed using the following scale for each of the Functional areas assessed. See Appendix for each of the Rubrics.

CAS Raters Definitions

- NA-Does not apply (no points assigned)
- x – Insufficient Evidence/Unable to rate (no points assigned)
- 1 – Does not meet
- 2 - Partially Met
- 3 - Meets
- 4 - Exceeds

Summary of Initial Findings and Recommended Actions

CAS Standard: MISSION

1. No Mission, but have a written purpose statement. There are too many places (on the web, in program materials) where the language is slightly different, inconsistent. That makes it unclear.
2. There is no explicit reference to learning.
3. Language not written in a manner that can be understood by all. Simplify.
4. Use same language across all platforms, letters, online.
5. Focus on positives as a result of meeting APS Standards.

6. Purpose of academic progress standards is addressed at each intervention level, but increased emphasis is important not only for those experiencing interventions, but for all students, faculty and staff.
7. Focus on value of accepting and participating with Lane's support resources.
8. Reduce number of postings on the website.
9. Consider different populations when presenting (students/staff/faculty).
10. Add APS Mission to ALL syllabi (provide wording much like CAR does)

RECOMMENDED ACTION: Write explicit program mission in simple language that includes references to student learning and development. Ensure the mission is emphasized at every intervention level and in other ways to students who are not experiencing interventions. Request that it be added to all syllabi. Complete by October 31, 2018.

CAS Standard: Program

1. Students at Alert 3 and Alert 4 are required to see advisor; at Alert 1 and Alert 2 it is recommended that they see an Advisor. Would be better if there were Advising contacts at A1 and A2. Is it possible to have earlier required advising team contact? What implications are there if students do not follow through with that contact?
2. Although there are online options (Alert 1 intervention is completely online, and there are options at Alert 2 and Alert 3 for students - those who take all online classes or are out of the area - to complete interventions online, the online programming could be improved through video content and online forums.
3. Advising contacts to A1 Completers, SARS Rosters
4. Could use stronger career focus - more connection needed with clear career exploration for students who are undecided or are not making good progress in their current program of study.
5. Currently, communication goes to students who do not meet Academic Progress Standards. An improvement would include Congrats on meeting APS! Good Standing: message from president each term?
6. Need to continually update content and enhance delivery in meaningful ways.
7. There is emphasis on goal completion at each intervention, with relevant issues and topics pertaining to success and goal attainment addressed at each intervention level.
8. Continue to identify relevant data points worthy of expanding.
9. Expand asking for feedback from participants by not only seeking feedback at end of each intervention, but also after a period of time post intervention completion.
10. Self appraisal/awareness personal study, management
11. Are there certain courses where information about meeting Academic Progress would be useful?

12. Work to improve communication across the board.

RECOMMENDED ACTIONS:

1. Provide a weekly list to advisors of students by major at Alert 2 who have signed up for Keys to Success workshops. To do this, APS staff will run an Argos Report for each workshop list that includes student name, L Number, Major and email address. Advisors could then send a letter inviting students to see them. Beginning Winter 2019.
2. Develop an enhanced online Alert 1 workshop with video clips. Team to begin work by Fall, 2018, and have improved online workshop ready for winter term, 2018? (Anthony Hampton, Pat Griffin, advisor (Andi will recruit), Dean Middleton or Randy, Kevin Steeves(?)).
3. Develop/compile a timeline of messages to go out to students regarding APS throughout each term with message templates. Completed by November 30, 2018.
4. Develop/compile a timeline of messages to go out to faculty/staff regarding APS throughout each term with message templates. Completed by November 30, 2018.
5. Ensure that career connections are clear in each Alert intervention curriculum. By spring term, 2019.
6. Develop enhanced career intervention points during 2018-19.

CAS Standard : Organization & Leadership

1. Policies & Procedures manual alignment – inform and update front lines of all procedures.
2. Written narrative statement
3. APS web page – all links
4. 1 APS Page with all information
5. You tube how to video's vs letters
6. Variety of web presences/catalogue enhancement
7. Lobby Vision – What is APS? Effectiveness
8. Dynamic A1 online work shop
9. Good Job! Met APS Incentivize 100% completion + over 2.0 gpa
10. Website – links to current letters.
11. Email – good job – no hold
12. Organizational chart: mission
13. 3 A3 Info Sessions – 1.5 hrs is a plus 2 A4 sessions per term
14. Emails that are sent out, send to advisors to see what is said
15. Additional diagram of all parties would be good to have
16. Consistency

17. Survey staff working on this
18. More collaboration w/advisors to keep up to date on program changes
19. Is it possible to reverse Alert 1 and Alert 2 after three good terms? What's downside?
20. Goals and outcomes could be developed further through written narrative or statement. May already be developed, but I'm not sure where it's located (besides Moodle) or if it is visible to others within our institution (i.e., web, printed docs). APS web page could be a consideration. This would inform members of the Institution as well as the public regarding APS intentional purpose and how it aligns with the college.
21. Pols/Procs need to be updated and edited to match current model. Alignment with everything.
22. Steps to carry out the APS system are well structured and thought out. Each step to be completed has an assigned person to carry out their responsibility. These are well defined and timelines are clearly stated (ref Mary's excel spreadsheet). The tools that are being used are effective. Should another tool be considered or not to address efficiency? We may want to speak with Ian Coronado or the ATC/IT.
23. Continued involvement of stakeholders should be maintained.
24. Student feedback and suggestions should be collected to improve program development. Maybe use new course evaluation tool?
25. Ongoing training and evaluation should be maintained. Any changes in APS practices should be communicated with those providing direct service, tracking APS progress, and/or engaging in evaluation.
26. Because APS serves at risk students direct service staff should be involved in ongoing APS program curriculum, development and service delivery. The challenge is being understaffed and/or having the release time to engage in the work. This work might be done in the summer. Requests for additional staff (i.e., part-time, direct wage, Counseling Interns, and/or student workers) should be made to meet current and future needs. APS will likely be managed by the Counseling & Career Center, Student Success Division.

RECOMMENDED ACTIONS:

1. Further develop an Academic Progress Standards Procedures Manual that includes mission, organizational chart, responsibilities, confidentiality, process for each Alert intervention. By December 31, 2018.
2. Develop a specific Academic Progress Standards webpage (rather than information about APS distributed throughout other web pages), ensuring clear and unduplicated information, assessment information, who to contact, etc. December 31, 2018.
3. Ensure college catalog has accurate, up-to-date, relevant information.

CAS Standard : Ethics

1. Grade change – trigger an automatic Alert reversal if it puts student in good standing, and then an email message to the student. Minimally, any grade change should create automatic email that informs students that if they are at an academic progress alert level, that they should contact APS to see if they are eligible for a reversal.
2. FAQ privacy of info statement should be developed and published.
3. My grad plan – changes w/grade changes – explore what is currently happening and why.
4. Refunds & grade changes 3 good terms reversal.
5. Alert status on MyLane but NOT on transcript – does not ever show on transcript.
6. Policy & procedure needs updated / disclosure of info/ Q&A address
7. Peer mentors facilitate the Alert 2 Keys to Success workshops. It is a good model, but could be greatly improved by having an advisor attend those sessions as well to ensure accurate responses to questions.
8. Should be part of normal employee training procedures.
9. Are peer mentors trained on privacy concerns?
10. Fairness: Consistency in processes; where is it documented?
11. Referrals to Advising, Counseling, Career Development, Financial Aid and faculty are made at Information Sessions and Workshops.
12. Moodle courses (A1,A2,A3,A4) all need to be updated and edited to reflect its goals, purpose, etc. The APS COPPS web page - <https://www.lanec.edu/copps/documents/academic-progress-standards> needs to be reviewed and updated.
13. APS proxy e-mail uses a confidentiality statement. This should be considered.
14. I am not certain if APS makes reference to limits of disclosure of student information. This should be addressed. Limits should be clearly communicated to the student verbally and in written format.
15. Service delivery roles should be defined to meet minimum standards. This may already be developed, but I am not certain. Those roles should be made clear in written form.

RECOMMENDED ACTIONS:

1. Explore possibility for automatic notification to APS of grade changes to see if reversal of alert status is warranted. Is it possible for automatic reversal if appropriate? By March 31, 2019.
2. Develop and insert confidentiality statement for APS mailbox. December 31, 2018.
3. Ensure fairness is reflected in consistency of processes and documented in Procedures Manual (6/30/2019).

CAS Standard : Technology

1. FERPA release specifies info that can be released to parents with PIN. Ensure this is documented.
2. Moodle messaging (news) email function, APS Email, Web page
3. Email my.lanecc.edu communication
4. Tag email with confidentiality
5. Assist with tech: student helpdesk/ APS /ATC / In person help/ You tube videos
6. Track if email delivered
7. Keep front line updated
8. Not all students are using or checking their LANE e-mail. We need to address this. Possible solution is having students confirm their contact information in myLane each term prior to registering for classes. Text messaging and/or social media may be considered as alternatives or in addition to e-mail. Web development and use of the Lane monitors throughout campus might be effective.
9. Consultation with ATC/IT about web security would be appropriate. A statement within all secured documents or communications should be standardized.
10. Development of a standard confidentiality statement should be created and implemented.
11. Self-help video clips or pop-up windows to assist with navigation of instruction could be developed.

RECOMMENDED ACTIONS:

1. Explore and document additional ways to promote use of Lane Email address (10/31/2018)
2. Explore strategies to ensure web and online security.
3. Develop additional self-help videos and pop-up windows to assist with navigation of the APS System.

CAS Standard: Assessment

1. There is a fair amount of data on the APS system that Molloy has gathered. Goal is to create an APS specific website, and post data and assessment results there.
2. Board meeting presentation needs to happen, and we need to get info out to faculty. Can use some of the existing data and graphs.
3. After improving A1 online Intervention track to see if outcomes are improved.
4. Get the additional assessment results that were requested of Molloy early in the APS Program Review process.
5. Emphasize student learning and development outcomes in each intervention, and determine ways to measure.

6. Develop Assessment Tasks and Timelines and create access for others (APS website).
7. Create strategic assessment plan for Year 2 to Year 5 (in Program Review cycle).
8. How to determine consistency in what instructors are doing (evaluation tools and processes)?
9. Define roles of all players in the assessment role.
10. How often are changes made to the interventions based on feedback process? (Small tweaks are made every term).
11. Ensure access to information about APS, and report to different groups.

RECOMMENDED ACTIONS:

1. Present information to Peer to Peer, Deans and Directors, and Lane Board of Education about Academic Progress Standards and the program review by the end of this academic year.
2. Work with Molloy to get other requested assessment data by February 28, 2018.
3. Create comprehensive and strategic Assessment Plan for Year 2 – 5 in Program Review cycle.

Recommendations

The Academic Progress Standards program review was conducted during the fifth year of implementation. The review year was also a transition year for the APS system to move due to a retirement. The initial years of implementing the APS system had limited resources. The system has been transitioned to the Student Success division at the end of the 2017-18 academic year, and will now have more staff resources assigned to implementation, assessment, and improvement. It is important that the new APS team take the results and recommendations from the Program Review and develop the plan to prioritize and implement the list of recommended actions. See Work Form E on Page 15.

Self-Assessment

The following pages represent the review team's collective responses and serves as the initial report.

Work Form B – Strengths and Areas for Improvement

INSTRUCTIONS:

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

- **Strengths:** Item number(s) for which all participants have given a rating of 4, indicating agreement that the criterion *exceeds* the standard.

- **Areas for Improvement:** Item number(s) for which all participants have given a rating of 1 or 2, indicating agreement that the criterion *does not meet* or *partly meets* the standard. Items rated IE for *insufficient evidence/unable to rate* should be listed here as well.
- **Note** – Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated a 3, which indicates agreement that the criterion *meets* the standard.

Part	Overall Score: Arrived at by averaging scores	Strengths: Items that exceed the standard (consensus ratings = 3.5 - 4)	Areas for Improvement: Items that do not meet or partly meet the standard (consensus ratings = 1 - 2.5)
1. Mission	2.23 Partially Met		Ratings: 1.83 – No clearly written mission; there is purpose 2.33 – Not widely disseminated 2.0 - No explicit reference to learning
2. Program	3.02 Met		
3. Organization and Leadership	3.12 Met	Rating: 3.5 – Leaders providing effective management and supervision	
5. Ethics	3.14 Met		
10. Technology	3 Met		
12. Assessment	2.7 Met		Ratings: 2.4 – lacks manageable processes for gathering, interpreting and evaluating data 2.0 – Lacks systematic reports to stakeholders of aggregated results

Work Form C – Recommendations for Unit Action

INSTRUCTIONS:

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

Part	Item Requiring Attention
1. Mission	There was a purpose statement, and documents that reflected what reviewers thought should be in a mission statement, but no clear mission was evident for Academic Progress Standards (APS). The mission is not clear, there are too many places that purpose is discussed, the language is inconsistent, and there was no explicit reference to learning.
2. Program	<p><i>Although Program was found to meet the criteria, there were recommendations to improve the area of Program.</i></p> <p>There are four levels of interventions and all APS interventions have a developed curriculum, but content needs to be continually updated, and delivery enhanced in meaningful ways. Students at Alert 3 and Alert 4 have required contacts with Retention Counselors and Academic Advisors. It would be desirable for students to have required contact with Academic Advisors before reaching Alert 3. It is recommended that this be explored. Several ideas discussed in Program Review included (1) Advisors participate in Alert 2 Keys to Success workshops and then (2) students would either meet in-person with Program Advisors before registering for the next term, or they would submit a term-by-term plan to the appropriate advising team for review and approval. There was also a recommendation to ensure there are more direct connections to careers.</p>
3. Organization and Leadership	<p><i>Although Organization and Leadership was found to meet the criteria, there were recommendations to improve the area of Organization and Leadership.</i></p> <p>Develop a clear and comprehensive Policy and Procedure manual that indicates who does what in the system. Create an APS web page rather than</p>

	having APS procedures in different areas on the web and in the catalog. Use Lobby Vision to help students (and staff/faculty) understand Academic Progress Standards. Send out messages congratulating students when they meet Academic Progress Standards.
5. Ethics	<p><i>Although Ethics was found to meet the criteria, there were recommendations to improve the area of Ethics.</i></p> <ol style="list-style-type: none"> 1. Automate the system so that when there is a grade change that brings a student's Academic Progress to good standing, the Alert status will be reversed, the hold removed, and email sent to the student indicating that. 2. Add a Privacy of Information statement to the APS FAQ and ensure Peer Mentors are well trained on privacy concerns. 3. Ensure MyGradPlan updates to the correct Alert level when grades are changed. Also have an explanatory statement in MyGradPlan about the purpose of indicating the most recent Alert level, so students will know what Alert they would reach in the next term they did not meet Academic Progress Standards.
10. Technology	<p><i>Although Technology was found to meet the criteria, there were recommendations to improve the area of Technology.</i></p> <ol style="list-style-type: none"> 1. Address security of information/confidentiality. 2. Develop You Tube videos to help students understand expectations and to address FAQs. 3. Ensure all materials and interventions are in accessible formats. 4. Address issue of many students not checking Lane email regularly. 5. Explore use of text messaging as an additional method of communication. Variety of technological tools must be employed. 6. Consult with ATC/IT to ensure web security is maximized. 7. Video/Audio content should be expanded and enhanced.
12. Assessment	<ol style="list-style-type: none"> 1. Develop assessment plan with consistent outcomes that are being assessed. Then develop timeline and tasks. 2. There is a great deal of information and data. Work with IRAP to develop a plan to organize, review and disseminate it.

Work Form D – Beginning the Action Plan

INSTRUCTIONS:

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

Part 1. Mission

Write a clear Academic Progress Standards mission statement that focuses on positives as a result of meeting Academic Progress Standards, and is written in simple-to-understand language. Use the mission consistently across all College communications.

Part 2. Program

Assure a systematic evaluation of services and outcomes is developed to guide continual improvement of the Academic Progress Standards system.

Part 3. Organization and Leadership

Create on APS web page and collect all APS web information there. Ensure consistent language and messages, and eliminate duplication. Update policies and procedures to reflect current practices. Ensure timely communication with all groups at the College.

Part 5. Ethics

Address Privacy of Information and ensure that students are informed when they are able to reverse Alert statuses.

Part 10. Technology

Utilize multiple technologies to communicate effectively and timely through all parts of the Academic Progress Standards system.

Part 12. Assessment

Develop a comprehensive assessment plan that regularly reviews assessment outcomes in order to address gaps and ensure continuous improvement.

Work Form E – Action Plan

INSTRUCTIONS:

Using this work form, the unit staff will turn the summary of areas to be addressed identified by the review team (Work Form D) into a specific plan of action. After reviewing the information provided in Work Forms B and C, unit staff teams should describe practices in need of improvement, the actions to be taken, the individual responsible, and the timeline for achieving compliance with the standard.

Current Practice Description	Corrective Action Needed	Task Assigned To	Timeline/ Due Dates

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Appendices

Appendix A – First Meeting Notes, 7/24/2017, describes training and decision process.

Appendix B – Rubrics developed specifically for the Academic Progress Review based on the CAS Standards

Appendix C - Current APS Web Pages

Appendix D - Academic Progress Standards power point presentation – provided details of program and some of the data that the Program Review team examined

Appendix A
Academic Progress Standards Program Review
July 24, 2017
First meeting notes

Attended: Helen Faith, Andi Graham, Pat Griffin, Anthony Hampton, Lida Herburger, Genny Martin, Todd Matson, Mary Parthemer, Gwen Polk, Casandra Rhay

1. Welcome to everyone who has agreed to participate in this process!
Intros, and why you are interested (or at least willing) to participate.

2. Program Review Process - Briefly reviewed the following. Handed out *College Services Program Review Outline And Guide* and *CAS Program Review*
 - a. We are the first in Students Affairs to do a Program Review.
 - b. Overview of Academic and College Services Program Review processes
Academic Program Review:
<https://www.lanecc.edu/academicprogramreview>
<https://www.lanecc.edu/academicprogramreview/about-academic-program-review-lane>
College Services:
<https://www.lanecc.edu/collegeservices/college-services-program-review-overview-and-guide>
<https://www.lanecc.edu/collegeservices/college-services-program-review-outline-and-guide>
 - c. Using CAS (Council for the Advancement of Standards in Higher Education) Standards (or parts of them) for Student Affairs program reviews.
<http://www.cas.edu/programreview>

3. What do we want to accomplish through the program review of Academic Progress Standards?
 - a. Identify strengths of the program (based on data and information)
 - b. Identify areas for improvement (based on data and information)

- c. Recommendations for improvement
- d. Action Plan with timeline and how to assess improvements

Desired outcomes from the program review process include:

- clarifying program mission and goals,
- improving the learning environment and student achievement of learning outcomes,
- optimizing program development and improvement,
- creating systematic links between Academic Progress Standards processes and other current and future College systems/resources
- and future planning and resource allocation

4. Components of Academic Progress Standards to review:

- a. System for identifying Alerts
- b. Communication with students (to students in the system and to new students before they get in the system)
- c. Communication with College (how well are staff and faculty informed about the policy and purpose of Academic Progress Standards, about how the system works, and how they can support students)
- d. Interventions
- e. Outcomes
- f. What else????

Integrating with other systems, for example myGradPlan, Academic Planner, automatic messaging at consistent times in the term, NSIS and new student advising

5. Process to complete APS Program Review

- a. Review published materials and how things work
- b. Review data that exists
 - i. Info on pre APS and post APS
 - ii. Students in APS system over time

- iii. Satisfaction measures for students in Alert 1 and Alert 2
 - iv. Outcomes for students at Alert 3
 - v. Outcomes for students who return after Alert 4
 - vi. Tons of rich information in Success Plans developed at Alert 2 and Alert 3, and the Petitions to Return at Alert 4. Any ideas on how to glean information from those rich resources of data?
 - vii. Numbers of students who have AR and Collections holds
 - viii. Financial Aid SAP rates over time
 - ix. Outcomes for students who begin at Dev Ed
 - c. Agree on CAS assessment guide and rating scales - next meeting
 - d. Identify other data needs
 - How many students with AR /Collections holds are RTF?
 - e. Survey students who have progressed to Alert 3 or 4
 - f. Survey faculty and staff about understanding of Academic Progress Standards
 - g. What else????
6. Who else should be involved and how?
- Peer Mentor
 - Someone from FYE Team - Mira?
 - Someone from CAR
7. Next Steps and scheduling meetings
- Next Meeting: Tuesday, August 1, 11:00 - 12:30, 1/224
- 4-hr meeting with lunch: Wednesday, August 23, 11:00 - 3:00, Boardroom
- There will be several more meetings scheduled

Agenda next week:

- Decide on CAS rating scale and which CAS standards we'll use
- Brainstorm Survey Questions
- Document Review

Appendix B

Academic Progress Standards Program Review, July – December 2017

Participants in Academic Progress Standards Program Review will use these rubrics to score various components of the identified CAS Standards that will be assessed for the program review. Scores for each component will be averaged across scorers, and then an overall average for the standard will be arrived at by averaging the averages for individual components by number of components. *Insufficient evidence will count as null and it will not affect scores.*

CAS Standard I: **Mission** (See information about Mission in CAS General Standards and Guidelines)

Mission	NA - Does Not Apply Not scored	X Insufficient Evidence	1 – Does Not Meet	2 – Partially Met	3 - Meets	4 - Exceeds	Notes
Clearly Written							
Disseminated							
Consistent with Lane's Mission							

Appropriate for students and other constituents							
References student learning and development							

Recommendations:

CAS Standard 2: Program (See information about Program in CAS General Standards and Guidelines)

Program	NA - Does Not Apply	X Insufficient Evidence	1 – Does Not Meet	2 – Partially Met	3 - Meets	4 - Exceeds	Notes
APS incorporates formal education which includes curriculum and co-curriculum							
APS supports progression and timely completion of educational goals							
APS helps prepare students for careers, citizenship and lives							
APS identifies relevant and desirable student learning and outcomes							

APS aligns with CAS learning and development domains and dimensions (Intrapersonal Development and Practical Competence)							
APS provides evidence of impact on outcomes							
APS supports student learning and development in domains not specifically assessed							
APS uses evidence to create strategies for improvement of programs and services							

Recommendations:

CAS Standard 3: **Organization and Leadership** (See information about **Organization and Leadership** in CAS General Standards and Guidelines)

To achieve program and student learning and development outcomes, program and services must be purposefully structured for effectiveness.

Organization and Leadership	NA - Does	X Insufficient Evidence	1 – Does	2 – Partially Met	3 - Meets	4 - Exceeds	Notes
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APS is structured to provide:	Not Apply		Not Meet				
clearly stated and current goals and outcomes							
clearly stated and current policies and procedures							
clearly stated and current responsibilities and performance expectations							
clearly stated and current organizational charts							
leaders modeling ethical behavior and institutional citizenship							
leaders providing strategic planning and program advancement							
leaders providing effective management and supervision							
leaders providing program advancement							

Recommendations:

CAS Standard 5: **Ethics** (See information about **Ethics** in CAS General Standards and Guidelines)

Ethics	NA - Does Not Apply	X Insufficient Evidence	1 – Does Not Meet	2 – Partially Met	3 - Meets	4 - Exceeds	Notes
APS program and services:							
provides appropriate statements of ethical practice							
specifies that personnel respect privacy and maintain confidentiality							
specifies limits of disclosure of information contained in student records							
reflects the responsibility of personnel to be fair, objective and impartial							
employs ethical decision-making							
makes referrals when issues presented exceed the scope of the position							
performs duties within the scope of position, training, expertise and competence							

Recommendations:

CAS Standard 10: **Technology** (See information about **Technology** in CAS General Standards and Guidelines)

Programs and services must use technologies to support the achievement of the mission and goals.

Technology	NA - Does Not Apply	X Insufficient Evidence	1 – Does Not Meet	2 – Partially Met	3 - Meets	4 - Exceeds	Notes
APS:							
uses technologies to provide updated information regarding services and official contacts to students in accessible formats							
provides an avenue for students and other constituents to communicate in a secure format							
enhances the delivery of programs and services for all students							
articulates policies and procedures to protect confidentiality and security of information							
provides information or referral to services for students needing assistance with technologies							
provides instruction or training on how to use the technology							

Recommendations:

CAS Standard 12: **Assessment** (See information about **Assessment** in CAS General Standards and Guidelines)
 Programs and services must develop assessment plans and processes. Assessment plans must articulate an ongoing cycle of assessment.

Assessment	NA - Does Not Apply	X Insufficient Evidence	1 – Does Not Meet	2 – Partially Met	3 - Meets	4 - Exceeds	Notes
APS program/services:							
specifies programmatic goals and intended outcomes							
identifies student learning and development outcomes							
employs multiple assessment measures and methods							
develops manageable processes for gathering, interpreting, and evaluating data							
documents progress toward achievement of goals and outcomes							
interprets and uses assessment results to demonstrate accountability							

reports aggregated results to stakeholders							
uses assessment results to inform planning and decision-making							

Recommendations:

Appendix C

Academic Progress Standards - Current Web pages 8.21.2017

Academic Progress Standards FAQs - <https://www.lanecc.edu/esfs/academic-progress-standards-faqs>

Academic Progress Standards Interventions - <https://www.lanecc.edu/counseling/keys-success-workshop>

College Success: Back On Course - <https://www.lanecc.edu/counseling/back-course>

COPPS Procedure - <https://www.lanecc.edu/copps/documents/academic-progress-standards>

New Student Information Session – Academic Progress Standards - <https://blogs.lanecc.edu/nsis/new-student-information-session-nsis/things-you-really-need-to-know/academic-progress-standards/>

TIPSS #15 – Academic Progress Standards - <https://blogs.lanecc.edu/achievingthedream/tipss-15-academic-progress-standards/>

Appendix D

Please see separate attachment of PDF File of power point presentation about Academic Progress Standards.