



Student Standards (Student Conduct)
Lane Community College
Program Review
September 13, 2023

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Students working in a Lane computer lab

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The Health and Wellness Center building at Lane

Executive Summary

The Student Standards program engaged in an in-depth self-study process using the Council for the Advancement of Standards in Higher Education to identify strengths and opportunities for improvement in 2020-2022. The program director and program review coach collaboratively completed this self-study report in Sept 2023.

The self-study found that the Student Standards program structure is sound and access to submitting reports is readily available. The design of the program follows federal case law and other legal guidance. The program effectively deals with cases involving protected or minority statuses. Staff works with constituents to ensure there is understanding of policies and procedures as well as render assistance when appropriate, such as with languages, and racial and cultural understanding.

Commitment to program goals is a priority and human resources are utilized effectively and efficiently with the help of technology. The program continuously looks for and eliminates conflicts of interests that could put parties at a disadvantage. The program also consults with others in the state to review ethical considerations.

The program has enough financial support to operate and is given additional funding for needs that are required by law. The program has sufficient office space to support its work as well as sufficient equipment resources. Electronic filing and communications help make the program especially efficient. Reports can be made via a website and staff will take reports over voice or in-person as needed.

The areas needing improvement are largely related to the need for better public posting of information such as the mission statement, student conduct process information, and learning outcomes. For all of the aforementioned, there is also a need for regular assessment, on an annual basis. Other areas identified as needing improvement include more work with access, equity, diversity, and inclusion, and human resource management.

Below is a list of the recommendations for improvement developed throughout the review process. This program review report supports the [Strategic Plan](#) objective 4.2, Ensure that services and programs are engaged in continuous improvement and are informed by regular program review. Alignment of the emergent recommendations with specific Strategic Plan objectives is listed in parentheses following the recommendation.

- Revise and simplify the mission statement (4.3)
- Revise the Student Code of Conduct (1.3, 4.3)
- Update the website (1.3, 4.3)
- Determine whether or not additional staff are needed (6.2)
- Create departmental manuals (4.3)
- Develop a plan to engage with diverse populations, especially for students with limited resources (3.5)
- Develop a Student Learning and Development Assessment Plan (4.4)
- Create a Programmatic Assessment Plan (4.4)
- Constituent feedback (4.3)

Progress on Previous Program Outcomes, Goals and/or Recommendations

Because this is the first program review, there are no previous outcomes, goals, or recommendations.

Program Description and Purpose

At Lane Community College, Student Standards is the office responsible for the administration of the College's [student conduct program](#). It is also responsible for receiving and facilitating complaints from students about the College, including operations and instruction. Student Standards is part of the Office of Student Engagement which resides in the Division of Academic and Student Affairs. The department has one director, who reports to the Associate Vice President of Academic and Student Affairs, and one program coordinator.

According to the Association for Student Conduct Administration, student conduct programs need to balance three interrelated goals: community-focused, learning-centered, and procedurally sound¹. This program review will discuss how Student Standards meets these goals and provides recommendations for future growth and development.

Recommendations:

- Use the Equity Lens to see if the program is accessible to complainants, respondents, faculty, and others as well as treating all involved fairly; determine what changes need to be made and implement changes
- Make a plan to engage with diverse populations, especially for students with limited resources
- Update website with more information available to students
- Create and post an ethical statement on website and possibly the Code of Student Conduct

Program Mission/Institution Mission

The current mission statement is "Lane Community College is a community learning institution committed to fostering a campus environment conducive to academic inquiry, a productive campus life, and thoughtful study and discourse. The student conduct program, within the Office of Academic and Student Affairs, is committed to an educational and developmental process that balances the interests of individual students with the interests of the College community".

This is a new mission statement and it is based on Lane's Student Code of Conduct.

¹ "Student Conduct Programs SAG [Self Assessment Guide] 2019." Center for the Advancement of Standards in Higher Education. https://www.cas.edu/store_category.asp?id=6.

Recommendations:

- Update the Student Standards mission statement; post on website and in other documents as needed
- Annually review mission statement
- Revise the Student Code of Conduct
- Explore whether new goals and services could/should be implemented and whether additional staff are needed
- Create a manual for future/new employees

Alignment with College Mission and Strategic Plan

Student Standards supports the College’s mission (“Lane is the community's college: we provide comprehensive, accessible, quality, learning-centered educational opportunities that promote student success”) by teaching students what the standards of an educational environment, giving students an opportunity to match their behaviors to the expectations when they do not meet them, and removing them from the environment when the disruption to others is unreasonable and/or is a safety concern.

Alignment of the recommendations that emerged from this reporting process with the Strategic Plan goal objectives is included in the Executive Summary.

Environmental Scan

There are a number of trends and patterns that may impact Student Standards, listed below. Generally, the Office of Student Standards operates under a fairly stable legal/regulatory realm. With that said, the Office of Student Standards must be prepared to adapt and change to a quickly shifting legislative landscape and professional trends (“Student Conduct Programs SAG 2019,” page 10-11).

Since the pandemic, the vast majority of meetings have been held with students online. While this is a benefit for some students, the increased reliance on technology presents barriers connecting with some students via email and virtual appointments. Inequitable access to technology, internet access is a barrier that must be overcome. For some students, there is a preference to meet in-person.

In June 2022, the Department of Education released proposed changes to Title IX. The “proposed amendments will restore crucial protections for students who are victims of sexual harassment, assault, and sex-based discrimination,” ([US DOE](#)²). Additionally, students will need

² “The U.S. Department of Education Releases Proposed Changes to Title IX Regulations, Invites Public Comment.” The U.S. Department of Education Releases Proposed Changes to Title IX Regulations, Invites Public Comment | U.S. Department of Education, U.S. Department of Education, 23 June 2022, <https://www.ed.gov/news/press-releases/us-department-education-releases-proposed-changes-title-ix-regulations-invites-public-comment>.

to be supported and schools will need to develop and implement procedures to deal with “complaints of sex discrimination, including sexual violence and other sex-based harassment,” (Ibid). These changes will go into effect in 2023.

Socioeconomic changes such as increased homelessness, poverty, food insecurity, etc. may result in the inappropriate use of school resources by struggling students.

A lack of access to transportation to get to the main campus might continue to present challenges to students. For example, students may have difficulty attending in-person interviews or meetings.

These trends need to be watched carefully in order to proactively respond. Student conduct programs are already recognizing the need to not only address student behavior that is contrary to institutional expectations by recognizing and addressing students’ unmet basic needs. This has already resulted in staff becoming akin to social case workers when trying to assist students.

Assess Student/Client Access, Learning, Development, and Success

Currently, determination of student needs comes by way of meetings with students about reported behaviors. Some are informal communications with the students, while others are from student conduct hearings. The Department focuses on developing relationships, a caring environment, helping students understand what the rules are and why they are there for the community, and coach students on how to better meet those expectations using their relationships and campus resources.

The student development and learning outcomes reflect this philosophy and are listed in the Student Code of Conduct

(https://inside.lanecc.edu/sites/default/files/copps/code_of_conduct.pdf, page 25).

Recommendations:

- Review and update student development and learning outcomes
- Update website (add information about programs and services and contributions to student learning; goals and process)
- Evaluate current assessment protocols and determine new ways to assess student learning
- Annually review the assessment process in order to establish a culture of assessment
- Standardize reports in Maxient for regular review

Programmatic Assessment Using Key Quality and Effectiveness (Success) Indicators

Student Standards has not yet developed programmatic key quality and effectiveness indicators. The necessary steps are to establish key performance indicators (KPI), metrics to measure success, a way to collect the data, a process to analyze the data, and use of the results to make improvements. This work will be completed in year two of the program review process.

Below is a discussion of the contextual factors as well of some potential indicators that could be used.

Employees and students expect a safe learning environment and public spaces. Being clear with behavioral expectations and upholding student standards increases the probability of such an environment and spaces.

Student Standards engages with students who have been alleged with violations. It is important to give the student a fair process while having it be an opportunity to learn from the situation regardless of their level of responsibility. Is it possible to evaluate the fairness of the process and/or the learning involved?

Also, Student Standards teaches students how to manage their behavior better in higher education situations but with the goal of having them make mistakes and learn from them while a student—and not as an employee after graduation. Department teaches students how to manage emotional intelligence. Could this be measured? Would it be helpful?

An important part of a successful program is when students and employees feel comfortable coming to Student Standards to seek assistance, especially when cultural and other reasons may discourage them from doing so. Therefore, a KPI may be developed related to one's feeling comfortable visiting and communicating with Student Standards.

Another potential indicator is when employees and students report a high level of satisfaction with their learning environments with regard to student behavior. So, the level of satisfaction may also be a KPI.

Employee and student safety is paramount. Therefore, when employees and students who have been negatively impacted by students who have violated the Student Code of Conduct feel like they have been made whole, it reflects that the department has been successful. Although important, this may be difficult to measure.

It's also crucial to decrease or eliminate academic misconduct, disruptive behaviors, persons and/or threatening elements. If these issues are not addressed, student and employee retention

suffers, students may choose to drop classes, etc. This also may be difficult or impossible to measure.

The number of complaints and resolutions could be measured. However, it may not provide very valuable information.

After developing a Departmental Strategic Plan, accomplishment of the goals in the strategic plan (on time, within budget, and at the quality desired) point to a program that is successful and thus could be a KPI.

Recommendations:

- Institute an annual/regular review process for the department
- Create a strategic plan; update annually or every two years
- Establish key performance indicators (KPI), metrics to measure success, a way to collect the data, a process to analyze the data, and use of the results to make improvements

Financials

Below is a financial statement showing the budget for the past 5 years and 1 projected year. The budget decreased over the last five years due to college budget cuts and frugal spending.

Student Standards Financial Statement											
	2019		2020		2021		2022		2023		2024
	Accounted Budget	Actuals	Accounted Budget	Actuals	Accounted Budget	Actuals	Accounted Budget	Actuals	Accounted Budget	Actuals	Projected Budget
Administrators Salaries	\$ 81,482	\$ 82,109	\$ 83,723	\$ 86,165	\$ 83,723	\$ 87,629	\$ 84,351	\$ 60,496	\$ 31,498	\$ 31,498	\$ 31,498
Classified Unit Employees	\$ 47,555	\$ 47,807	\$ 47,807	\$ 30,205	\$ 36,470	\$ 40,549	\$ 38,721	\$ 41,312	\$ 9,183	\$ 9,183	\$ -
Classified Non-Unit Employees	\$ -	\$ -	\$ -	\$ 281	\$ -	\$ 149	\$ -	\$ 159	\$ -	\$ -	\$ -
Internet/Phone Stipend	\$ 360	\$ 375	\$ 360	\$ 360	\$ 360	\$ 360	\$ 360	\$ 215	\$ 360	\$ -	\$ -
OPE Allocated	\$ 83,874	\$ 84,445	\$ 84,179	\$ 73,925	\$ 78,125	\$ 83,362	\$ 82,458	\$ 68,275	\$ 26,849	\$ 26,849	\$ 20,159
Operational Supplies	\$ 145	\$ -	\$ 700	\$ -	\$ 750	\$ -	\$ 750	\$ -	\$ 857	\$ -	\$ 914
General Materials & Supplies	\$ 1,817	\$ 1,417	\$ -	\$ 65	\$ -	\$ -	\$ -	\$ 4,162	\$ -	\$ 1,888	\$ -
Operating Supplies	\$ -	\$ -	\$ 164	\$ 799	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Office Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,625	\$ -	\$ 1,630	\$ -	\$ 1,878	\$ -
M&S from Lane Internal Service Fund	\$ -	\$ -	\$ 176	\$ -	\$ 400	\$ -	\$ 400	\$ -	\$ 400	\$ -	\$ 400
M&S from Lane Printing & Graphics	\$ 308	\$ 486	\$ 2	\$ 178	\$ -	\$ -	\$ -	\$ 38	\$ -	\$ 3,141	\$ -
Staff Travel	\$ 54	\$ -	\$ 558	\$ -	\$ 500	\$ -	\$ 500	\$ -	\$ 500	\$ -	\$ 500
Routine Staff Travel	\$ 54	\$ 53	\$ -	\$ 389	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 143	\$ -
Visa Staff Travel	\$ 393	\$ 138	\$ -	\$ 168	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Telephone	\$ 229	\$ 271	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 216,271	\$ 217,101	\$ 217,669	\$ 192,535	\$ 200,328	\$ 213,674	\$ 207,540	\$ 176,287	\$ 69,647	\$ 74,580	\$ 53,471

Stakeholder Feedback and Recommendations

In year two of the program review process the department will gather stakeholder feedback and recommendations for improvement. Potential stakeholder groups are listed below.

Potential Constituents:

- Survey for Student Government Association
- Survey for Deans and Directors
- Feedback from Mandie Pritchard, Associate Dean of Accessible Resources and Testing Services and other peers

Recommendation: Gather and use feedback from constituents to improve the program

Reflection and Conclusion: Program Review Process and Findings

A self study using the Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide (SAG) for Student Conduct Programs (2019) identified existing good practices and areas that need improvement.

LCC Student Standards' overall program is sound with easy access to reporting student conduct issues, timely resolution of allegations, and adherence to state and federal laws and guidance. The program also makes good use of technology to track cases and minimize its impact on financial and facilities resources.

The areas that need the most improvement would be updates to the department's website regarding programs and services and student learning. More attention to assessment and strategic planning, and whether the department is serving diverse needs should also be a priority.

Also, while the program is financially efficient and also covers areas beyond student conduct administration such as Threat Assessment Team, facilitating complaint resolution, facilitating resolution of inter-student conflicts, and administration of bus passes and student photo identification cards, an exploration of what other student conduct services would be prudent.

Specific Findings/Recommendations

The general program structure is sound. Students, employees, and community members all have access to an online form to submit a report. Each report is evaluated, resolved

immediately and/or at the lowest-possible level, and followed up upon until the matter is resolved/closed. The design of the program follows federal case law and other legal guidance.

The program has had many cases where it pays close attention to any situation involving protected or minority statuses. Staff works with students and other parties to make sure there is understanding of policies and procedures as well as render assistance when appropriate, such as with languages, and racial and cultural understanding.

Commitment to program goals is a priority and human resources are utilized effectively and efficiently with the help of technology. The program continuously looks for conflicts of interests and to address any biases that could put parties at a disadvantage. The program also consults with others in the state to review ethical considerations.

The program has enough financial support to operate and is given additional funding for needs that are required by law. The program has sufficient office space to support its work as well as sufficient equipment resources.

Electronic filing and communications help make the program especially efficient. Reports can be made via a website and staff will take reports over voice or in-person as needed.

The areas needing improvement are largely related to the need for better public posting of information such as the mission statement, student conduct process information, and learning outcomes. For all of the aforementioned, there is also a need for regular assessment, on an annual basis. Other areas identified as needing improvement include more work with access, equity, diversity, and inclusion, and human resource management.

Below is a list of the recommendations for improvement developed throughout the review process.

Student Standards Program Review Recommendations:

- **Mission Statement:** Revise and simplify the Student Standards mission statement; post on website and in other documents as needed; annually review the mission statement and revise as needed
- **Revise the Student Code of Conduct** and post on website
- **Update the website:**
 - List the mission statement
 - Create and post ethical policies/statements on website
 - Explain contributions to student learning and development
 - Create a link to the Student Code of Student Conduct
 - Provide an outline of the process for the website and include in the Student Code of Conduct
 - Provide readily available and useful information to students and add additional resources and information about programs and services, as needed
- **Staffing Sufficiency:** Determine staffing sufficiency and whether or not additional staff are needed
- **Departmental Manuals:**
 - Create a departmental manual/handbooks for Director and for Program Coordinator (e.g. for new and existing employees)

- Provide training for new employees
- **Access, Equity, Diversity and Inclusion:** Develop a plan to engage with diverse populations, especially for students with limited resources
- **Student Learning and Development Assessment Plan:** Determine how to assess student learning and development; annually review the assessment process in order to establish a culture of assessment; use assessment results to make improvements
 - Use the Equity Lens to determine whether or not the program is accessible (to complainants, respondents, faculty, and others), treats people fairly, determine what changes need to be made, and implement the changes
 - Use Equity Lens when assessing department achievements
 - Standardize reports in Maxient for regular review
 - Explain what students should learn from the process
- **Programmatic Assessment Plan:**
 - Institute a regular review process for the department / create a strategic plan with:
 - Key performance indicators (KPI), metrics to measure success, a way to collect the data, a process to analyze the data, and use of the results to make improvements
 - Update annually or every two years
 - Use the Center for the Advancement of Standards and Higher Education's Student Conduct Programs Self Assessment Guide and other best practices for guidance developing key performance indicators
 - Explore whether new goals and services could/should be implemented (page 4)
- **Constituent Feedback:** Gather and use feedback from constituents to improve the program on a regular basis

Appendix: Student Standards Self Assessment Process

Introduction to Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide (SAG) for Student Conduct Programs (2019)

Student Standards, a department within Student Affairs at Lane Community College conducted a self study using the Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide (SAG) for Student Conduct Programs (2019).

The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of the Student Standards and to plan for improvement opportunities within that department.

Carl Yeh, Director of Student Standards collected the information and conducted the review. The CAS SAG included the following parts for review:

- 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 Student Standards consisted of an internal and external reviewer:

- Carl Yeh, Director of Student Standards, Lane Community College
- Greg Brock, Dean of Students and Director of Residence Life, Bushnell University

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

- CAS SAG for Student Conduct Programs (2019)
- CAS Work Forms
- Data and evidence

Assessment criterion measures are used to judge how well areas under review meet CAS standards. These criterion measures are designed to be evaluated using a 3-point rating scale. In addition to the numerical rating options, Does Not Apply (DNA) and Insufficient Evidence/Unable to Rate (IE) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

DNA	IE	0	1	2
Does Not Apply	Insufficient Evidence /Unable to Rate	Does Not Meet	Partly Meets	Meets

CAS Self-Assessment Guide (SAG) for Student Conduct Programs

	Area	Rating	Notes
Mission	1.1 Program and Services Mission	1	The current mission statement: "Lane Community College is a community learning institution committed to fostering a campus environment conducive to academic inquiry, a productive campus life, and thoughtful study and discourse. The student conduct program, within the Office of Academic and Student Affairs, is committed to an educational and developmental process that balances the interests of individual students with the interests of the College community" This mission should be updated and simplified for student (and employee) understanding.
	1.2 Mission Statement	1	Annual regular review process should be implemented

Program and Services	2.1 Program and Service Goals	1	Annual regular review process should be implemented
	2.2 Program Information and Services	1	Website should be updated with more information about programs and services
	2.3 Program Structure and Framework	2	
	2.4 Program Design	2	
Student Learning, Development, Success	3.1 Program Contribution to Student Learning, Development, and Success	1	Website should be updated with contributions to student learning
	3.2 Student Learning and Development Domains and Dimensions	1	
	3.3 Assessment of Student Learning and Development	1	Evaluate current assessment and determine new ways to assess student learning
Assessment	4.1 Establishing a Culture of Assessment	0	Annual review process should be implemented for this and other parts to establish a culture
	4.2 Program Goals, Outcomes, and Objectives	1	
	4.3 Assessment Plan and Process	1	
	4.4 Gathering Evidence	1	Because all cases are entered into an online database, there are tools to extract data points. Standardized reports would be helpful.
	4.5 Review and Interpret Findings	1	
	4.6 Reporting Results and Implementing Improvement	1	

Access, Equity, Diversity, and Inclusion	5.1 Inclusive and Equitable Educational and Work Environments	2	
	5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion	2	
	5.4 Implementing Access, Equity, Diversity, and Inclusion	1	Program is one of the main points of entry for concerns regarding access, equity, diversity, and inclusion. This area needs review and improvement to make sure it is meeting people's needs.
Leadership, Management, Supervision	6.1 Leadership	2	
	6.2 Management	2	
	6.3 Supervision	2	
	6.4 Strategic Planning	1	Program should plan an annual or biennial strategic planning.
Human Resources	7.1 Staffing and Support	1	The program is sufficiently staffed for its current services. [NOTE: since this was written, the manager of this program was assigned additional responsibilities (2 new programs) This essentially means Student Standards lost .75 FTE]
	7.2 Employment Practices	2	
	7.3 Personnel Training and Development	1	Formalized training would be helpful for future/new employees (and for transitions).
	7.4 Paraprofessional Personnel	DNA	

Collaboration and Communication	8.1 Collaboration and Communication	1	Program regularly collaborates with other Student Affairs departments, faculty, and deans. More work should be done to engage with diverse populations, especially students who have few resources.
	8.2 Communication	1	Website should be improved with more information for students, faculty, and other employees.
	8.3 Procedures and Guidelines	2	
Ethics, Law, and Policy	9.1 Ethical Statements	0	No clear ethical statements for the program exist, nor an umbrella statement for the College
	9.2 Ethical Practice	2	Despite the lack of written ethical statements, employees do adhere to a good faith practice acting with integrity with regard to institutional, regulatory, and legal standards.
	9.3 Legal Obligations and Responsibilities	2	The program connects with others in the field
	9.4 Policies and Procedures	2	With the Student Affairs Council, the program reviews program-related policies on a regular basis
	9.5 Communication of Ethical and Legal Obligations	2	
	9.6 Addressing Harassment and Hostile Environments	2	
Financial Resources	10.1 Funding	2	While there is sufficient funding for current operations, more funding will be needed if additional education and engagement with students, staff, and faculty is desired.
	10.2 Financial Planning	2	
	10.3 Financial Management	2	
Technology	11.1 Systems Management	2	The program excels at leveraging its technology assets to accomplish its goals.
	11.2 User Engagement	2	
	11.3 Compliance and	2	

	Information Security		
	11.4 Communication	2	
Facilities and Infrastructure	12.1 Design of Facilities	2	There is sufficient and appropriate space for all student conduct operations.
	12.2 Work Space	2	
	12.3 Equipment Acquisition	2	
	12.4 Facilities and Equipment Use	2	

CAS Good Practices (Work Form B)

Part	Standards of Good Practice
1. Mission	
2. Program and Services	2.3, 2.4: The general program structure is sound. Students, employees, and community members all have access to an online form to submit a report. Each report is evaluated, resolved immediately and/or at the lowest-possible level, and followed up upon until the matter is resolved/closed. The design of the program follows federal case law and other legal guidance.
3. Student Learning, Development, and Success	
4. Assessment	
5. Access, Equity, Diversity, and Inclusion	5.1, 5.2: The program has had many cases where it pays close attention to any situation involving protected or minority statuses. Staff works with students and other parties to make sure there is understanding of policies and procedures as well as render assistance when appropriate, such as with languages.
6. Leadership, Management, and Supervision	6.1, 6.2, 6.3: Commitment to program goals is a priority and human resources are utilized effectively and efficiently with the help of technology.
7. Human Resources	7.2
8. Collaboration and Communication	8.3

9. Ethics, Law, and Policy	9.2, 9.3, 9.4, 9.5, 9.6: The program continuously looks for conflicts of interests and to address any biases that could put parties at a disadvantage. The program also consults with others in the state to review ethical considerations.
10. Financial Resources	10.1, 10.2, 10.3: The program has enough financial support to operate and is given additional funding for needs required by law.
11. Technology	11.1, 11.2, 11.3, 11.4: Electronic filing and communications help make the program especially efficient. Reports can be made via a website and staff will take reports over voice or in-person as needed.
12. Facilities and Infrastructure	12.1, 12.2, 12.3, 12.4: The program has sufficient office space to support its work as well as sufficient equipment resources.

CAS Areas for Improvement and Recommended Action (Work Form C)

Part	Areas for Improvement: <small>Items that do not meet or partly meet the standard (consensus ratings = 0, 1)</small>	Recommendations for Functional Area Action:
1. Mission	1.1, 1.2	<ol style="list-style-type: none"> 1. Create and update website and Student Code of Conduct with simplified mission 2. Mission statement should be reviewed annually
2. Program and Services	2.1, 2.2	<ol style="list-style-type: none"> 1. Update website with goals and process 2. Updated process should be in Student Code of Conduct 3. Process and goals should be reviewed annually
3. Student Learning, Development, and Success	3.1, 3.2, 3.3	<ol style="list-style-type: none"> 1. Update website and Student Code of Conduct with student learning information 2. Evaluate current assessment and determine new ways to assess student learning
4. Assessment	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	<ol style="list-style-type: none"> 1. Implement an annual review process of assessment with the goal of establishing a culture of assessment. 2. Standardize reports in Maxient for regular review
5. Access, Equity, Diversity, and Inclusion	5.4	<ol style="list-style-type: none"> 1. Use equity lens to see if the program is accessible to complainants, respondents, faculty, and others as well as treating all involved fairly.
6. Leadership, Management, and Supervision	6.4	<ol style="list-style-type: none"> 1. Strategic planning with specific goals should occur every year or every two years.
7. Human Resources	7.1, 7.3	<ol style="list-style-type: none"> 1. Explore whether new goals and services could/should be implemented and whether additional staff are needed 2. Create a manual for future/new employees

8. Collaboration and Communication	8.1, 8.2,	<ol style="list-style-type: none"> 1. More work should be done to engage with diverse populations, especially for students with limited resources 2. Website should have more information available to students
9. Ethics, Law, and Policy	9.1	<ol style="list-style-type: none"> 1. Create and post an ethical statement on website and possibly the Code of Student Conduct
10. Financial Resources		
11. Technology		
12. Facilities and Infrastructure		

Draft CAS Action Plan (Work Form E)

The following action plan was created during the self-study process. After the review has been completed and all recommended actions have been listed and prioritized, a formal action plan using Lane's template will be developed. **It will supersede the table below.**

Current Practice Description	Corrective Action Needed	Task Assigned To	Timeline/ Due Dates
1. Mission statement	Simplify and post on website	Director	December 31, 2021
2. Student conduct process, goals, and revised Code	Revise and post on website	Director	December 31, 2021
3. Communicating student learning	Create and post on website	Director	December 31, 2021
4. Assessment and strategic planning	Implement annual or two-year review process coupled with strategic planning	Director	ongoing
5. Assessment and Access, Equity, Diversity, and Inclusion	Use Equity Lens when assessing program	Director	ongoing
6. Access, Equity, Diversity, and Inclusion	Engage with students in diverse populations, make more information available to students	Director	ongoing
7. Staff management: Program services	Explore whether Student Standards should be offering more services and whether more staff are needed.	Director	January 31, 2021
8. Staff management: employee manual	Create Director and Program Coordinator manuals	Director, Program Coordinator	January 31, 2021

9. Ethical policies	Create and post ethical policies/statements on website	Director	December 31, 2021
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LCC Student Standards Mission in Code of Student Conduct

The following mission statement is in the Code of Student Conduct, available on the Student Standards website (<https://www.lanecc.edu/studentconduct>):

Lane Community College is a community learning institution committed to fostering a campus environment conducive to academic inquiry, a productive campus life, and thoughtful study and discourse. The student conduct program, within the Office of Academic and Student Affairs, is committed to an educational and developmental process that balances the interests of individual students with the interests of the College community.