Executive Summary and Action Plan
Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment
Office of Student Conduct at Community College of Denver
December 2014

The Self-Assessment Process

The CAS Self – Assessment process for the Office of Student (OSC) was assigned to and completed by Nicole Taylor, Student Conduct Officer. As the OSC operates within strict guidelines regarding confidentiality, and because it is a two person office (seeking the advice of the Dean of Student Life when necessary) the decision was made to opt out of the "review committee" process. Ms. Taylor completed the first draft of the assessment and then met with the Director of Student Conduct and the Dean of Student Life to review and revise, resulting in the final report.

Component Areas Overview

Part 1: Mission
The Office of Student Conduct believes that student learning takes place outside the classroom as well as inside the classroom. Our goal is to use the adjudication process as a tool for educating the student on personal conduct, ethical reasoning and community responsibility. We will treat each case individually and each student with respect. We will involve the entire community in a culture of conversation, where reporting is a natural by-product of a sincere commitment to the safety, security and learning environment of the campus.

Part 2: Program
Programmatically the OSC focuses on policy clarification and interpretation; policy enforcement and adjudication; behavior intervention and threat assessments; conflict resolution processes when applicable; and providing ongoing education and awareness for students/faculty/staff

Part 3: Organization and Leadership
Leadership at the Community College of Denver, as well many other institutions of higher education, is conceptualized not as positional authority but rather how people work together to create and effect social change. In that lens, leadership practices by the student conduct administrator could be described as: collegiality, collaboration, personal accountability, a commitment to social justice, and the ability to tailor/craft interventions, sanctions and programs to individuals based on their developmental needs.

Part 4: Human Resources
The Division of Student Affairs incorporates annual performance evaluations of its employees. Feedback from supervisors, supervisees, colleagues and students throughout the institution is collected and provided to each student affairs staff member. In addition the OSC provides satisfaction surveys to everyone who comes in contact with the office. The OSC staff in this evaluation process and is held accountable for his/her performance.

Part 5: Ethics
The OSC and its staff are guided by multiple ethical principles, standards, statements and/or codes. Ethical dilemmas and/or potential conflicts of interest are handled by the Dean of Student Life. If there is a perceived or actual conflict of interest or ethical dilemma as it relates to the Dean of Student Life, the Vice-President for Student Affairs and/or Human Resources staff may be used as a resource. Also,

the OSC staff has the autonomy to recuse themselves from a case to avoid a perceived conflict of interest. Grievance and appeals processes are available to students/staff/faculty if they feel there has been an ethics breech or conflict of interest.

OSC staff are exposed to ongoing professional development and training (such as conference attendance) in relation to ethical conduct. Additionally, ethical conduct may be addressed in an annual performance review. The Division of Student Affairs incorporates the ACPA/NASPA *Professional Competency Area for Student Affairs Practitioners* in evaluations and the Office of Student Conduct adheres to the Association of Student Conduct Administration *Ethical Principals and Standards of Conduct*, of which ethical professional practice is a core competency. OSC staff also sign a Code of Ethics which is housed within human resources.

Part 6: Law, Policy and Governance
The legal issues faced by the OSC center around knowing and abiding by Federal laws, including: FERPA; Student Right-to-Know and Campus Security Act; Clery Act; VAWA; SaVE Act; Title IX and all applicable case law. In addition to consultation and supervision from the Vice-President for Student Affairs and/or the College President, advice and direction may be provided by College counsel. As CCD is part of the Colorado Community College System, NCHERM has been retained to provide ongoing training and consultation on current legal trends.

OSC staff are continually updated on current legal obligations and potential liabilities through continued professional development at the state, regional, and national levels as well as through webinars and literature (such as Law & Policy Reports – written by Gary Pavela, J.D., and published weekly by ASCA).

Part 7: Diversity, Equity and Access
The OSC works to foster and promote a sense of acceptance within our community where personal responsibility and respectful interactions among all community members is the expectation. The OSC nurtures diversity, equity and access through various, creative educational outcomes (sanctions) as social justice is a core value that embodies the OSC. The OSC works closely with the Accessibility Center to ensure those requiring accommodations are having their needs met.

Part 8: Institutional and External Relations
The OSC collaborates with and maintains effective relationships with a variety of on- and off-campus constituencies, including but not limited to: President, Vice-President for Student Affairs, SGA President, Director of Campus Safety & Security, Title IX Coordinator(s), Campus Awareness and Response Team (CART), Office of Civil Rights (OCR), Dean of Admission & Financial Aid, Registrar, Auraria Police Department, The Phoenix Center at Auraria, Facilities Management staff, GLBTSS, Health Center, Faculty Senate, Faculty Council, Sexual Assault Interagency Council, and the Care Team.

Part 9: Financial Resources
OSC's funding stream comes from the general fund of the institution. At this time, the funding stream is relatively new as it was created out of need. However, with institutional shortfall, there is no drafted strategy at this time. Additionally, office support staff is 100% work-study funded.

Part 10: Technology
The OSC utilizes PC word processing, email correspondence, Maxient database system, and web site management of our student conduct page. OSC requires minimal inventorying and maintenance - the CCD IT staff provides necessary technological updates.

Part 11: Facilities and Equipment

Facilities Management staff are responsible for the inventorying and maintenance of facilities and equipment. All meetings are held in accessible locations to accommodate individuals with different abilities. Additionally, in all email generated communications, the OSC invites students to contact the office for any accommodations required.

CCD promotes the full inclusion of individuals with disabilities as part of our commitment to creating a diverse, multicultural campus community. It is the policy of CCD to comply with the Americans with Disabilities Act of 1990 (ADA) Amendments Act of 2010 and Section 504 of the Rehabilitation Act of 1973 along with Section 508, and other applicable federal and state laws that prohibit discrimination on the basis of disability. The College provides reasonable accommodation to qualified individuals with disabilities upon request.

Part 12: Assessment and Evaluation
The Maxient database is the utilized strategy to assess program utilization, case turnaround time, sanction tracking, prior violations, and general record keeping. Learning outcome surveys are sent to students who go through the conduct process to assess their learning. At this time, these surveys are not mandatory. Additionally, 'satisfaction surveys' are sent to faculty, staff and other reporters after a case resolution and on an annual basis for general feedback.

Judgment of Performance

CAS Component Area	Judgment	Rating
Part 1: Mission	The OSC shows strength by supporting appropriate individual and group behavior as well as serving the campus community by reducing disruption and harm. OSC programs are conducted in ways that foster the ethical development and personal integrity of students and promote an environment that is consistent with the overall educational goals of the institution. **The OSC needs to improve in the area of regularly review and revising its mission statement.**	3
Part 2: Program	The OSC meets the standards in the program area, and displays strengths programmatically as we are integrated into the life of the institution; are intentional and coherent; are guided by theories and knowledge of learning and development; are reflective of developmental and demographic profiles of the student population; and are responsive to needs of individuals, diverse and special populations, and relevant constituencies. **The OSC discovered a weakness in the area of dissemination of materials**, and has made a concerted effort to utilize methods such as electronic media; the institutional catalog; the orientation program; the student handbook; and admissions, registration, and billing materials to promote OSC information regarding how the process works, privacy of those involved, and encourages an open discussion of issues related to student conduct.	3
Part 3: Organization and Leadership	The Director of Student Conduct as well as the second conduct officer are well-positioned and empowered to accomplish the program mission to embrace student learning and development by creating and implementing campus policy that reinforce a culture of respect, ethical reasoning and community responsibility.	3

Part 4: Human Resources	At the time the self-assessment was written the OSC had no budget to expand the office. Currently the OSC is conducting a search to fill a newly added third position (Care Team Case Manager – with all three employees in the OSC possessing (a) a clear understanding of the legal requirements for substantive and procedural due process; (b) legal knowledge sufficient to confer with attorneys involved in student disciplinary proceedings and other aspects of the student conduct services system; (c) a general interest in and commitment to the welfare and development of students who participate on boards or who are involved in cases; (d) demonstrated skills in working with decision-making processes and conflict resolution; (e) teaching and consulting skills appropriate for the education, advising, and coordination of hearing bodies; (f) the ability to communicate and interact with students regardless of race, sex, disability, sexual orientation, and other personal characteristics; (g) understanding of the requirements relative to confidentiality and security of Office of Student Conduct files; and (h) the ability to create an atmosphere where students feel free to ask questions and obtain assistance.	3
Part 5: Ethics	This is another area that the OSC excels as they adhere to the highest principles of ethical behavior. OSC staff members ensure privacy and confidentiality are maintained with respect to all communications and records; are aware of and comply with institutional/system policies addressing ethical practices and confidentiality; recognize and avoid personal conflicts of interest or appearance thereof in the performance of their work; strive to insure the fair, objective, and impartial treatment of all persons with whom they interact	3
Part 6: Law, Policy and Governance	The legal issues faced by the OSC center around knowing and abiding by Federal laws, including: FERPA; Student Right-to-Know and Campus Security Act; Clery Act; VAWA; SaVE Act; Title IX and all applicable case law. In addition to consultation and supervision from the Vice-President for Student Affairs and/or the College President, advice and direction may be provided by College counsel. As CCD is part of the Colorado Community College System, NCHERM has been retained to provide ongoing training and consultation on current legal trends. OSC staff stay knowledgeable of current legal obligations and potential liabilities through continued professional development at the state, regional, and national levels as well as through webinars and literature (such as Law & Policy Reports – written by Gary Pavela, J.D., and published weekly by ASCA).	3
Part 7: Diversity, Equity and Access	The OSC operates within a fair, equitable, and non-discriminatory basis in accordance with institutional/system policies and with all applicable state/federal statutes and regulations. The OSC maintains an educational and work environment free from discrimination in accordance with law and institutional policy. The OSC also promotes environments that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, as well as that of others. Likewise,	3

	the OSC recognizes, honors, educates, and promotes respect about commonalties and differences among people within their historical and cultural contexts. The OSC ensures physical and program access for persons with disabilities, being responsive to the needs of all students and other populations served when establishing hours of operation and develops methods of delivering programs and services.	
Part 8: Institutional and External Relations	The OSC reaches out to relevant individuals, campus offices, and external agencies to: • establish, maintain, and promote effective relations • disseminate information about their own and other related programs and services • coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote their achievement of student learning and development outcomes	3
Part 9: Financial Resources	OSC's funding stream comes from the general fund of the institution. At this time, the funding stream is relatively new as it was created out of need. However, with institutional shortfall, there is no drafted strategy at this time. Additionally, office support staff is 100% work-study funded.	3
Part 10: Technology	The OSC utilizes PC word processing, email correspondence, Maxient database system, and web site management of our student conduct page. OSC requires minimal inventorying and maintenance - the CCD IT staff provides necessary technological updates.	3
Part 11: Facilities and Equipment	Facilities Management staff are responsible for the inventorying and maintenance of facilities and equipment.	3
Part 12: Assessment and Evaluation	The Maxient database is the utilized strategy to assess program utilization, case turnaround time, sanction tracking, prior violations, and general record keeping. Learning outcome surveys are sent to students who go through the conduct process to assess their learning. At this time, these surveys are not mandatory. Additionally, 'satisfaction surveys' are sent to faculty, staff and other reporters after a case resolution and on an annual basis for general feedback. The utilization of outcome-based surveys is not reaching its fullest potential as students are not mandated to take the assessment or desire to demonstrate their learning through a conduct process.	3

Prioritized Action Plan

1. Review of mission statement
   • Review and revise OSC mission statement and overall office vision in order to ensure it meets the institutional strategic plan and reflects student learning and development

holistically; focuses on behavior and decision-making processes while emphasizing the importance of personal conduct, ethical reasoning and community responsibility.
  - o To be completed by Jake by 7/1/15
2. Development of specific student learning outcomes
  - Transfer student learning outcomes from Student Life webpage to OSC webpage
    - o To be completed by Jake by 7/1/15
3. Civic participation (students)
  - Create draft of potential civic engagement sanctions
    - o To be completed by Nicole by 4/1/15 (COMPLETED)
4. Integration of OSC into institution
  - Create a check list of parties/offices the OSC needs to meet with on a regular basis
    - o To be completed by Nicole by 4/1/15 (COMPLETED)
5. Distribution of OSC publications to students
  - Post on website; market website; scrolling banner on website
    - o To be completed by Jake by 2/18/15
6. Adequate staffing
  - Create intern position and Care Team case manager position
    - o To be completed by Mel (ND) (COMPLETED)
7. FERPA confidentiality addressed re: students online
  - Add to conduct webpage
    - o To be completed by Jake by 3/1/15
8. Processes for recognition and award
  - Explore comp time and flex time as a means to address burn out/stress of job
    - o To be completed by Jake and Mel ASAP (DENIED)
9. Procedures and guidelines for communicating with the media
  - As above to be completed by Mel (ND)