BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name: Judicial Affairs

Division Name: Student Affairs & Activities

Please list all team members who participated in this Program Review:

Name	Department	Position
Thom Shepard	Student Affairs	Acting Dean of Student Affairs & Activities
John DuBois	Student Affairs	Senior Administrative Assistant

Number of Full Time Faculty: 0   **Number of Part Time Faculty:** 0

Please list all existing Classified positions: *Example: Administrative Assistant I*

Sr. Administrative Assistant

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review data, please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

For 2014-15, there were 198 judicial cases (2013-14, 212 cases), a 7% decrease over last year). Overall, there were 1,521 students served by our office (2013-2014, 1,513), a less 1% increase from last year. Of thise year's cases, 27% of the instructors involved had distrubuted the "Z Card". This is a slight increase over last year. The increase in the percentage of instructors distrubutring "Z Cards" is a step in the right direction. The Student Affairs Office partnered with the Academic Integrity Committee to continue to offer a "conversation series" workshop for the community around building a culture of academic integrity. The last one occurred in spring quarter 2015, with approximately 40 participants. Finally, in an effort to further build a culture of integrity, Z Card distribution occurs at New Student Orientation as well as International Student Orientation. On a different note, the BEST (Behavioral Evaluation Strategies Team) Team is fully formed and functioning, and has become a valuable resource for the community. We partnered with the Title IX Coordinator on the prevention of sexual discrimination. We made a presentation at New Student Orientation, created a flier that was given out at Orientation and Week of Welcome, and we attempted to create a student-led programming group, although this was not as successful as the presentation and the fliers.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

While there has been some uptick in the percentage of Z card distribution by instructors who have reported violations, we would like continue to see this improve. Academic integrity is the cornerstone

of any academic community, and continuing to create a culture of academic integrity is an important function of our office. Our office needs to continue to partner with the Title IX Coordinator at Foothill to further enhance our offerings in this area. More prevention programming is needed in order to create a safe and respectful community for all. We want to attempt to form a student-led programming group again, hopefully this time with more success.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

With the distribution of Z Cards, we will continue to gather data when instructors make reports about whether they have distrubted the Z Cards or not. We should be able to move to that to closer to 50%. Related to Title IX, we will measure success by the number of programs offered. We will also be partnering with the Title IX Coordinator to implement a Campus Climate Survey around sexual discrimination. This will provide a baseline and a way to measure our efforts in this area moving forward.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review data, tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do <u>not</u> list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
Offer at least 4 Title IX related programs	Spring 2016	Number of Programs
Increase the % if Z Cards distributed by faculty	Spring 2016	Faculty self-reporting at point of intake for new cases.

2B. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information.

Resource Request	$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	**One-Time B-Budget Augmentation**	**Ongoing B-Budget Augmentation**	**Facilities and Equipment**
Title IX Programming	$2,000	Title IX Programming	☐	☐	☒	☐
			☐	☐	☐	☐

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

None.

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

3B. Attach 2014-2015 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 4: FEEDBACK AND FOLLOW-UP

This section is for the Vice President/President to provide feedback.

4E. Strengths and successes of the program as evidenced by the data and analysis:

Judicial Affairs is a highly respected program/service on campus. Their proactive approach to educating students and faculty about academic integrity and the Code of Conduct and the BEST team have created an atmosphere of trust and collaboration.

4F. Areas of concern, if any:

None

4G. Recommendations for improvement:

None

4H. Recommended Next Steps:
☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Mission Statement: The mission of the Office of Judicial Affairs is to reinforce the core values of the college while protecting the college from disruption and harm by enforcing the College?s standards of conduct and academic integrity.

Primary Core Mission: Transfer
Secondary Core Mission: Basic Skills
Tertiary Core Mission: Workforce

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - Judicial Affairs - Behavioral Intervention - Faculty, staff and students will utilize an online"behaviors of concern" program to report concerning behavior to the campus Behavior Evaluation and Strategies Team (BEST). **Year(s) to be Assessed:** End of Academic Year **Start Date:** 12/15/2014 **End Date:** 06/19/2015 **SA-SLO Status:** Active	**Assessment Method:** Compilation of report data - disaggregated by reporter status **Assessment Method Type:** Data **Target:** Emails containing information regarding concerning behavior are reduced to fewer than 10.	01/26/2016 - While the BEST Team was created and is functioning well, the online report form was not rolled out during this assessment period. Reports are still made to the Dean of Student's Office or to members of the BEST Team directly. Testing on the Advocate reporting system began in Fall 2015, and it will be fully implemented in early 2016. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015	
		05/07/2015 - This has been a very slow roll out process. By May the form has been developed and is in the testing phase. It still has not been released publicly but we are on target for a full roll out this July (2015) **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015	
		12/03/2014 - Rolling out this software has been exceptionally slow. I have continued to gather data via our old reporting form and Bill has been developing a count as in years past. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - Judicial Affairs - Academic Integrity Initiative - Increase communication and tracking of data about Academic Integrity. **Year(s) to be Assessed:** End of Academic Year **Start Date:** 07/01/2013 **End Date:** 06/30/2014 **SA-SLO Status:** Active	**Assessment Method:** Members of the Foothill Academic Integrity committee will attend training on how to better inculcate the values of integrity throughout the institution. **Assessment Method Type:** Presentation/Performance **Target:** All members of the Academic Integrity committee will attend at least one conference pertaining to the mission of integrity.	01/26/2016 - The Academic Integrity Committee (AIC) did meet and offered several programs to the community around academic integrity. Members also attended in-person and online trainings about academic integrity as well. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		05/07/2015 - Three faculty and 2 students attended the International Conference on Academic Integrity. Three members have yet to attend a conference **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015	
	Assessment Method: Our office will collect data regarding the number of instructors who have distributed the new Academic Integrity Policy; how many cases of academic dishonesty are referred in the 2013-14 year vs 2012-13, by whom and related student demographics. **Assessment Method Type:** Data **Target:** 100% of instructors are familiar with the new Academic Integrity Policy Academic dishonesty referrals are reduced by 20% or greater	11/14/2014 - Of the 184 cases of academic dishonesty submitted for the 13-14 year only 35 indicated that they had distributed the AI Z-Card. What do we need to do to get the word & the cards out?? **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	
		11/14/2014 - Data collected during 2013-14 showed 184 AI cases as opposed to 179 in 12-13. There were 4 AI suspensions in 13-14 as opposed to 5 in 12-13. There were 0 expulsions in 13-14 as compared to 8 in 12-13. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** Might be time to decide that the numbers will remain approximately the same despite	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		our efforts. Perhaps targeting a reduction in referrals misses the mark as an important goal.	
		11/20/2013 - In process - thus far reports down 20% **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** This is an on-going conversation. At this point in the academic year (November 20) it appears that academic dishonesty referrals are down by 20%	
	Assessment Method: Every member of the Academic Integrity committee will report back on their meetings with their assigned divisions, indicating what was covered, questions posed and the number of AI policy cards distributed. **Assessment Method Type:** Interviews/Focus Groups **Target:** 100% of the divisions will have received a visit from a member of the AI committee.	12/05/2014 - The only division with which the committee has not met is Athletics/Kinesiology. Despite this intensive outreach, in fewer than 25% of the cases had the student received our AI Policy cards. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		11/14/2014 - In addition to division meetings & student presentations, the Foothill campus was selected to receive the Campus of Integrity Award by the International Center for Academic Integrity. A team of Foothill faculty and one student traveled to the annual conference to make a presentation on our efforts. Foothill has been selected to present at the 2015 International Conference in Vancover as well. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		11/05/2014 - All but Kinesiology have received in-person presentations at division meetings. All divisions have been provided AI policy cards.	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		Despite these meetings, there is inconsistent distribution and commitment to campus-wide enforcement of academic integrity policies. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	
SA - Judicial Affairs - Sexual Harassment Awareness - Students, Faculty and Staff will receive appropriate, sensitive and timely assistance when reporting issues related to sexual misconduct. **Year(s) to be Assessed:** End of Academic Year **Start Date:** 01/06/2014 **End Date:** 06/30/2014	**Assessment Method:** Interview target populations to gather their impressions of assembled materials in terms of effectiveness, approachability, engagement. **Assessment Method Type:** Interviews/Focus Groups **Target:** All individuals who are interviewed will be able to cite at least one resource that they find useful in their setting.	01/26/2016 - Interviews/Focus Groups were not conducted. Title IX Coordinator responsibilities were shifted from the Dean of Students to the Associate Vice-President of Student Services. The two offices need to continue working together to address this SA-SLO. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015	
SA-SLO Status: Active	**Assessment Method:** Review by 3rd party of compiled printed and web-based materials to determine suitability for Foothill Community College students, faculty & staff. **Assessment Method Type:** Presentation/Performance **Target:** All materials will meet the Office of Civil Rights Title IX guidelines	05/07/2015 - This is not likely to happen. It appears that there numerous agencies willing to offer training for students, faculty and staff but fewer willing to review our materials to help us determine their effectiveness/appropriateness. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** Need to rethink the assessment.	
		12/05/2014 - We have not been able to contract with an outside consultant willing to review our materials. We thought we had a connection with a former OCR Investigator but have been unable to make it happen. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		12/02/2014 - There have been so many recent changes in regulations that we are struggling to stay current. Additionally, it was determined in a district administrator workshop this Fall that the Chief Judicial Officer should not also serve as the Title IX Coordinator so the responsibility should be shifting to Laureen Balducci. That said, we have handled 3 sexual harassment cases since that decision. Both Laureen Balducci and I should attend formal Title IX Compliance training to help the campus avoid missteps. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** $2700 - Title IX training funds for 2 people.	
SA - Judicial Affairs - Title IX/OCR Training - Students reporting concerns about inequitable treatment based on race, gender, sexual orientation or other protected categories will receive appropriate, timely guidance and services from trained individuals in the Judicial Affairs, Psychological Services, Health Services and Counseling Offices. **Year(s) to be Assessed:** End of Academic Year	**Assessment Method:** Counts of trainings attended; counts of information distributed, complaints received & addressed **Assessment Method Type:** Data **Target:** A minimum of 4 individuals will receive training.	01/26/2016 - Approximately 8 members of the Foothill community have received Title IX training and are either certified Title IX Coordinators or certified Title IX Investigators. They include personnel from Student Affairs, Counseling, Student Services, as well as other faculty and staff members. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
Start Date: 01/11/2015 **End Date:** 06/26/2015 **SA-SLO Status:** Active		05/07/2015 - Both T. Shepard & L. Balducci have already been trained as Title IX Coordinator Level 1's - we are finding that this has become a bit of a "cottage industry" - training has now branched in to 4 levels and we are not certain if all are necessary/appropriate **Result:** Target Met **Year This Assessment Occurred:**	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		2014-2015	