

Annual Student Services Program Review Template for 2011-2012

Introduction to The Program Review Process for Student Services Programs

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increases student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College student services programs are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. Faculty and staff in departments who contribute to these programs will participate in program review. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Admissions & Records	Evaluations	Outreach & Retention
Assessment	Financial Aid	Pass the Torch
Career Center	Health Services	Psychological Services
Counseling	Judicial Affairs	Puente Program
Disability Resource Center	Learning Resource Center	Student Affairs
EOPS	Mfumo Program	Transfer Center

Annual program review addresses five core areas, with a final section for administrator comments and their reflections about the next steps:

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:

2011-2012: All programs participate in an annual program review

2012-2013: 1/3 of programs participate in a comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Submission Deadline: All program review documents are due to Deans by December 16

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Basic Program Information

Student Service Program Name: Judicial Affairs

Student Service Program Mission: 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.

Program Review Team:

Name	Department	Position
Patricia Hyland	Judicial Affairs	Dean
William Frankeberger	Judicial Affairs	Administrative Assistant

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2008-2009	2009-2010	2010-2011
Students Served	15,736	16,129	15,270
Full-time FTEF	0	0	0
Part-time FTEF	0	0	0
Full-time Staff	1	1	1
Part-time Staff	0	0	0

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean.

Ultimately the Office of Judicial Affairs serves every student attending the college, either directly or indirectly. Direct contacts included those addressed in orientation meetings, Counseling 50 courses, walk-ins or referrals from faculty, staff and administrators. Direct contacts are only partially accounted for via discipline or complaint appointments. Appointment data shows that the number of direct contacts has increased by approximately 5% over the two previous years.

Our office does not record demographic data but anecdotal information indicates that a disproportionate number of referrals for academic integrity issues are from our international student population.

Our staff (1 dean and 1 administrative assistant) has been able to stay abreast of the number of cases referred to the office. The staffing has not changed in over 22 years. We are able to meet the demand by anticipating high and low demand periods and scheduling ourselves accordingly.

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The budget for the Office of Judicial Affairs is comparatively low. Our primary expense is staffing with a small “B” budget that is used primarily for printing. It is of note that we serve the entire Student Affairs & Activities division with our staff – not only the Judicial Affairs portion of our services.

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – Previous year’s Four Column Report for SA-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Unit Assessment Report - Four Column

Foothill College SA - Judicial Affairs

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings	Reflection/Action & Follow-Up
SA - Judicial Affairs - 1 - Impact - Students who utilize the services of Judicial Affairs will be able to articulate how their actions will impact their relationship with the college, other students and faculty and staff. Year(s) to be Assessed: 2010-2011 SA-SLO Status: Active	Assessment Method: Exit Interviews. Assessment Method Type: Essay/Journal Target: Increase the students awareness of how student behavior impacts campus life.	10/13/2011 - From fall 2010 through summer 2011, Judicial Affairs documented 193 cases involving grievances, academic dishonesty, fraud, or physical misconduct. Of approximately 150 students who signed behavior contracts, only six repeated their violation and were brought to a formal hearing. Five of the repeat violations were academic dishonesty issues and the student was suspended. One was a conduct issue and the hearing panel did not recommend suspension. Result: Target Met Year This Assessment Occurred: 2010-2011	10/13/2011 - Nine students sought formal help from the Office of Judicial Affairs for resolving disputes with instructors, offices, or other students. These were cases that were presented in writing by the student, or otherwise of serious enough consequence as to require a written summary by the Affairs office. A significant number of students, faculty and staff came to see the Dean of Judicial Affairs for help with various issues that were able to be resolved informally. Of all those who requested help from Judicial Affairs, only four were unable to have their issues resolved at an informal level of the Office, and went to further arbitration or a grievance hearing.*
SA - Judicial Affairs - 2 - Hearing Process - Students who experience the Hearing process will be able to explain how the process works, the role of each individual in the process and the potential outcomes. Year(s) to be Assessed: 2010-2011 SA-SLO Status: Active	Assessment Method: Pre-hearing interviews, exit interviews. Assessment Method Type: Essay/Journal Target: Increase student knowledge about how the grievance process works.	10/13/2011 - Each student was sufficiently educated to participate in the hearing process. Of the approximately 150 students who signed behavior contracts, 144 of them left the office with thorough enough understanding of how their behavior effects their academic progress, the college, and society that they did not repeat their violation. Result: Target Met Year This Assessment Occurred: 2010-2011	10/13/2011 - In each case of the six total hearings that were held during the 2010-2011 academic year, the student met with the dean of student affairs to learn the roles of each individual who would be involved in the grievance or discipline hearing, to know how the proceedings would be conducted, and to understand how best to prepare for the hearing.

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2.3 Please provide observations and reflections below.

2.3.a Service Area Student Learning Outcomes

What findings can be gathered from the SA-SLOs assessments?

In reflection, we believe that the Office of Judicial Affairs is a highly efficient and effective operation. We feel successful in our mission of reinforcing the core values of the college. We are particularly proud of the strong ties created between the faculty and our office.

2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs?

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The data doesn't suggest revisions. However, a thorough reflection does indicate that the wording of the SA-SLOs could be broadened to be more inclusive of societal goals.

2.3.c Do the SA-SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed?

It appears that our SA-SLOs were appropriately crafted to address the knowledge, skills and abilities students need in order to succeed.

2.3.d How has assessment of SA-SLOs led to improvement in student success at the institution?

The assessment of the SA-SLOs has led us to question our methods for meeting the needs of the students, reflect on alternative delivery strategies and expand offerings when possible. As a result, we have sought out additional opportunities to make presentations in classrooms, in division meetings and at workshops.

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SA-SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
Via presentations and meetings, increase the students' awareness of how student behavior impacts campus life.	Students who use the services of Judicial Affairs will be able to articulate how their actions will impact their relationship with the college, other students and faculty and staff.	All	Students will understand the interconnectivity between their behavior and their ability to achieve their academic goals.
Via presentations and meetings, increase student knowledge about how the grievance process works.	Students who experience the Hearing process will be able to explain how the process works, the role of each individual in the process and the potential outcomes.	All	Students who participate in the Hearing process will have an increased knowledge of due process and its value in grievance resolution.

Section 3: Program Goals and Rationale

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

The initial sentence from the Vision portion of the Educational Master Plan best states a major objective of the Office of Judicial Affairs; "Foothill College envisions itself as a community of

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scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning.” Our office in large measure helps maintain academic integrity and the peaceful environment, which enables the diverse population to engage in the academic discourse of the institution.

3.2 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Increase faculty & staff access to our website while improving usability.	Fall 2011	Worked with our webmaster to make links all direct staff and faculty consistently and added the ability of reporters to attach documents.	Complete
Increase data collection for the Judicial Affairs Office.	2010-2011	All case were logged and categorized by type of action necessary.	Complete & in-process. Additional data was collected however, better methods for disaggregation became desirable.

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success?
Work with faculty, students and staff to develop campus-wide academic integrity agreements and enforcement policies.	Ongoing		Campus-wide consistency will create a culture of honesty that will better prepare our students for values-driven societal participation.
Work with faculty, staff, students and administrators to develop behavior intervention competencies.	2012 - 2013		Students will develop personal skills that will enable them to better and more appropriately navigate their academic, personal and work worlds.

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Section 4: Program Resources and Support

4.1 Using the tables below to summarize your program's resource requests.

Full Time Faculty and/or Staff

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
None			

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
None			

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
None			

One-time/Other: (Release time, training, etc.)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
None			

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

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	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Highly effective in addressing campus issues of academic integrity and discipline.	Our program has assisted others by providing materials, advice and assistance, indicating value and respect.
Weaknesses	The program is highly personnel and relationship dependent.	External cultural expectations vary greatly from those we are attempting to create within the campus.
Opportunities	An opportunity exists to increase campus-wide participation in reinforcement of core values via committees, meetings with Academic and Classified senates and ASFC student officers.	Opportunities to forge stronger bonds with CSU's UC's and private universities regarding academic integrity and discipline policies.
Threats	The demands placed on the office by an increasing number of students with behavior and learning issues is beginning to tax personnel.	External intervention by way of litigation, investigation and complaints to external agencies when individuals are dissatisfied with internal solutions. Considerable resources are diverted to respond to requests for information from agencies such as OCR, Department of Ed, State Chancellor's Office and more.

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

Unless we are forced to reduce staffing, we do not anticipate any critical issues in the coming year.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

Students, faculty, staff and sometimes administrators have unrealistic expectations regarding desired outcomes when they seek assistance from our office.

5.4 Address the concerns or recommendations that were made in prior program review cycles.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

Our office has increased visibility and improved credibility throughout the campus and the campus community over the past two years. We are impacting a larger segment of our population as we increase trust and respect for our services.

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Section 6: Feedback and Follow Up

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

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The Judicial Affairs Office has created excellent relationships with faculty and deans, and clear guidelines to follow for problems.

The Judicial Affairs staff has done excellent outreach making presentations at numerous classes and trainings.

The judicial Affairs staff have recognized trends in conduct violations and has developed proactive programs to work on prevention through education.

The program has great strength in consistency, immediate action, detailed follow through and compliance with the Ed Code and Title V.

6.2 Areas of concern, if any:

None

6.3 Recommendations for improvement:

None

6.4 Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Program:

Updated: