Basic Program Information

Department Name: Judicial Affairs

Division Name: Student Affairs & Activities, Student Services

Program Mission(s):

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.

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

Name	Department	Position
Pat Hyland	Student Affairs & Activities	Dean
Bill Frankeberger	Student Affairs & Activities	Executive Assistant

Total number of Full Time Faculty:	0
Total number of Part Time Faculty:	0

Please list all existing Classified positions:
Executive Assistant

Section 1: Data and Trend Analysis

Provide a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review that is submitted to your Dean/Director.

   a. **Students served** (How was this tracked? What is the trend over the last 3 years?):

Direct Service to Students*:
Judicial Cases: 218 as follows:
      181 Academic Dishonesty (49 – Fall; 43 – Winter; 77 – Spring; 12 – summer)
      37 Student Conduct (11 – Fall; 14 – Winter; 11 – Spring; 1 – Summer)
Presentations
      New Student Orientation – 500 students
      Allied Health Orientation – 175 students
      International Student Orientations – 500 students
      Counseling 50/5 – 125 students

Indirect Service
Presentations
      Division Meetings – 3
      New & Part-time Faculty Orientations – 2
      All Administrator Meeting – 1

*These numbers do not include students & staff who called the Judicial Affairs office for assistance with issues ranging from parking citations to health & safety to behavioral interventions

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This data was obtained via the following sources:
      _____ CCC Apply
      _____ Ask Foothill
      _____ Credentials
      _____ SARS
      __XX_ Other:
            Office Records
            Calendar Information
            Call Logs
            Email data

   b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.

While Judicial Affairs serves the entire student population via enforcement of the Student Code of Conduct, the Due Process Procedures, Sexual Harassment, the Grievance Procedures and Academic Integrity, International Students are over-represented in terms of referral to the office

c. **Please describe services offered off campus and how the effectiveness of these services is assessed.**

Professors from the Middlefield Campus have requested assistance with both academic integrity and conduct issues. The Dean has traveled to the Middlefield Campus to hold meetings and discuss strategies for addressing inappropriate behavior.

Data for this area is based on services offered at the following locations:
1. __X__ Middlefield
2. _____ CCOC
3. _____ Other (List)

d. **Staffing structure:** Does the staffing structure meet the program or department's needs?

Staffing in the Judicial Affairs is currently meeting the needs. We are able to stay abreast of the demand for appointments and are able to make presentations when asked.

Section 2: Core Mission Support and Student Equity

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills
How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

By equitably and consistently enforcing conduct standards, students with basic skill needs receive the reinforcement required to ensure that they pursue their education with integrity and as a result, that their efforts are a true reflection of their abilities and growth.

b. Transfer
How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

As with students with basic skill needs, consistent enforcement of conduct standards reinforces the value of Foothill College transcripts and thus improves transferability. Additionally, students who participate in the development and review of academic integrity and conduct materials have documentable participatory governance skills.

c. **Workforce**

How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Our service area has provided materials and presented workshops to students in all of our Allied Health programs in support of their professional standards of conduct.

Section 3: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Program Level SA- SLO** – Four Column Report for PL-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

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 - 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:** 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	11/20/2013 - 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.		
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	**Assessment Method:** Exit Interviews. **Assessment Method Type:** Essay/Journal		

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Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
college, other students and faculty and staff. **Start Date:** 07/05/2011 **End Date:** 06/29/2012 **SA-SLO Status:** Active	**Target:** In the case of academic integrity conversations, 100% of the students who leave the Judicial Affairs office will indicate that they have an understand of the consequences of a second offense.		
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. **Start Date:** 07/05/2011 **End Date:** 06/29/2012 **SA-SLO Status:** Active	**Assessment Method:** Pre-hearing interviews, exit interviews. **Assessment Method Type:** Essay/Journal **Target:** Every student who visits the Judicial Affairs office for information regarding the Hearing process will leave with printed materials and contact information for questions that arise after the meeting.	11/26/2013 - 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:** 2012-2013 **Resource Request:** None **GE/IL-SLO Reflection:** This is no longer a piece of data that we wish to collect. Students who appear before the hearing panels are afraid and not particularly interested in the roles of the individuals at the table.	09/06/2012 - There seems to be no "perfect" way to educate students on the issues of academic dishonesty. There is however, a newly formed Academic Senate subcommittee focused on increasing campus engagement in matters of academic integrity. 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.

Section 4: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. How do the objectives and outcomes in your service area relate to the program-level student learning outcomes and to the college mission?

The purpose of judicial affairs is to manage conduct and integrity issues. This assumes that a safe learning and teaching environment, and academic integrity are fundamental to the college mission.

b. If your service area has other outcomes or assessments at the program level, comment on the findings.

c. How has your service area engaged in dialogue about student learning outcomes?

Our department has reached out to faculty, staff and students to determine if our outcomes are appropriately focused and in alignment with the goals of the campus and programs. Additionally, we have engaged in a comparative review of our services against those of other colleges.

Over the last few years, reports of academic dishonesty have modestly increased. This year the Judicial Affairs department worked with the college Academic Integrity Committee to produce a new resource for teachers and students called a Z-Card. We are hoping that this along with future innovations will promote greater awareness for the need of honesty and responsibility among our students.

d. Analyzing your most recent annual program review, discuss any emerging trends related to SLO reflections and any action taken.

e. What summative findings can be gathered from the Program Level Assessments?

Section 5: Service/Program Goals and Rationale

Program goals address broad issues and concerns that incorporate <u>some sort of measurable action</u> and connect to Foothill's core missions, <u>Educational & Strategic Master Plan (ESMP)</u>, the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from the last academic year: check the appropriate status box & provide an explanation in the comment box

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
Establish a campus-wide academic integrity commitment	Yes	Also yes	New Academic Integrity Policy written, distributed and currently undergoing effectiveness review
Reduce the number of initial academic integrity violations	No	Yes	Violations increased from 2011-12 to 2012-13, although dishonesty reports for the Fall 2013 reveal a slight decrease so far.
Create or subscribe to an Academic Integrity online course	No	Yes	The process of achieving consensus on the new Academic Integrity policy took longer than hoped and pushed this effort out further

New Goals: Goals can be multi-year (in Section 6 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?

1. Create an on-campus as well as a web-based set of resources that comply with OCR Title IX requirements for Sexual Harassment/Assault	Short term: Compile comparative resources Long term: Have resources review by OCR then publish	This goal will help students find a place free of sexual harassment for the support of academic focus. At the same time, this goal will help Foothill College meet compliance requirements.	1. Listing of resources 2. Annotations for resources 3. Review by District, PaRC and/or other campus groups 4. Publish final product
2. Develop, publish and compile results from a campus-wide survey on a) awareness of services offered b) appropriateness of services offered c) desired additional services	Short term: a) Research survey instruments/ develop a Foothill College survey b) issue survey / compile results Long term: develop program goals based on survey results	This goal will help the Office of Judicial Affairs determine appropriate procedures to further enhance the climate of integrity and ethical behavior	1. Survey instrument will be edited and authorized by President's Cabinet and the Research Office 2. Survey results will be tallied and when possible converted to actionable goals

Section 6: Service/Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
None			

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 5 and how this resource request supports this goal.	Est hours per month	% Time

None				

One-Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Publications cost for Sexual Harassment compliance materials and awareness program	$3,000	Create an on-campus as well as a web-based set of resources that comply with OCR Title IX requirements for Sexual Harassment/Assault	No

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
None			

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
None			

a. **Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.**

None requested/granted

IF THIS SERVICE AREA DOES <u>NOT</u> HAVE AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE STOP HERE AND CONTINUE TO SECTION 11.

Section 7: Data and Trend Analysis			

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
None			

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

a. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
None				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

If your non-transcriptable certificate does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

b. Department Level Data

	2010-2011	2011-2012	2012-2013	% Change
Enrollment				
Productivity (College Goal 2012-13: 535)				
Success				
Full-time FTEF				
Part-time FTEF				

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

c. **Enrollment trends**: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

d. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

e. **Productivity**: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

f. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

g. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)

h. **Curriculum and SLOs**: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

i. **Innovation**: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

Section 8: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

b. Institutional Standard for Certificate Completion Number (Transcriptable): 325
Has the number of students completing certificates in your program held steady, or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

c. Institutional Standard for Transfer to four-year colleges/universities: 775
Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

Section 9: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 10: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

c. How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements?

d. If your program has other outcomes assessments at the program level, comment on the findings.

e. How has your department engaged in dialogue about student learning outcomes?

Section 11: Service/Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
There were no recommendations given in the prior program review cycle.	

a. After reviewing the data, what would you like to highlight about your service area?

The Judicial Affairs Office is extremely efficient and prompt in terms of dealing with complaints, integrity violations and conduct issues. Our documentation is thorough and appropriate. It is extremely rare that an individual, be they student, faculty or staff does not find satisfaction with our service – even when the outcome may not be the one the individual desired.

Section 12: Feedback and Follow Up

This section is for the Vice President, Student Services to provide feedback.

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

The office has become known for consistently following up on issues that are forwarded. We have established excellent relationships with professors and division deans. Students feel respected and find this office a safe place to come to when they have issues both academically and personally.

b. Areas of concern, if any:

We have not done a campus-wide survey of our services and as a result, continue to make refinements based primarily on anecdotal information.

c. Recommendations for improvement:
None

This section is for the Vice President Student Services to provide feedback.

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

Pat has done an excellent job collaborating with faculty to implement an Academic Integrity Policy, Online Student Academic Integrity Pledge and extensive trainings and workshops for students and faculty. She does an outstanding job with judicial affairs and handles over 200 cases a year effectively and professionally.

e. Areas of concern, if any:

None
f. Recommendations for improvement:

None
Recommended next steps:
☑Proceed as planned on program review schedule
O Further review/Out of cycle in-depth review

Denise Swett, EdD
Vice President, Student Services
1/6/14