1. Support Services Report Template

Report Info
Name of the person completing this report: Stan Hebert III
Title of the person completing this report: Associate VP, Student Affairs
Supervisor/dean reviewing report: Linda C. Dalton
Service: Administer student code of conduct
Division/College: PEMSA/Judicial Affairs

3. Mandated Service

Link to Scoring Rubric
1.1 Please indicate below if any aspect of the service is legally mandated by any of the following and provide the relevant reference.

Executive Order: EO 1072 Title IX Implementation, EO 1073 Student Conduct; EO 1074 Prohibiting Discrimination, Harassment, and Retaliation Against Students
Title 5: California Code of Regulations Title 5, Section 41301
Campus Policy: CSUEB Policy on Alcohol and Other Drugs; Standards for Student Conduct, Time Place & Manner of Free Expression; Smoking Policy
State Law: California Education Code

Provide a brief explanation, if necessary, in < 60 words.

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

4. Importance of Service

Briefly describe the service in terms of its primary function(s) and purpose(s) using <120 words.

Receive and investigate reported student misconduct (in classroom, on campus, off campus); meet with student and other parties regarding reported misconduct; recommend appropriate action in support of the student discipline process; levy, manage and oversee sanctions; provide training for university Hearing Officers; coordinate and implement the disciplinary hearing process; maintain appropriate records of all proceedings.

Link to Scoring Rubric

2.1 Who are the primary receivers of this service? (Please enter the percentage of each user group that is relevant)

Students: 65%
Faculty: 15%
Administrators/staff : 15%
Community outside University : 5%
Total : 100%

**Link to Scoring Rubric**

2.2 Please indicate the direct or indirect impact of the service on students for each of the three University Action/Student Impact Areas listed below (for example processing financial aid applications would be direct impact on students while managing utility services would be indirect).

<table>
<thead>
<tr>
<th>Area</th>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Provide a brief narrative (<60 words each) explaining your selection for each area.

<table>
<thead>
<tr>
<th>Area</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>This program does not engage pre-college students</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Students as well as every member of the campus community should choose behaviors that contribute to maintaining a safe and healthy living and learning environment. This program reviews and enforces those policies that support this end.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Employers continue to indicate that ethical behavior, high morals and integrity are desired attributes. This program serve as a path for student to follow during their time at CSUEB and when they are in their communities after graduation.</td>
</tr>
</tbody>
</table>

**Link to Scoring Rubric**

2.3 Applying the four choices presented below, please indicate the consequence of NOT having this service on each of the actions in the left hand column.

<table>
<thead>
<tr>
<th>Area</th>
<th>4 - Service provides evidence of direct impact in more than one area</th>
<th>3 - Service provides evidence of direct impact in one area</th>
<th>2 - Service provides evidence of indirect impact in more than one area</th>
<th>1 - Service provides evidence of indirect impact in one area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide a brief narrative (<60 words each) explaining your choice.
<table>
<thead>
<tr>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
</tr>
<tr>
<td>A student applicant is subjected to the standards for student conduct however most cases involve only enrolled students therefore university actions will be only somewhat impacted without this service for pre-college students.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
</tr>
<tr>
<td>All university students are under the Standards for Student Conduct. This is the only program that reviews and enforces student conduct.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
</tr>
<tr>
<td>This program manages any probationary notations, administrative holds on educational records, and maintains files (for seven years) of all reported student misconduct cases.</td>
</tr>
</tbody>
</table>

**Link to Scoring Rubric**

### 2.4 Alignment with Shared Strategic Commitments

**How does this service contribute to or align with any of the eight Shared Strategic Commitments (SSC) listed below?**

<table>
<thead>
<tr>
<th>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</th>
<th>This service is highly aligned with reinforcing academic quality and integrity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development</td>
<td>The standards for student conduct support civil handling of differences between students while allowing for fair and complete participation by all students.</td>
</tr>
<tr>
<td>Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner</td>
<td>Administration of the standards for student conduct is completely focused on students first. The fair and equitable administration of the student conduct policies and procedures helps to promote fair and complete participation by all students.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>The student code of conduct is an important tool to encourage full student participation in activities.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>Personal responsibility is key to maintaining &quot;good standing&quot; and to fully engage in campus programs. The standards for student conduct support positive personal responsibility.</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>The standards for student conduct are applied fairly to all students. Student discipline records are confidential however the process is transparent and consistent.</td>
</tr>
<tr>
<td>Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility</td>
<td>The standards for student conduct are consistent with civic community participation. As in the &quot;real world&quot;, civil behavior is supported and there are consequences for violating the conduct standards of any community.</td>
</tr>
<tr>
<td>Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)</td>
<td>Consistent administration of the standards for student conduct supports leadership development of all students.</td>
</tr>
</tbody>
</table>
2.5 How might the demand for this service change over the next five years? (Please choose one category below).

Likely to increase

Provide a rationale for your choice (assumptions, impact of new policy, etc.) in <120 words.

Recent trends indicate an increasing demand for student conduct administration as our student populations increases.

5. Quality of Service

Link to Scoring Rubric

3.1 Do you assess the quality of the service you provide?

Yes

If “Yes”, what benchmarks, best practices or measures of success, either internal or external, do you use to measure service quality (e.g., timeliness, accuracy, adequacy, meeting deadlines, satisfactory completion of assignment, etc.)? Please describe in <120 words. If no, please explain.

Student conduct determinations are reviewed against the standards included in the CSU Executive Orders (timeliness, confidentiality, deadlines, documentation, and more). All cases that go to a hearing are supervised by the next level administrator.

Link to Scoring Rubric

3.2 During the last three years, have you adopted any measures to improve the quality of this service? Please describe in <120 words.

Some of the measures OSDJA has adopted or supported to improve the quality of student conduct administration are increased training for allied professionals (Resident Assistants, Residential Life Coordinators, faculty members), more orientation on student conduct for incoming students (workshops, presentations) and a greater emphasis on student development (rather than emphasize sanctions and other consequences).

Link to Scoring Rubric

3.3 What idea(s) do you have for improving the quality of this service within existing resources (e.g. development of benchmarks, surveys, feedback, etc.)? Please describe your plan(s) in < 120 words.

We are looking into more student-led conduct review panels and other peer-to-peer programs.

Link to Scoring Rubric

3.4 What ideas do you have for improving the quality of the service if additional resources were provided. Please describe your idea(s) in <120 words.

With additional resources, we would fully automate student conduct case files (currently only paper files are kept). This would improve our ability to maintain student conduct records and to capture data about trends and other indicators.

Link to Scoring Rubric
3.5 Do you use any formal or informal process to assess the level of satisfaction of the service users?

Yes

If yes, describe the process and most recent results in <120 words. If no, please explain.

Student Conduct administration is periodically included in campus satisfaction surveys.

Link to Scoring Rubric

3.6 The university recently conducted a customer satisfaction survey for some services (results for this service are attached, if applicable). Do you have any comment or response to the results? Please describe in <120 words.

While a majority of the respondents (both faculty and staff) indicated that they "never" or "rarely" used OSDJA services (all services), a large majority of the respondents (over 84%) felt that the OSDJA services were "often" or "very" important. This is consistent with results from other satisfaction assessments. Overall quality rating was a bit higher for staff (above the mean) compared to faculty.

Link to Scoring Rubric

3.7 Do you have any formal or informal guidelines for personnel in your department regarding how to treat/interact with receivers of this service?

Yes

If yes, please describe in <120 words. If no, please explain.

The formal guidelines are included in the CSU Executive Orders and the state standards for student conduct.

Link to Scoring Rubric

3.8 Does your service have annual goals (targets) of achievement regarding the quality of the service provided?

Yes

If yes, describe the annual quality goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

Student conduct cases are investigated immediately. The quality goals are to exceed the established timeliness standards as indicated in the CSU Executive Orders.

Link to Scoring Rubric

3.9 Does your service have annual goals (targets) of achievement regarding the quantity of service provided?

Yes

If yes, describe the annual quantity goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in < 120 words. If no, please explain.

While OSDJA does not have a minimum number of student conduct cases that is must administer, the office maintains trend data for the number of cases (380 new cases in 2011-12, 543 new cases in 2012-13).
6. Efficiency of Service (cost effectiveness)

4.1 Using the spreadsheet provided for all employees in your department, please distribute salaries of individuals across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

65100

Attach your allocated spreadsheet here.
Student Development & Judicial Affairs Allocations.xlsx

4.2 Using the spreadsheet provided, please distribute your department’s annual operating expenses across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

1300

4.3 Using the spreadsheet provided, please distribute the square footage of work space across all services provided to reach an educated or reasonable estimate of the use of this resource.

102

Attach your allocated spreadsheet here.
Student Development & Judicial Affairs Allocations.xlsx

4.4 During the last three years, have you adopted any measures to improve the efficiency (cost effectiveness) of providing this service (e.g. reducing salary costs, operating expenses or use of space, or increased output without increasing cost. Etc.)?

Yes

If yes, please describe the measures in <120 words. If this is a new service introduced over the past three years, please indicate. If no, please explain.

Working with Student Housing, OSDJA is working towards adopting a common student conduct file management system.

4.5 What idea(s) do you have for improving the efficiency (cost effectiveness) of this service within existing resources (e.g. restructuring, merging, outsourcing, ways to cut costs, technology, etc.)? Please describe those ideas in <120 words.

One idea is to "deputize" other staff (housing staff, members of other student service units) to conduct first-level student conduct investigations. This will allow OSDJA to maintain quality of service with an increased case load.
4.6 What idea(s) do you have for improving the efficiency (cost effectiveness) of the service if additional resources were provided. Please describe your idea(s) in <120 words.

Hire and train additional student conduct case investigators. The increased capacity can help reduce the time to resolve student conduct issues and provide additional training, educational and development personnel.

Link to Scoring Rubric

4.7 Do you have any plan(s) to improve the efficiency (cost effectiveness) of this service in the next 1 -2 years (e.g. reducing costs, increasing productivity, etc.)?

Yes

If yes, please specify whether these plan(s) involve reducing salary costs, operating expenses and/or use of space. Please describe your plan(s) in <120 words. If no, please explain.

Fully implement an automated case management system that virtually eliminates paper handling of student conduct records. This can also provide valuable data for trend analysis (determine areas for training, workshops, orienting students and other campus members).

Link to Scoring Rubric

4.8 Please describe the estimated output for this service for fiscal year 2011-12, quantify if possible (e.g. volume, service tickets resolved, people serviced, appointments, etc.) in <120 words.

There were 380 new student conduct cases in 2011-12. In 2012-13, there were 543 new cases including 129 academic dishonesty reports.

7. Other

Link to Scoring Rubric

5.1 Are you aware of services similar to this one that are being provided by another department at CSU East Bay?

Yes

If yes, please provide a list of those departments. How are the services described here similar or different? Please describe in < 60 words.

Student Housing administers student conduct infractions/violations of their housing lease agreement (noise in the rooms; violation of the guest policy, etc.).

Link to Scoring Rubric

5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.

OSDJA is the only university office that is authorized to administer sanctions for violations of the standards for student conduct.

Link to Scoring Rubric

5.3 Are there any additional things about this service that you would like the task group to know? Please describe/explain in <250 words.
With a renewed emphasis on development and education, OSDJA is considering changing the name of the department to reflect a more positive desired outcome (responsible students; civil behavior; understanding between classmates; cooperation...).