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: Training on 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.

Federal Law: Title IX, Educational Amendments Act of 1972
State Law: California Education Code
Executive Order: EO 1072 Title IX Implementation, EO 1073 Student Conduct; EO 1074 Prohibiting Discrimination Harassment and Retaliation Against Students
Title 5: Subchapter 4, Article 2 Student Affairs
Campus Policy: Time Place and Manner, Student Conduct, Alcohol Policy

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

It is implied in these regulations that the university provide education and information to the campus community regarding student code of conduct and the process to follow to report and administer when violations occur. The Office of Student Development and Judicial Affairs (OSDJA) is the CSUEB unit responsible for providing this training.

4. Importance of Service

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

Provide education and training to the campus community regarding student rights and responsibilities. Offer instruction for faculty and staff on the process to follow when violations of the student code of conduct occur.

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: 5%
Faculty: 40%
Administrators/staff: 45%
Colleges/departments: 5%
Academic Senate and/or committees: 2%
Community outside University: 3%
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>Check</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td></td>
<td>Check</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 training helps the campus community remain prepared to address incoming student concerns and incidents but does not directly impact pre-college students.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>This training is essential for all campus community members to follow regarding student behavior and academic dishonesty. The fair and consistent application of the regulations promotes student understanding, development and success.</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 training supports a consistent development toward these student outcomes.</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>Check</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td></td>
<td></td>
<td></td>
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<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td></td>
<td></td>
<td></td>
<td>Check</td>
</tr>
</tbody>
</table>

**Provide a brief narrative (<60 words each) explaining your choice.**
### 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>SSC</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</td>
<td>This training is highly aligned with reinforcing academic quality and integrity.</td>
</tr>
<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 any conflicts, differences or disagreements between students. This training allows more members of the campus community to reinforce these standards.</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>The standards for student conduct were developed to provide a clear path for student success. This training of faculty and staff helps to re-emphasize the student-first approach in dealing with</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>The standards for student conduct are important tools to allow maximum participation by all students in campus activities and foster a vibrant community.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>Personal responsibility is a desired learning outcome for our students. The consistent administration of the standards for student conduct support this objective.</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>This training provides a clear and transparent view of the student discipline process while noting that actual student records are confidential.</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. This training allows more campus community members to aid student development and promote student social responsibility.</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 by all members of the campus community supports leadership development of all students.</td>
</tr>
</tbody>
</table>

### Link to Scoring Rubric

#### 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.

We continue to gain new members to our campus community. At the same time, the process for administration of student conduct policies continues to change due to updates in the law or new interpretations of the applicable laws. This creates an ever increasing need for training of faculty and staff on the student code of conduct.

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.

At present, we use post training surveys to provide a measure of the learning objectives and other feedback regarding the presenter/materials/content.

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.

The training module is periodically updated to include new/changed material, improve slide/graphics enhancements and other adjustments to improve the quality of the service.

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 want to explore peer-to-peer training (faculty/staff conducting the training of other faculty/staff members). OSDJA would continue to develop the presentation content.

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 video production resources, we would like to record video presentations that provide full training for faculty and staff regarding several topics relating to student behavior (Dealing With Disruptive Student Behavior; Addressing Academic Dishonesty; What are the Standards for Student Conduct; and more).

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.

At present, we use post training surveys to determine satisfaction and other feedback regarding the presenter/materials/content.

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 survey respondents (both faculty and staff) indicated that they "never" or "rarely" used OSDJA services, a large majority of the respondents (over 84%) answered that the OSDJA services were "often" or "very" important. These results are consistent with those from other satisfaction surveys where OSDJA has participated.
The overall quality rating for OSDJA service was slightly above the mean for staff and slightly below the mean for 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.

We have an administrative desk manual that includes a description of how to receive requests for presentations/training regarding student conduct administration.

Link to Scoring Rubric

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

No

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.

We have not established quality goals for the training for faculty and staff regarding the student code of conduct.

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.

OSDJA continues to seek opportunities to present this important information to our 2,000+ faculty/staff members. In 2011-12, we conducted 15 presentations and in 2012-13 there were 18 training presentations.
6. Efficiency of Service (cost effectiveness)

Link to Scoring Rubric

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.

22000

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

Link to Scoring Rubric

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.

600

Link to Scoring Rubric

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.

43

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

Link to Scoring Rubric

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.

More of the training reference materials have been uploaded to the OSDJA web site to allow faculty/staff an opportunity to review the presentation on their own.

Link to Scoring Rubric

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.

OSDJA would like to be included in all group orientation sessions for new faculty/staff for a brief introduction of the student conduct process.

Link to Scoring Rubric
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.

Additional OSDJA staff (investigators, conduct officers) can serve as trainers and increase the number of presentations conducted each year. A better informed and trained campus staff/faculty will aid the administration of student conduct and help reduce any delays with processing student behavior incidents.

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.

We want to re-establish programs similar to "Academic Integrity and Ethics Week" - a collection of workshops and presentations to students, faculty and staff regarding student conduct, academic dishonesty and the student conduct process. With larger audiences attending programs like this plus the additional faculty presenters, we are able to reach more campus community members efficiently.

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.

OSDJA conducted 15 training presentations in 2011-12. In 2012-13, there were 18 training presentations.

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.

There are workshops on academic integrity provided by SCAA. Student Life offers some basic information about student code of conduct during many of their student club presentations. The university offers courses on ethics. No other departments provides complete training on the process regarding the student code of conduct.

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 a valuable partner to faculty for classroom management/student behavior. OSDJA is one of the first departments that staff will contact regarding disruptive student behavior that is witnessed or endured by staff members.
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.

It is difficult for our 2,000+ faculty/staff members to find the time for one more training activity however with 14,000 students, it is important for all faculty/staff members to have an understanding of the university's process for handling violations of the student code of conduct.