

CSUEB Student Affairs Assessment Report Template

<i>Name of Dept/Program</i>	Student Conduct, Rights & Responsibilities
<i>Dept/Program Lead</i>	Heather Gardley
<i>Dept/Program AVP</i>	Student Affairs/ Martin Castillo

1) DEPARTMENT MISSION

(i.e., What is the purpose of the department? How does the department serve East Bay?):

Departmental Mission Statement

Student Conduct, Rights & Responsibilities (SCRR) supports the academic mission of Cal State East Bay through administering the student code of conduct with a focus on learning through self-reflection and personal accountability for behavior and decisions. SCRR partners with students, faculty, and staff to be a community of scholars where all strive to become the best version of themselves.

2) **ASSESSABLE DEPARTMENTAL OUTCOMES**

i.e., what measurable impact(s) will the department demonstrate related to effectiveness? List additional outcomes as needed.

Departmental Outcome Statement
1) <i>Students will identify their values related to individual accountability</i>
2) <i>Students will increase their skills to exhibit ethical decision making</i>
3) <i>Students will enhance their problem-solving skills</i>

3) **SIGNATURE PROGRAMS or SERVICES**

i.e., what are the department's key programs or services? Complete the chart below by giving a short description of each signature program or service, and then indicate which of the departmental outcomes identified in prompt #2 align with the program or service.

Name of Signature Program or Service	<i>Description of the signature program or service</i>	<i>Which departmental outcomes from prompt #2 does the program or service address?</i>
<i>Informal Resolution Agreement</i>	Once a determination of responsibility has been made, students are offered a resolution agreement that allows them to avoid a conduct hearing. The resolution agreement is an electronic document that contains the determination of individual responsibility, proposed sanctions, and a resolution agreement of next steps.	<p><i>Students will identify their values related to individual accountability</i></p> <p><i>Students will increase their skills to exhibit ethical decision making</i></p> <p><i>Students will enhance their problem-solving skills</i></p>
<i>Formal Hearing Process</i>	Students who don't agree to the terms of a resolution agreement have the right to request a formal hearing where they can present their case. A formal hearing process includes an in-person or virtual 1-2 hour hearing with the hearing officer to determine if students are responsible or not of the accused conduct.	<p><i>Students will identify their values related to individual accountability</i></p> <p><i>Students will increase their skills to exhibit ethical decision making</i></p> <p><i>Students will enhance their problem-solving skills</i></p>
<i>Orientation Programs Presentation</i>	Deliver orientation presentation for all incoming students including international students, transfer students, and frosh students. This presentation describes the standards for student conduct (rules), definition of academic integrity, and an overview of good decision-making. Preventative strategies are presented to students while also informing students about academic and counseling resources.	<p><i>Students will identify their values related to individual accountability</i></p> <p><i>Students will increase their skills to exhibit ethical decision making</i></p>
<i>Student Follow Up- sanctions</i>	Once a student is assigned sanctions, they are followed up with to make sure the sanctions are done to the satisfaction of SCRR. The follow up	<i>Students will identify their values related to individual accountability</i>

	<p>process includes personalized communications to individual students to ensure individual resolution agreements have been completed and fully complied. Examples of completed follow-up sanctions include written reflection papers and completion of community service hours.</p>	
--	--	--

4) **ASSESSMENT ACTIVITY/DATA ANALYSIS**

i.e., how has the department evaluated its effectiveness (e.g., surveys, dashboards, other assessment methods) in meeting the stated outcomes in #2? Please attach or link to the assessment activity/data analysis.

Type of Assessment	<i>Description of the assessment activity (e.g., how data collected, when collected, who analyzes, how findings are shared, etc.)</i>	<i>List the signature programs/services from prompt #3 that this assessment evaluates:</i>	<i>What are the major findings/data elements that you consider as the “key takeaways” from this assessment?</i>
Dashboard	Collaborated with IER to create a dashboard summarizing conduct outcomes and demographics	Informal Resolution Agreement Formal Hearing Process	<p>Conduct cases have dramatically decreased by over 200% since the COVID-19 pandemic (364 in '20-'21) compared to 100 in '22-23 and 109 in the '23-'24 academic year.</p> <p>Students who go through the conduct process generally retain and graduate at rates equal to or greater than the overall undergraduate student population. Transfer students graduate at lower rates, but frosh graduate at higher rates.</p> <p>International students (26% of all cases) disproportionately comprise the majority of academic misconduct cases (2% of the undergrad population, 9% of the entire student population).</p> <p>58% of frosh students have graduated after going through the conduct process. The current 6-yr graduation rate for frosh is 45%. 65% of transfer students have graduated after going through the conduct process, which is less than the current 4-yr graduation rate for 78% for transfer students.</p> <p>22% of all frosh and transfer students who have gone through academic misconduct have discontinued, which is slightly less than the overall 5-year stop out institutional average of 23%.</p>
Conduct Process Follow-Up	Students that have been assigned sanctions are given a deadline to complete.	Informal Resolution Agreement Formal Hearing Process	96% of all students agree to the informal resolution agreement with SCCR after meeting to discuss the alleged violations and proposed sanctions, indicating that students actively take ownership of their responsibilities. 100% of students in the past academic year have also fully completed their resolution

			agreements as a condition of satisfactorily concluding the conduct process, indicating that students find an inherent value in the follow-up process.
<i>Student Survey</i>	Short 2-3 questionnaire asking students about their experience with the conduct process. To be developed with IER	<i>Informal Resolution Agreement</i> <i>Formal Hearing Process</i> <i>Student Follow Up- Sanctions</i>	<p>Given the current understanding of student conduct on campus, it is proposed that SCCR implement a short survey that students will complete as part of the resolution process starting fall 2024. Questions that the survey will ask include the following topics:</p> <ul style="list-style-type: none"> • What was your level of awareness about SCRR? • Do you feel an increased level of accountability after completing the conduct process? • Are you aware of the resources available to you when it comes to ethical decision making?

5) **CONTRIBUTION TO DIVERSITY/EQUITY/INCLUSION**

i.e., how does the department/program contribute to enhancing a culture of DEI at CSUEB and what data have been collected/assessed related to advancing DEI?

<p>Contribution to/Impact on DEI</p>	<p><i>Data/Evidence of contribution/impact</i></p>
<p><i>Lower proportion of the URM population going through the process</i></p>	<p>URM students make up approximately 45% of the undergraduate student population, but only 30% of all students who go through the conduct process identify as URM.</p> <p>URM frosh students who go through the conduct process graduate at rates comparable to the undergraduate URM population. Of the students who have gone through the conduct process, 45% of URM frosh students have graduated, and 66% of URM transfer students have graduated. The current 6-year graduation rate for Black frosh students is 35% and the current 6-yr graduation rate for Latinx frosh students is 41%.</p>
<p><i>Conduct process is culturally aligned; in person vs. virtual; accessible</i></p>	<p>Students reported that they prefer to meet on Zoom to accommodate their class and/or work schedule. Neurodivergent students that requested to have caregivers/support person could be present preferred to meet virtually so that all could attend. The conduct process is now aligned to ensure that students can meet in a way that facilitates the most inclusive process that does not put additional burden on the student.</p>
<p>Orientation sessions to educate International Students</p>	<p>International students disproportionately make up most academic misconduct cases. Despite international students being less than 10% of the overall student population, over 25% of the academic misconduct cases are with international students. Orientation sessions have been catered to ensure the international student population is specifically addressed with presentations from Student Rights and Responsibilities to help reduce cases of misconduct.</p>

6) **ACTION PLANNING**

(List at least 3 takeaways related to your department's effectiveness or areas of growth that will inform continuous improvement. Identify the assessment findings that justify your effectiveness or areas of growth, and then indicate an action plan (e.g., changes to your practice, audiences to share findings, etc.) you will take as your next steps.

Key Takeaways	<i>Specific data that justify effectiveness or area of growth</i>	<i>Action plan/next steps related to your takeaway</i>
<i>Demystifying the conduct process</i>	Created resources to help students be better prepared to participate in the conduct process. SCCR has experienced a reduced role in new student orientation, while the number of conduct cases is slightly up from the past year (4% greater in 23-24). Students who go through the conduct process indicate that they feel intimidated by the process, but all students who have been assigned a resolution agreement fully complete their assigned responsibilities and anecdotally indicate that they find value in the process. Developing a follow-up survey to assess students after they complete SCCR processes would be a helpful next step.	Survey; Students retain or graduate at levels equal to or above the University average
<i>More intentionally and regularly review dashboard data with IER</i>	SCRR has recently implemented Maxient as the online platform to manage all conduct cases. Maxient currently does not automatically integrate with IER data and manual pulls need to be made to merge demographic information and review outcomes. SCCR can be more intentional about using IER data to develop a story about the impact of the conduct process and how it positively impacts students given the stigma of SCCR on campus does not match the outcomes of what students experience through the conduct process.	Set up recurring monthly meetings with IER and intentionally develop data questions to discuss with the Dean of Students
<i>Develop a Restorative Practice track for conduct process</i>	Students overwhelmingly complete the process and satisfy all of the requirements associated with SCCR. Given the negative stigma of SCCR, it would be worth considering how the integration of restorative justice could bring a more positive perception of the conduct process and further increase the positive outcomes associated with the office.	Professional development/training; resources to scale