



Council for the
Advancement of
Standards in Higher Education

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Higher Education

Student Conduct Programs

Final Report

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**CAS Program Review and Self-Assessment
Final Report**

Executive Summary of Review Process

On November 5, 2020, the Self-Assessment process developed by the Council for the Advancement of Standards in Higher Education (CAS) organization was introduced to the Student Services Planning and Budget Team (SSPBT). Subsequent to the November 5th meeting, SSPBT approved the CAS standards for use as a replacement of the previous comprehensive program review. The CAS self-assessment guides (SAG) were chosen by each team leader as the appropriate tool to assess the programs /function within each department. The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of each Program and to plan for improvement opportunities within the De Anza College Student Services Division.

The CAS Standards and Guidelines consist of twelve Parts used for the review of each program/service area:

- Part 1: Mission
- Part 2: Program and Services
- Part 3: Student Learning, Development, and Success
- Part 4: Assessment
- Part 5: Access, Equity, Diversity, and Inclusion
- Part 6: Leadership, Management, and Supervision
- Part 7: Human Resources
- Part 8: Collaboration and Communication
- Part 9: Ethics, Law and Policy
- Part 10: Financial Resources
- Part 11: Technology
- Part 12: Facilities and Infrastructure

The review team for (Department Name) consisted of (blank) members. Members were recommended by the Student Development office.

Team Member Name	Team Member Title
Michele LeBleu-Burns, Ed.D	Dean, Student Development & EOPS
Hyon Chu Yi-Baker, Ed.D.	Director of College Life
Becki diGregorio, M.A.	Case Management Coordinator

All CAS review team members were given training for the CAS review and provided with an Office365 Folder consisting of the following:

- A list of recommended documents to be gathered as evidence as a part of the self-assessment process.
- An electronic folder containing subfolders for storing evidence for each of the twelve parts.
- A copy of the Self-Assessment Guides (SAG) for the program/service area being assessed.
- A copy of the functional area guide which clearly outlines the components for each part of the standards.

During the team meetings, the CAS Committee organized discussion around pre-identified rating discrepancies, open-ended questions as evidenced at the end of each section, and any other issues the Committee felt needed further discussion. Strengths, opportunities for growth, and action steps were also identified at each meeting for each section.

The following rating scale was used during the assessment.

CAS Raters Definitions

- DNA - Does not apply
- IE – Insufficient Evidence/Unable to rate
- 0 – Does not meet
- 1 - Partially Met
- 2 - Meets
- 3 - Exceeds

Summary of Initial Findings

Conclusions:

The major conclusion from this CAS assessment process is that the De Anza College Student Conduct Program is underfunded and understaffed to the point where the current existing staff is just able to meet its obligations to enforce the Student Judicial Affairs policies and procedures set forth by the college and district. There is not much bandwidth to engage in the additional work needed to fully develop the program in key areas such as assessment and formal student learning outcome assessment.

Meaningful limitations to completion of the program review:

The most meaningful limitations to completing this program review were lack of adequate staffing, scheduling challenges and time constraints. With very heavy workloads and limited time to meet at a team to work specifically on this assessment, we had to put other projects and priorities aside to complete this process.

Summaries

The following pages represent the Review Committee's collective responses and serve as the initial report.

Overall Section Average Scores

Section 1: Mission (2) -HC

Section 2: Program and Services (2) -HC

Section 3: Student Learning, Development, and Success (1.5) -HC

Section 4: Assessment (.33) -Michele

Section 5: Access, Equity, Diversity, and Inclusion (2) -Michele

Section 6: Leadership, Management, and Supervision (2) -HC

Section 7: Human Resources (1.75) -Becki

Section 8: Collaboration and Communication (2) -Becki

Section 9: Ethics, Law and Policy (1.8) -Michele

Section 10: Financial Resources (.33) -Michele

Section 11: Technology (2) -Becki

Section 12: Facilities and Infrastructure (1) -Becki

Section 1: Mission

CAS Section 1 Purpose Summary

The mission of Student Conduct Programs (SCP) must be to promote community standards, safety, and student learning through educational outreach and processes that aid in the resolution of violations of institutional policies, rules, or regulations.

Section 1 Committee Summary – Average rating (2)

Our mission is consistent with the criteria established in section 1.1. We define and advance our mission, which is consistent with the institutional mission, policies, procedures, and standards. By doing so, we promote safety, student learning and development and fair and impartial processes for addressing conduct violations and student complaints. We recently reviewed, updated, and implemented our mission statement and it is listed on our department website and is shared during our training with our hearing board members, new faculty members during their orientation, and campus community as appropriate.

1. How does the mission embrace student learning and development?

The mission embraces student learning by holding students accountable and helping them develop appropriate skills and behaviors that will facilitate their success.

2. In what ways does the SCP mission complement the mission of the institution?

The mission of the SCP compliments the college's mission by reinforcing the emphasis on student learning and development in the area related to the Institutional Core Competencies (ICCs).

3. To what extent is the mission used to guide practice?

The mission is used to guide practice by providing a framework for how SCP approaches its work in Student Affairs administration.

Achievements

Our SCP approach is one that is educational and not punitive from the beginning to the end of our process; we changed the title of our "Behavior Plan" to "Behavior Growth Plan" to better reflect a developmental approach to our disciplinary process. The plan usually involves the need for students to meet with an academic advisor and psychological services if appropriate. We have instilled a fair and just process that aligns with our institutional mission, values, and core competencies.

Opportunities for Growth

- To create a colorful brochure/pamphlet (both digital and print) for our SCP office that lists our mission and community standards to help educate our campus community.

Action Steps

- We are currently working on revising our Administrative Procedures student conduct documents. Once reviewed and updated, we will revisit our mission statement to ensure that it adequately reflects the most updated AP procedures.
- To be included in the orientation presentation for all new students about our student conduct office

utilizing our new brochures.

Section 2: Program and Services

CAS Section 2 Purpose Summary

Student Conduct Programs (SCP) must be guided by a set of written goals and objectives that are directly related to the stated mission. The SCP goals must be aligned with institutional priorities and expectations of the functional area.

Section 2 Committee Summary – Average rating (2)

The following goals are established by the Student Conduct Programs and are aligned with institutional priorities and expectations:

- Educating the community by publishing, distributing, and reviewing the Student Code of Conduct and by presenting information on the Judicial Affairs system to members of this community.
- Holding students and student groups accountable and challenging them to accept responsibility for their inappropriate behavior through a developmentally based process of conduct review and resolution.
- Providing an opportunity for students to develop leadership and critical thinking skills in the context of a peer review process.
- Protecting the interests and rights of students and the De Anza College community by conducting all business in the Judicial Affairs system in accordance with appropriate state and federal laws, as well as requirements for due process protections.

While we meet the above structure and framework, we are currently working on reviewing and revising all our student judicial affairs policies. While we are structured to be efficient as possible, we have a severe shortage of staffing, which negatively impacts our work. Roles, responsibilities, and channels of authority are clearly established within SCP. All employees who participate in the conduct adjudication process and SCP staff receive training regularly. The SCP works collaboratively with partners and constituencies across the institution to meet the needs and interests of parties involved in student judicial affairs processes.

The SCP is designed to meet the following aims for student learning and development:

- Educating the community by publishing, distributing, and reviewing the Student Code of Conduct and by presenting information on the Judicial Affairs system to members of this community.
- Holding students and student groups accountable and challenging them to accept responsibility for their inappropriate behavior through a developmentally based process of conduct review and resolution.
- Providing an opportunity for students to develop leadership and critical thinking skills in the context of a peer review process.

The SCP works collaboratively across student service areas (e.g., International Students Program, Disabled Student Services, Athletics, etc.) to meet the learning and development needs of specific student populations

1. What are the goals and objectives of SCP?

- Educating the community by publishing, distributing, and reviewing the Student Code of Conduct and by presenting information on the Judicial Affairs system to members of this community.
- Holding students and student groups accountable and challenging them to accept responsibility for their inappropriate behavior through a developmentally based process of conduct review and resolution.
- Providing an opportunity for students to develop leadership and critical thinking skills in the context of a peer review process.
- Protecting the interests and rights of students and the De Anza College community by conducting all business in the Judicial Affairs system in accordance with appropriate state and federal laws, as well

as requirements for due process protections.

2. To what extent does the SCP structure allow it to be effective?
 - It does not allow it to be effective as it could be based on the lack of adequate staffing.
3. What are the key programs, services, and resources offered by SCP?
 - Centralized reporting mechanism (Maxient).
 - Clearly established policies and procedures.
 - Knowledgeable and well-trained SCP team members.
 - Harm assessment and behavioral intervention strategies.
4. How does SCP contribute to the student experience?
 - We offer clear guidelines and opportunities for students to learn from their mistakes by having individual meetings and meaningful conversations with students to help develop their sense of civic duty and reduce violations. We also provide resources to students who are experiencing distress and other personal and academic challenges.

Achievements

- The implementation of Maxient software has truly advanced our services and programs by offering us a reporting system much more aligned to our office demands and needs.
- The intentional recruitment of more diverse hearing board members has increased our representation and thus better reflects our student body population. In addition, the comprehensive training provided to new hearing board members has better prepared them for the rigors of this work.

Opportunities for Growth

- We are currently in the process of reviewing and revising our student conduct and student grievance policies. Although SCP communicates our goals and progress, we can be more consistent in doing so.
- The SCP policies, processes and procedures all cover the related areas in Section 2.2 via the following FHDA District policies:

AP5500: Student Rights and Responsibilities

AP5510: Student Code of Conduct

AP5520: Student Due Process and Discipline

AP5530: Student Grievance Procedures

- Although SCP has distinct and separate resolution processes for different types of misconduct which are outlined in the relevant policies, it would be helpful to have a single document that outlines the different processes. This is an area where additional development and deployment is needed.

Action Steps

- Work on developing and solidifying our program structure and framework.
- Continue to develop our Canvas page and add more quizzes, learning modules, etc.

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 3: Student Learning, Development, and Success

CAS Section 3 Purpose Summary

Student Conduct Programs (SCP) must contribute to students' formal education, which includes both curricular and co-curricular experiences. SCP must provide learning experiences for students whose conduct may not be consistent with institutional expectations, as well as for those students who participate in the operations of SCP.

Section 3 Committee Summary – Average rating (1.5)

We meet all of the above criteria as established in section 3.1. However, there are a few areas where we can continue to develop and enhance those areas to achieve student learning and success outcomes.

Based on the previous student services program review process, learning outcomes, and documentation process, there was very little alignment between our program review and student learning outcomes. We are currently in the process of utilizing CAS standards to align our student learning and development outcomes with clearly identified standards for assessment.

Via the CAS assessment process, SCP does all the above in section 3.3 however there are a few areas that can be enhanced-see opportunities for growth below.

1. What are the most significant student learning, development, and success outcomes of SCP?
 - Holding students accountable for their behavior and understanding the relevant consequences.
 - Helping students understand how to pursue their studies with honesty and integrity.
2. What is the demonstrated impact of SCP on student learning, development, and success?
 - Helping them understand how they should engage and interact in an appropriate manner in an academic environment and as a member of the campus community.

Achievements

- SCP holds students accountable for their behavior and understanding the relevant consequences.
- SCP helps students understand how to pursue their studies with honesty and integrity.
- SCP supports students' understanding of how to properly engage in an academic environment and follow standards of conduct.
- SCP facilitates students' understanding of campus and community resources to support their overall health and well-being.

Opportunities for Growth

- Although we partly meet the CAS criteria, we need to be more intentional on how we assess student learning development and domains including identifying and documenting which core competencies they apply to so that we can measure student's progress.

Action Steps

- Develop survey by Summer 2023 to be implemented in Fall 2023 to assess students' learning impact of our program. Satisfactory surveys will be sent to students who went through the conduct hearing process to evaluate and assess program impact and receive feedback on judicial procedures and process.

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 4: Assessment

CAS Section 4 Purpose Summary

Student Conduct Programs (SCP) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives. SCP must design assessment plans that incorporate an ongoing cycle of assessment activities. SCP must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Section 4 Committee Summary – Average rating (.33)

Historically, we have not had the resources to adequately develop and implement an assessment plan. In addition, the previous student services program review processes did not include the Student Conduct Program or Student Judicial Affairs (SJA) in its assessment cycle. Now through this new CAS process, an assessment plan will be a goal for SCP to include in the department Objectives and Key Results (OKRs). As the SCP receives more resources, it will have the ability to fully engage in program assessment activities.

Via the CAS process, the SJA team is developing our goals and appropriate assessment methods and plans. The SCP team will address their assessment plan and processes by developing an assessment plan and setting goals, outcomes and objectives. The SCP will develop a process for gathering assessment data using multiple measures as well as gathering, interpreting and evaluating data. Based on the results of the CAS review process SCP will develop sound methodology for reviewing and interpreting assessment findings and will develop a process for reporting results and implementing improvements by developing Objectives and Key Results (OKRs) as necessary. This will all be a part of engaging relevant constituents in these assessment and program improvement efforts.

Achievements

- The SCP/SJA team has developed a sanction for academic integrity violations and a quiz to assess and determine how well students understood the assignment and the relevant information for future application.
- The SCP gathers annual data on the number of SJA cases and their outcomes.

Opportunities for Growth

- The SCP needs to develop an overall assessment plan for program evaluation and improvement.
- The SCP team needs to establish additional data collection techniques and strategies for assessing its activities' effectiveness.
- The SCP needs to set goals for improvement based on the data it collects and analyzes.
- SCP needs to develop a comprehensive reporting process for the data it collects.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 5: Access, Equity, Diversity, and Inclusion

CAS Section 5 Purpose Summary

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Student Conduct Programs (SCP) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.

Section 5 Committee Summary – Average rating (2)

The SCP regularly reviews our policies and practices to ensure that we are engaging in the work from an equity lens. We take into consideration student populations that are disproportionately impacted and historically marginalized by systemic racism and inequality. We have utilized technology to expand access to students with limited resources like transportation, childcare, etc. so they can participate in SCP via teleconferencing. In

addition, we have created opportunities for students to be successful academically by learning standards for academic integrity and scholarship. SCP advocates for additional resources including more staff to ensure equitable outcomes for our student conduct process and grievance processes. SCP currently engages in the following practices:

- SCP advocates for accessible facilities and resources and addresses issues that impede access.
- SCP makes policies and practices available in accessible formats and in both printed and web-based forums.
- SCP advocates for inclusion, multiculturalism, and social justice within the institution.
- SCP enacts culturally responsive, inclusive, respectful, and equitable practices in the provision of services.

SCP staff regularly attend equity training, professional development flex days and conferences that address concerns about inequalities in college policies and practices and include effective practices for promoting equity and inclusion.

Achievements

- The SCP provides accommodations for individuals engaged in its activities and provides information in alternative formats when necessary.
- The SCP practices its work from an equity lens and considers the diverse needs and concerns of individuals taking part in its processes.
- The SCP team advocates for resources to support marginalized members of the campus community.

Opportunities for Growth

- Ongoing training on various aspects of equity, diversity and inclusion would be beneficial to remain current in this area.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 6: Leadership, Management, and Supervision

CAS Section 6 Purpose Summary

Student Conduct Programs (SCP) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices. Leaders with organizational authority for SCP must provide management and supervision as well as lead strategic planning and program advancement.

Section 6 Committee Summary – Average rating (2)

The leadership of Student Conduct Programs demonstrates alignment with institutional mission, goals, and ethical practices through our protocols and set standards and processes. They have also provided strategic planning and program advancement through on-going discussions and training. They make regular appearances at departmental, divisional, and institutional levels to promote SCP work, provide updates, and important information related to student conduct. We are often tapped by our sister campus for guidance, leadership, and advisory as they have experienced staff turnover and other leadership instability in their program.

Management has been resourceful in building the SCP program through creative staffing and collaboration with various departments and partnering with our sister campus. We implemented better sophisticated software upon experiencing the limitations of the current technology (Advocate) and replaced it with Maxient which helped expedite and improve our reporting and tracking processes. Currently, we are working on revising our administrative procedural documents to better align with current times, trends, and effective practices.

Management has been successful at bringing together a diverse group of faculty, staff and students to participate in this process-as part of a long-standing understanding that shared governance is critical and an important part of our work.

Student Conduct Programs currently has only one manager who oversees this program area. They provide effective leadership through a partnership model that encourages collaboration, teamwork, and leveraging individual strengths. Management consistently provides updated materials relevant to student conduct work, provides opportunities to build on our skills and experiences and encourages us to grow professionally.

Student Conduct Programs was successful in adapting to the new changes during the covid pandemic; more specifically utilizing Zoom for all meetings and hearings. It was determined that meeting on-line was more efficient and effective for the purposes of our student conduct hearings-it allowed hearing board members to participate from home or afar, students can participate from the comfort of their place, and it ensured better security since the hearings are not in person.

Achievements

- Replaced outdated software (Advocate) with Maxient.
- Adapted to the changing needs of the pandemic-moved to on-line meetings and hearings.
- Created a shared-governance committee to revise AP documents 5510, 5520, and 5530.
- Successfully built a team under stressed resources.
- Two of the leaders.

Opportunities for Growth

- Hire a full-time, permanent Student Rights and Responsibilities Director position.
- Continue to enhance and build on our current programming model and framework.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 7: Human Resources

CAS Section 7 Purpose Summary

Student Conduct Programs (SCP) must identify the level of staffing necessary to achieve its mission and goals. SCP must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers). SCP must designate a qualified member of the institution as the person responsible for SCP.

Section 7 Committee Summary – Average rating (1.75)

While the SCP has staff that are knowledgeable and highly qualified for their respective roles, this department is severely understaffed and is in need of at least 2 additional full-time positions to be able to continue the quality and volume of work expected for a campus the size of our college. All our current staff have graduate degrees (Master's or Doctoral degrees) and have been trained in student affairs, student conduct administration, FERPA, conflict resolution, case management, and threat assessment.

In accordance with FHDA district Human Resource policy and the CA Education Code all hiring processes, job descriptions, recruitment, selection and promotion practices/procedures are followed. Evaluations are conducted on regular cycles to recognize employee performance and provide suggestions for growth and development. All SCP staff are provided resources and training in areas related to the policies on all relevant areas outlined in this

assessment.

The paraprofessional staff are highly qualified and carefully selected, trained, supervised, and evaluated. Their agreed-upon schedule provides remote and hybrid options for work. The department currently does not have any student employees.

Achievements

- SCP has highly trained and knowledgeable professionals in their respective roles on the SCP team. All our current staff have advanced degrees. Our staff are evaluated regularly and understand their duties and responsibilities.

Opportunities for Growth

- Additional SPC/SJA professional staff needed to ensure the integrity of the department and its related services and activities.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 8: Collaboration and Communication

CAS Section 8 Purpose Summary

Student Conduct Programs (SCP) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program. SCP must refer students, designated clients, and other constituents to appropriate resources when assistance is needed beyond the functional area's scope.

Section 8 Committee Summary – Average rating (2)

The SCP works closely with faculty, staff, administration and relevant departments to ensure conduct cases are handled and processed in a timely manner and in accordance with district policy and procedures.

SCP regularly holds meetings and workshops with faculty and staff to disseminate information about the program, how to submit Maxient reports involving student conduct infractions, and trains faculty to serve on discipline hearings. SCP maintains its own webpage on the College's website detailing its mission statement, providing detailed information regarding its policies and procedures, student's rights and responsibilities, how to help a student in crisis, what constitutes infractions of its Student Code of Conduct, information on the student Judicial Affairs hearing board, a detailed definition of academic integrity, how students can submit a complaint, along with resources for further review.

SCP follows the College's Administrative Policy and Board Policy negotiated agreements regarding student discipline and conduct cases. These policies are included on the department's webpage and are routinely included in letters and documents sent to students, faculty, and staff. Deadlines are stated and followed according to the AP/BP.

Achievements

- SCP regularly holds meetings and workshops with faculty and staff to disseminate information about the program, maintaining a high level of transparency without disclosing FERPA-protected information. SCP maintains a department website providing detailed information including our mission statement, policies and procedures, student's rights and responsibilities, what constitutes infractions of the College's

Student Code of Conduct, definitions of academic integrity, and other resources related to student conduct.

Opportunities for Growth

- The department needs a full-time Judicial Affairs Officer/Department Manager to allow SCP more opportunities to hold trainings and workshops for faculty and staff across the campus.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 9: Ethics, Law and Policy

CAS Section 9 Purpose Summary

Student Conduct Programs (SCP) must review and adopt appropriate standards of ethical practice including those of applicable professional associations. SCP must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

Section 9 Committee Summary – Average rating (1.8)

Student Conduct Programs have appropriate standards and ethical practices outlined in FHDA district and Board policies and administrative procedures. These policies include student conduct, student due process, student grievances, conflict of interest, acceptance of gifts, confidentiality of records, rights and responsibilities and ethical research principles.

The SCP is also responsible for addressing grievances and complaints about unlawful harassment, discrimination, and enforcing policies against such behavior. Moreover, the SCP team is well versed and utilizes the National Association of Behavioral Intervention Team (NABITA) procedures for assessing and addressing crisis and threatening situations. Unfortunately there has not been an established schedule for reviewing policy because it takes a concerted effort by De Anza College and Foothill College to revise the policies. Fortunately, the revision of policies and procedures is currently underway.

SJA staff are provided with information and training on ethical standards in their work. All Student conduct policies and procedures are conducted in accordance with very prescribed policies and procedures. The SJA team takes great care in ensuring the policies are followed very closely. Cases and hearing boards are assigned to ensure there is no conflict of interest or prior relationships between hearing board members and students. Each team member fulfills their responsibility within the scope of their assigned duties and authority level.

The SCP complies with all college, district, state, and federal rules and regulations pertaining to student conduct, grievances and complaints and on all operations, tasks and transactions. SJA staff also refer students to appropriate resources in carrying out their daily work and responsibilities. Ethical policies and obligations are communicated regularly, largely in relationship to the policies that apply to any given situation. The SCP also frequently explains policies and laws about privacy and confidentiality with students, faculty and staff. When necessary SJA staff seek legal advice when confronted with complex legal issues or situations where policy is mute on the appropriate way to address a situation. Because the college is self-insured, the college bears the responsibility for all liability claims.

Achievements

- SCP takes great care in following all relevant laws and policies that govern its work. In addition, the SCP ensures that department staff, Administrators and hearing board members are provided training on the FHDA board policies and procedures governing. In addition, the SCP team is well versed in Behavioral

Intervention team assessment and intervention practices and procedures.

Opportunities for Growth

- The SCP could benefit from a formal policy and procedures manual which would include information on the aspects of the program that are not clearly outlined in policy.
- The SCP, in conduction with the district and Foothill college, must review relevant polices biennially to ensure they are in line with current state and federal policies and regulations.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 10: Financial Resources

CAS Section 10 Purpose Summary

Student Conduct Programs (SCP) must have the funding that is necessary to accomplish its mission and goals. SCP must determine with administrative leadership what funding is necessary.

Section 10 Committee Summary – Average rating (.33)

SCP has very little discretionary funding besides staff salaries to prioritize, plan or make informed decisions and does not have the necessary funding to pay for additional staffing, training, and other resources to enhance the programs and services it provides. The permanent funding for this department does not match the college's needs. The little funding that is present is spent responsibly and in accordance FHDA board policy and California Education Code requirements, and sustainability principles. Very little departmental funding is available to pay for additional training, so staff rely on institutional staff development funds.

Achievements

- The SCP team spends all of its limited funds in accordance with relevant policies and regulations.

Opportunities for Growth

- The SCP needs to develop an itemized budget plan to identify and detail program funding needs.
- The SCP needs to seek institutional funding for its own individual ongoing discretionary budget to cover costs currently borne by the Student Development division budget. This can be accomplished by submitting the budget plan and request to the Program Allocation Committee (PAC).

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 11: Technology

CAS Section 11 Purpose Summary

Student Conduct Programs (SCP) must have current technology to support the achievement of its mission and goals. SCP must incorporate accessibility features into technology-based programs and services. SCP must ensure that personnel and constituents have access to training and support for technology use. SCP must back

up data on a cycle established in partnership with the institution's information technology department. SCP must implement a replacement plan and cycle for all technology with attention to sustainability.

Section 11 Committee Summary – Average rating (2)

SCP has current technology programs, services, and systems to meet its mission. The FHDA District Educational Technology Services (ETS) department provides support and resources to meet the SCP hardware and software needs. The Maxient system provides the appropriate infrastructure to support the program's information technology processes.

Maxient is a centralized reporting mechanism for various types of incidents typically addressed by the Student Judicial Affairs/SCP team. It is instrumental in meeting the technology interaction needs of constituents who interact with the SJA/SCP program.

In accordance with FHDA Board Policy and Administrative Procedure 3260 (Electronic Information Security) and all applicable state and federal laws, the SCP/SJA Team safeguards and protects confidential information and records accessed and utilized in conducting its functions and completing its responsibilities. These transactions and activities are conducted on secure District technology platforms.

The technology utilized by the SCP/SJA team provides information in accessible formats.

- The De Anza College website where individuals can access Maxient is accessible and ADA compliant.
- Hearings and meetings conducted by Zoom are accessible for hearing impaired individuals via the transcription function.
- Documents can be provided in Braille format if needed.
- SCP does not use social media.
- The SCP/SJA team works collaboratively with DSS (Disabled Student Services) to meet the needs of students with disabilities.

Achievements

- In accordance with FHDA Board Policy and Administrative Procedures 3260 (Electronic Information Security) and all applicable state and federal laws, SCP safeguards and protects confidential information and records accessed and utilized in conducting its functions and completing its responsibilities. These transactions and activities are conducted on secure District technology platforms. The technology utilized by SCP provides information in accessible formats. SCP works collaboratively with Disabled Student Services to meet the needs of students with disabilities.

Opportunities for Growth

- Ensure SCP staff have access to ongoing training on the use of Maxient and any new feature or updates to the system.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 12: Facilities and Infrastructure

CAS Section 12 Purpose Summary

Student Conduct Programs (SCP) facilities must be located in suitable spaces designed to support the functional area's mission and goals. SCP facilities must be intentionally designed to engage various constituents, promote

learning, and provide accessible and safe spaces. SCP facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations. SCP must have access to facilities of sufficient size and arrangement for conduct meetings and interviews.

Section 12 Committee Summary – Average rating (1)

The SCP spaces are inadequate in size and arrangement and are not designed for the functions they are serving. The team members are not all in the same building, and one of the buildings is outdated. The security and privacy of records are maintained electronically via Maxient.

SCP/SJA staff are able to safeguard the privacy of our work, but the spaces are outdated and not very well maintained. In addition, the facilities and infrastructure are not well maintained.

All equipment acquisition is conducted by the district Educational Technology Services (ETS).

The SCP/SJA team is unaware of any inspections scheduled for facilities and equipment, but any equipment malfunctions or faulty facilities are reported promptly. We advocate for more functional space and will be moving into a new building in the next 3-5 years.

Opportunities for Growth

- SCP needs to be in a facility intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces. These facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations. SCP needs access to facilities of sufficient size and arrangement for conduct-related meetings and interviews.

Achievements

- SCP staff can safeguard the privacy of our work. All equipment acquisition is overseen and conducted by the District's Educational Technology Services (ETS).

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.