

2024-2025 Student Services Program Review - Office of Student Conduct and Grievances Latest Version

Self-study template for Student Services Program Review process. Review period: 2021-2022, 2022-2023, 2023-2024.

Student Service Program Review Overview & Timeline

Student Service Program Review Purpose

Section 1: Service Area Overview

A. Service Area Mission and Alignment : Version by Miller, Elizabeth on 01/16/2025 18:25

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).

OSCG Mission Statement

The Office of Student Conduct & Grievances (OSCG) promotes a safe and inclusive environment by administering transparent and fair student conduct and grievance processes that uphold community standards. OSCG contributes to student learning, development, and success through effective prevention and response efforts.

OSCG's mission supports the Students First Framework by encouraging community accountability and facilitating student complaint processes. Based in student development, OSCG aims to contribute to student learning through intentional interventions and learning experiences. Our work prepares students to be productive members of their communities, upholds the academic integrity of the institutions programs, and supports both students and employees in promoting safe environments.

B. Service Area Description : Version by Miller, Elizabeth on 01/16/2025 18:25

Service	Description
Student Discipline Procedure	Facilitates AP 5520 Student Discipline Procedures. Allows students a process based in due process and educational intervention to support BP5500 Standards of Student Conduct. Allows students notice of alleged violations of policy, the opportunity to be heard, and in cases of violation the opportunity to complete an educational sanction to repair any harm caused by the violation. In cases of suspension students are provided the right to a formal hearing.
Student Grievance Procedures (General and Grade)	Facilitates AP 5530 Student Rights & Grievances. Allows students to have complaints/grievances heard, and through the formal process OSCG facilitates a formal hearing committee. This also includes consultation with students about the process, and discussion aimed at addressing their concerns and/or helping students to understand practices, policies, and procedures. Additionally, OSCG consults with faculty, staff, and managers on the grievance procedure and specific concerns that arise.
Consultation	Provide one-on-one consultation to students, staff, and faculty related to student conduct/discipline, grievance/complaint procedures, unusual behavior of students, or any situation or circumstance related to student behavior or academic integrity that a campus community member needs assistance with.
Presentations & Outreach	Provide presentations, training, and outreach on topics related to student conduct/discipline, student grievances, conflict resolution, de-escalation, classroom management/behavior, academic integrity, and related topics. Many presentations also cover CAIR Team response. OSCG aims to check in with each academic division once per year at division meetings, and with student services divisions as needed/requested. Standing presentations are provided each semester via CTX Faculty Orientation. In addition, based on past concerns in specific fields, standing student development presentations are conducted for cohorts within the Cosmetology program and Dental Hygiene program.
Background/Eligibility Check	Many transfer colleges require clearance for Title IX and/or student discipline, largely for athletic eligibility or for students transferring to select private schools. OSCG initiates the review process with includes a review of any records in Maxient, and processes related forms for signature from the Dean of Student Services, Assistant Director of Enrollment Services, and Director, Diversity, Compliance, and Title IX as applicable/needed.

Service	Description
Crisis Assessment, Intervention, and Response (CAIR) Team	The Dean of Student Services is the CAIR Team chair, and activities typically fall under OSCG. The CAIR Team meets twice-monthly for case consultation and program development. Most CAIR referrals that are submitted are managed under Falcon's Nest interns, with the Manager of Basic Needs conducting intake and assignment. Students exhibiting unusual or concerning behavior are processed through OSCG. Via the case management model, and individual is assigned to each case and is responsible for case disposition.
Student Death Notifications	In the case the campus becomes aware that a student has passed away, information is provided to the Dean of Student Services. The Dean will serve as the main contact for the family, to provide any information or support as appropriate. After confirmation of the death through the Medical Examiner's office, the Dean sends notification to particular groups on campus to alert them (managers, student's faculty), request records be updated, and connect to Student Health or Employee Assistance for continued support.

B. Service Area Description Continued : Version by Miller, Elizabeth on 01/16/2025 18:25

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

OSCG services are promoted in the following ways:

- College catalogue
- New student orientation
- Annual Student Rights & Responsibilities email (message sent each fall during week 3)
- Faculty Orientation session
- Annual visit to each academic division
- CAIR Presentations include slide on OSCG (and vice versa)
- CAIR tile present in Cerritos Portal
- Presentations to students, faculty, and staff include OSCG slide (for topic-specific presentations such as conflict resolution, de-escalation, grievance procedure, etc.)

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?

b. How do they complement each other?

OSCG's main purpose is to facilitate student discipline and grievance procedures, and is distinct on the campus. While OSCG does not overlap with other services, there is strong collaboration with Title IX, since that process may lead to discipline and/or support reviewing if students present a danger or threat to campus, requiring action to remove a student or restrict their access to campus. The Dean of Student Services and Director of Diversity, Compliance, and Title IX Coordinator communicate on at least a weekly basis (if not more often) to coordinate action.

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

a. Advance achievement, learning, or completion.

b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).

c. Enhance the quality of services and programs provided.

d. Create greater operational efficiencies for the service area.

e. Identify how your partnerships can or have mitigated equity gaps.

Collaborative partnerships

- **Instructional Deans/Divisions** – OSCG seeks to be present for at least one division meeting per academic division each year to provide an overview of services and check in on issues that may be developing specific to each division. In addition, strong relationships between the Dean of Student Services and each Instructional Dean allow for consultation on student concerns (behavioral, academic, and grievances/complaints). This collaboration ensures that concerns that arise can be acknowledged and addressed in a timely manner, so that issues are mitigated and employees/students feel supported. It is also critical to maintaining credibility and trust with faculty and staff in the divisions. It is preferred that student concerns and complaints are handled at the lowest level possible, such as through prevention or informal resolution, and the vast majority of concerns are addressed in this manner.
- **Student Accessibility Services** – Many cases referred to OSCG related to CAIR, conduct, or grievance include students receiving services from SAS. Working with SAS ensures that the response takes into account the needs specific to the student, and that any intervention utilized is tailored to their needs. Main contacts within SAS include the Dean and Department Chair, both who sit on the CAIR Team, which enhances regular communication between the departments. SAS is a responsive and supportive department, with the Dean, Department Chair, or specific counselors or specialists assisting OSCG as needed. This allows for holistic support of the student.
- **Associated Students of Cerritos College (ASCC) Court** – A relationship is maintained with the ASCC Court and the ASCC Chief Justice, whom are part of the student discipline and grievance processes. Annual training is provided to the Court on campus procedures, and this body is consulted on any proposed changes to practices or procedures. In 2023-2024 the court assisted in creating TikTok videos that are pinned to the ASCC Student Government account that discuss the grade grievance and general grievance procedure, with the Chief Justice providing an overview of them using a filter that made her a potato. In addition the ASCC Chief Justice is trained at the beginning of their annual term on the discipline and grievance procedures as it pertains to their specific position, and their role serving as peer support to students going through the processes.

C. Service Area Organizational Resources : Version by Miller, Elizabeth on 01/16/2025 18:25

1. Please describe your service area's organizational and personnel structure. Discuss:

a. Reporting relationships.

b. Distribution of responsibilities/authority.

c. Use of management or work teams.

d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).

OSCG Structure and responsibilities:

1. Dean of Student Services - lead
 1. Adjudicate student conduct reports/cases

2. Facilitate student grievance reports/cases
3. Consultation with students, staff, faculty, managers
4. Provide presentations and outreach
5. Chair CAIR Team
6. Chair Student Life Committee
7. Conduct annual review/data analysis for CAIR and OSCG
2. Administrative Secretary II – reports to Dean of Student Services
 1. Process form intake and case creation in Maxient for all student conduct, general grievance, grade grievance, and CAIR unusual behavior reports. Assign to Dean, Faculty Coordinator, or Intern as appropriate or with consultation from Dean.
 2. Process background/eligibility check forms sent to OSCG.
 3. Main contact for OSCG email
 4. Main contact for student questions about holds or their disciplinary records
 5. Schedules appointments with students to meet with conduct or grievance officer (Dean, Faculty Coord, or Intern)
3. Faculty Coordinator of Student Conduct & Grievances – reports to Dean of Student Services - position vacant 2024-2025
 1. Adjudicate student conduct reports/cases
 2. Facilitate student grievance reports/cases
 3. Consultation with students, staff, faculty, managers
 4. Provide presentations and outreach
 5. Liaison with ASCC Court
 6. Participate on CAIR Team
 7. Participate on Student Life Committee
1. Graduate Intern – reports to Dean of Student Services - position vacant 2024-2025
 1. Adjudicate lower-level student conduct reports/cases
 2. Advise students on grievance procedures
 3. Provide presentations and outreach
 4. Liaison with ASCC Court

Meeting structure:

1. OSCG Department meetings are held every other week
2. Standing 1:1 meetings are held between the Faculty Coordinator, and the Graduate Intern, with the Dean of Student Services every other week (to alternate with department meeting) or as needed
3. Standing 1:1 meetings are scheduled with between the Administrative Secretary II and the Dean of Student Services for 30 minutes twice weekly, and as often as needed.

Communication:

Most communication occurs in person, as the offices and desks for the team are within earshot/eyeline of each other. Email, phone, and Microsoft Teams are used to communicate on telecommuting days of team members, and use of the 'ping' feature in Maxient is also used to communicate regarding cases. Members of the team are cc'ed on communication to students, so that copies of letters are provided to all, allowing all to be aware of case statuses. The Dean of Student Services maintains 'sightline' within the Maxient system, allowing her to view the caseload of others in OSCG. The team uses the 'Deadline' feature of the system to notate the status of cases (i.e. meeting day, pending sanctions, reach out to reporting party, etc.) so that it is easily seen from each member's home screen.

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions?

a. If applicable, what strategies has the area adopted to address staffing-related impediments?

The current staff profile is sufficient to allow the department to fulfill its mission and functions, however currently there are unfilled roles. Due to the nature of student conduct, grievances, and CAIR to have unpredictable volume, the high and low times of the work varies greatly. In the current year the Dean of Student Services has managed all conduct and grievances, and there has been a decrease in outreach and prevention. The Administrative Secretary has also taken a larger role in managing administrative files that do not require student intervention.

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?

For the 24-25 academic year the Faculty Coordinator position has been unfilled while the future of the role is assessed. In 23-24 the Faculty Coordinator was a 50% release position of a current FT faculty, and in 2019-2023 it was a 100% release of a FT faculty. A challenge exists in recruiting for a 50-100% release time position, since it relies on instructional, counseling, library, or coaching faculty for recruitment, resulting in a pool of professionals that are not likely to have prior education or experience related to the position. This results in filling the role with faculty who have some transferable skills, but require a great deal of orientation and training. Filling the role at Cerritos College with a faculty member on release is a tradition, however it is an extremely uncommon practice at colleges and universities. An additional challenge with utilizing release time is the timing of the faculty contract, how breaks are situated, and that only 10 months of work is provided, leaving gaps in service. Student grade grievances, for example, come in after the completion of a term, however this coincides with a break in contract for the faculty coordinator, meaning this position would be unavailable to fulfill this duty. Summer is also the ideal time to engage in training and development, however it is an off-contract time for the position.

To augment the reduction in the prior year, funding was provided for a graduate intern, and one was in place for the 23-24 academic year. For the current 24-25 academic year recruitment took place for a graduate intern, but one could not be secured. Reasons mentioned by candidates were that no remote work was allowed (which is common for student conduct on other campuses), and that the pay rate was \$17/hr. Recruitment to graduate schools at CSULB, CSUF, and USC resulted in 3 candidates and the intern selected eventually declined the role.

An additional factor facing OSCG is the opening of student housing, anticipated in 2026-2027. This would add over 300 students to the campus 24/7, and very likely have a large impact on student conduct and Title IX. In order to meet the needs of a residential campus, a full-time, year-round student conduct coordinator is critical. While the student conduct coordinator would likely not hear lower-level housing policy rule violations (such as candles, noise, guests), larger violations of campus policy must be heard on the OSCG level (such as assault/intimidation, vandalism, alcohol/drug violations, etc.). Additional students would require increased presentations and outreach, and support to staff and faculty on campus. It would also require a stronger partnership with Diversity, Compliance, and Title IX, as cases that fall under both offices will certainly increase.

4. How does the service area facilitate appropriate career development and progression for staff?

a. Describe the service area's professional development resources, activities, and/or opportunities.

b. How does this engagement directly reflect on the direction of your service area.

The majority of professional development opportunities available for staff is through the Association of Student Conduct Administrators (ASCA), which Cerritos College is a member of. This institutional membership provides for four staff members to be affiliated with the membership. The budget of the Student Affairs Division allows OSCG staff to travel to a conference every other year, with the alternating year allowing Student Life staff to attend a conference. The Dean of Student Services and Faculty Coordinator have attended ASCA's annual conference in 2020 and in 2024 (with a break due to COVID travel restrictions). In summer 2019, the Dean of Student Services and Faculty Coordinator attended ASCA's summer 4-day Gehring Institute, with the Faculty Coordinator completing Student Conduct 101 (a basic skills training), and the Dean of Student Services completing the Community College track. ASCA also offers online

training that would be provided to a graduate intern, such as Student Conduct 101: Core Skills, and advanced modules are available to other staff.

ASCA also offers 'communities of practice' (COP), and the Dean of Student services is a regular participant in the community college COP. Quarterly meetings are hosted for community college practitioners across the country to discuss matters relevant to our educational setting.

In addition, the Administrative Secretary II has attended 'MaxFest' hosted by Maxient, the case management platform used by the office. This 3-day conference is held annually and focuses on best practices in utilizing the platform. As a level 5 (admin) user, this provided her the opportunity to learn helpful tricks and new content on the platform.

Finally, there is a Region XII Dean of Students group from the local community colleges that meets monthly (virtually, and quarterly in person), and most in this role are responsible for student conduct at their colleges. In addition to meeting the group maintains a list serve to share questions and concerns with each other. Topics from the group have included free speech and expression, protests, academic integrity, emergency preparedness, and legislative changes to Title IX and student discipline processes.

The activities above allow the staff within the department to remain abreast of current issues, practices, and changes in state or federal law that impact our work. Having unique roles on campus, with small internal teams, it also allows an ability to consult on work and share knowledge and good practice.

5. Please describe the succession planning for your service area.

a. What steps are in place?

b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?

The responsibilities of managing student conduct and grievances fall directly under the Dean of Student Services, with support from other members of the team. Positions are available through the Faculty Coordinator and Graduate Interns, however recruitment for the positions is difficult. In the face of the changing role of work, and the planned development of a residential community on campus, a great deal of reflection has taken place on how to ensure OSCG can provide service in our changing environment. Maintaining a faculty presence in the office remains a priority, however the level of involvement is planned to shift to a stipend-based model that better aligns with the fluid nature of the work with unpredictable highs and lows. This would also open up the possibility of the work to be fulfilled by a part-time faculty member who may be seeking more experience and connection to campus. In doing so, the Conduct Coordinator should become a fulltime classified staff member, to provide year-round service. As the role is not instructional or counseling based, a classified member is a good fit for the position. Should a full-time staff member be added to the team, a graduate intern would not be needed. In the absence of a full-time staff member, or until secured, the graduate intern pay rate will be requested to be raised to the campus standard of a level IV hourly staff, to reflect the completion of their bachelor's degree and requirement of participation in a master's program. While this increased pay will result in fewer hours provided (to remain within budget), it is hoped it will draw more interested and qualified candidates.

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation?

a. How does the department use the findings from these assessment efforts to improve the work environment?

Assessment to determine staff well-being, satisfaction, and motivation is predominantly completed through the standing 1:1 meetings held between the Dean of Student Services and the individual team members, as well as through end of year reflections and review the department holds of the prior year. Being such a small team (currently a team of two), there is frequent communication between parties. Participation in professional development, such as through ASCA, also sparks discussion related satisfaction and motivation.

7. What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in?

a. How does this participation reflect on your service area's plans and integration with the college.

Significant projects, tasks, and workgroups related to OSCG include updates to standards of conduct, discipline, and grievance policies and procedures on campus. All policies and procedures within Student Services are under review this year, and major updates are occurring for both the discipline and grievance procedures. Since these procedures involve all constituents, the Dean of Student Services has presented them to students, faculty, management, classified, and confidential staff groups to allow space for feedback and suggestions. This work also takes place through the shared governance Student Life Committee, who's charge includes student rights and responsibilities. This committee receives updates and has formed subgroups to update procedures, and is the starting point for revisions.

This reflects on OSCG's integration with the campus by highlighting the importance of building and maintaining partners with all stakeholders on campus. Those who may participate in, or be affected by, policies and procedures should be informed of and consulted with as they are developed or revised, and that is a practice within OSCG.

Section 2: Service Area Trends

A. Service Area User Demographics : Version by Miller, Elizabeth on 01/16/2025 18:25

1. Whom do you serve?

a. Describe your primary and secondary user groups that the service area attracts and serves.

b. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status).

Primary users:

- **Students**
 - **Discipline** – students are referred to the office via a reporting form. Typically this is 100-150 students per year, with a very low recidivism rate.
 - **Grievances** – students submit general and grade grievance forms via our website. Typically this is 20-30 students per year (grade, general).
 - **Consultation** – often students will email, call, or stop by because they are having a problem on campus, which could be with an office, faculty member, other student, etc. OSCG assists with understanding the presenting issue and providing possible courses of action for the student, reaching out to offices/individual on campus on their behalf, and/or assisting with mediation or conflict resolution. This number varies and has not been tracked.
- **Faculty**
 - **Discipline** – faculty are the main points of referral for student conduct and CAIR forms. For each form submission a message is sent to the reporting party to confirm receipt, see if there are any questions, or if there is additional information to share.
 - **Consultation** – faculty often reach out via email or phone to discuss a concern with a student, or information on processes. The number of faculty who reach out varies, and has not been tracked.
- **Instructional Deans**
 - **Grievances** – Instructional Deans are the first level review for grade grievances, and the informal resolution step of the general grievances. Typically for each grievance the Dean of Student Services checks in with the Instructional Dean to ensure they have the information they need to review the case, are clear on steps, and provide administrative/policy support. For general complaints or concerns that have not risen to the formal level, students are often referred directly to the Deans by the Dean of Student Services

Secondary users:

- **Staff & Managers** – these employees often utilize the office for consultation related to concern for student behavior. These consultations may at times lead to formal reports for conduct or CAIR.
- **Student parents and guardians** – student bring a support person, often a parent, guardian, or sibling, to their student discipline meetings. This is often the case for some students with disabilities, and can be a benefit for holistic support of the student. While specific information is not shared outside of the meeting without a release in place, when supporters are present it is an opportunity to discuss campus policies and procedures, and any additional resources that may benefit the student.

2. How do the demographics of your users compare with the college as a whole?

a. Are the trends within your program in alignment with the broader, collegewide trends?

Research requests have not been submitted to IERPG to assess demographics of users. Annually reports are drawn from Maxient that can include demographic information, but it is not formatted in the same manner as campus demographics. The number of students involved in OSCG is also small compared to the campus, and it is challenging to draw conclusions based on a population less than 200.

In reviewing general demographics such as race and gender, the demographics of students referred is generally aligned with campus demographic groups.

B. Service Area Service Trends : Version by Miller, Elizabeth on 01/16/2025 18:25

1. Describe the usage trend for your service area in the last three years.

a. Has it remained steady, increased, or decreased?

b. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth formally incarcerated, and first-generation status)?

c. Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

d. Describe any factors that contributed to any change.

Referrals to OSCG have decreased since a high in 2021-2022 during the year the COVID vaccine requirement was implemented, and students required clearance to enter campus. That year saw a drastic increase in fraudulent vaccine records, which was the majority of cases that year. The last five years has seen fluctuation in discipline and grievance submissions, and a general increase in CAIR cases.

Having a Faculty Coordinator present in the role assisted with the ability of the office to conduct outreach to Divisions and Departments, which related to an increase in referrals. It also provided more access to consultation on cases and students of concern. There continues to be a need for outreach, and availability for immediate consultation. Through presentations at divisions and departments OSCG can make users aware of our services, as well as how to manage disruptive student behavior, support students in crisis, and understand academic integrity issues. Often we find faculty and staff do not participate in voluntary professional development sessions offered, but have a high need for on-demand consultation. Due to the urgency of the time of issues presented to the office, the ebb and flow of the work varies greatly.

OFFICE OF STUDENT CONDUCT & GRIEVANCES

OSCG Number of CASES by year.		OSCG Number of Students Referred by year.	
2019-2020	104	2019-2020	78
2020-2021	60	2020-2021	60
2021-2022	170	2021-2022	160
2022-2023	128	2022-2023	126
2023-2024	124	2023-2024	106

Grade Grievances by year, and reason:

	Mistake	Bad Faith	Fraud	Incompetence	Total
2019-2020	6	5	3	3	17
2020-2021	10	3	3	4	20
2021-2022	10	1	2	0	13
2022-2023	2	2	2	1	7
2023-2024	8	6	1	6	21

General Grievances by year, and disposition:

	Ineligible	No Response	Resolved Informally	Withdrawn	Hearing	Pending	Total
2019-2020	2	1	5	1	0	0	9
2020-2021	3	7	1	0	0	0	11
2021-2022	1	2	1	1	0	0	5
2022-2023	0	0	0	2	0	0	2
2023-2024	1	0	2	0	0	0	3

Year # CAIR Cases

2017-2018	125
2018-2019	172
2019-2020	196
2020-2021	148
2021-2022	143
2022-2023	186
2023-2024	192

Presentations - CAIR & OSCG

Year	# Presentations	Attendance
2018-2019	181	
2019-2020	531	
2020-2021	124	
2021-2022	157	
2022-2023	279	
2023-2024	499	

2. Describe your pattern of service. Include:

a. Standard hours of operations.

b. Alternative modes (e.g., online, hybrid, etc.).

c. Schedules of delivery (e.g., early morning, evening services, etc.).**d. How your services meet the needs of the users.**

OSCG is open during standard Student Services hours, and utilizes the Student Life & Leadership Office as its home base. The standard hours are:

Monday, Tuesday, Thursday – 8am-5pm

Wednesday – 8am-6pm

Friday – 8am-4:30pm

As the services are largely based on the availability of the Dean of Student Services, Faculty Coordinator, and any grad intern, the hours would vary based on their schedules and availability.

All services through OSCG can be provided in person or remotely, with students having the option of an in-person or Zoom appointment for student conduct or grievance meetings. Meetings with students are typically attempted to be scheduled in person if the student has in-person courses, with the option to meet online. For online-only students, the Zoom option is the default, with a note that they may switch to in-person. Most students stick to the modality that is offered.

In connecting with faculty, staff, and managers for consultation, phone or Zoom are the most-used modalities. The Dean of Student Services and the Faculty Coordinator often shared their personal cell phone numbers so that they could be reached if not in the office and the matter is urgent.

OSCG has received positive feedback regarding the availability and responsiveness of team members. Presentations have been provided on weekends if it fits the classroom environment best, and the Dean of Student Services and Faculty Coordinator have made themselves available whenever the faculty or staff need them, for example in evening hours to speak with a student, or in the early morning if that fits their schedule best. Most consultations occur with faculty members regarding students with concerning behavior, and understanding the stress and uncertainty that can cause for our employees, OSCG strives to connect with them quickly and at any hour. There are also instances where interim suspensions or other time-sensitive actions must be taken on weekends or holidays, and typically the Dean of Student Services can be reached via cell phone at all times, or has identified a back-up response individual.

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.**a. How does this help inform future practices?**

Provision of services online or in person are fairly evenly split, and are adapted based on the need of the particular situation. This model has worked well for the department, and will be continued.

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process : Version by Miller, Elizabeth on 01/16/2025 18:25

1. What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?

SAO's have not been established for OSCG to date. Once established, success indicators will be determined to assess.

2. How are user needs assessed and considered in the development and delivery of programs and services?**a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?****b. What are the sources of information your service area uses to understand current needs?****c. How have the needs changed over time?**

User needs are assessed through types of reports submitted, similarity of issues in reports, and concerns reported to the office and its team. The office remains current to the needs of user needs by visiting each academic division meeting at least once per year to check in with faculty across disciplines on issues affecting their areas. In addition, lines of communication are strengthened through the CAIR Team representation across areas, and outreach and presentations conducted by CAIR. All CAIR presentations include information on OSCG, and are typically presented by OSCG team members.

In addition, OSCG maintains a relationship with the ASCC Court and Chief Justice to ensure the student voice and perspective is present. Students sit on discipline and grievance panels, and are consulted on any policy and procedure change related to conduct and grievances.

Needs facing the office have not changed significantly, in that we provide accountability to student standards of behavior, assist campus employees in responding to unusual and concerning student behavior, and facilitate the student grievance process. Specific topics continually change, such as Title IX requirements, COVID related requirements, and AI-related concerns.

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?

Using report data OSCG/CAIR compares 'usage' by number of students referred, by whom, what month, and reason codes. We have not tracked 'satisfaction' with performance. On presentations we note that those submitting reports should expect to hear back from a team member within 1-3 business days, and to contact the Dean of Student Services if they have not heard back. There are also automated responses to each report from the email address of the Dean, to allow an easy reply. No negative feedback has been received related to timeliness.

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?

This data does not exist. Through participation in the Association of Student Conduct Administrators and the Region VIII Dean of Students group, OSCG is able to compare trends in types of conduct and grievance concerns.

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?

Through the California League of Community Colleges and the ASCA, OSCG receives updates on laws and regulatory updates that impact our department. At the annual ASCA conference there are general sessions that review all updates and current issues, presented by legal counsel for the Association. Through CLCC we receive updates on state and CCC specific laws/regulations impacting our policies, procedures, and practices. Finally, participation in national (ASCA) and local (Region VIII Deans of Students) groups helps ensure we are aware of updates and best practice to remain in compliance.

B. Service Area Outcomes Assessment : Version by Miller, Elizabeth on 01/16/2025 18:25

1. What does the data say about the success of your service area with respect to the achievement of your service area outcomes? Identify and describe the data sources.

SAO assessments have not been completed.

2. What areas for improvement are suggested by the data?

Data has not been gathered.

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?

Data has not been gathered. Should data exist, it would be utilized in annual reviews and unit planning.

4. How has the assessment of the service area outcomes contributed to your service area's improvements?

Not applicable.

5. How does the service area make needed data and information available to area stakeholders?

OSCG has provided a 'Data Sharing' session via CTX that provides users an overview of conduct and grievances statistics, and has included similar information in CAIR presentations with data related to reasons for referrals.

Section 4: Previous Three-Year Service Area Program Plan Reflection

A. Service Area Three-Year Reflection : Version by Miller, Elizabeth on 01/16/2025 18:25

1. What are the primary strengths of the service area?**a. How have these changed over time?****b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?**

Strengths include:

- **Responsiveness.** When reports are submitted, or there are calls or emails to staff, they are responded to within one business day or sooner. For urgent matters OSCG and CAIR work takes priority above everything else.
- **Strong processes and procedures, and policy development.** Policies and procedures are reviewed more frequently than the 7-year standard for the campus, and any updates to conduct or grievance procedures involve feedback from all stakeholders. Policies and procedure information is made available to faculty and staff at orientations and division meetings, and through training provided through CTX. Students are provided information on policies and procedures through annual emails, individual student meetings, and collaboration with ASCC Court. Through regular involvement in national and local associations, the department stays up to date on trends, issues, and law/regulation changes that can impact OSCG.
- **Outreach.** Outreach is conducted to primary stakeholders, including faculty, Deans, and students, on a regular basis. Through involvement in orientations (faculty, employee, and certain academic programs) community members are aware of the office and it's resources. OSCG is included in student orientation, and maintains a relationship with ASCC Court. The topic and number of presentations has expanded greatly over the last 3 years, and the office is responsive to requests for new presentations to meet particular needs of faculty, staff, or students.

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

Previous SAO's do not exist.

Prior goals from 2021 program review included:

1. Review, and consider adopting and publishing adherence to the Association of Student Conduct Administrator's ethical statement.
 1. STATUS: Completed. Information available on OSCG website under 'About OSCG'.
2. Develop and implement a more effective process for measuring and assessing their student learning outcomes, and overall assessment of the department.
 1. STATUS: Completed. SLO's were determined, and a tracking chart created for violations/sanctions that can be applied.
3. Make information about student privacy rights and personnel's disclosure obligations more explicit in letters/notices to students, the website, and the semester rights/responsibility notice.
 1. STATUS: Completed. A webpage was added to discuss student's rights to privacy that covers Notification of Rights under FERPA, directory information, and Student Records Consent.
4. Information regarding ethical statements, guidelines, and requirements should more widely publicized both online and in presentations. Review and adopt ASCA's ethical statement.
 1. Completed. Information available on OSCG website under 'About OSCG'.
5. Develop a plan to increase collaboration efforts across campus, with specific attention given to special populations such as international, SAS, veteran, and non-credit students. These efforts should include identifying outreach, a liaison within each department, and inclusion in any on-boarding/orientation activities for these students.
 1. STATUS: Partially completed. Liaisons were assigned to the Dean of Student Services and Faculty Coordinator Liaison. OSCG information is not present in all separate orientations, and future discussions did not deem it critical for every special population.
6. Expand workshops and presentations offered to the campus to include topics such as Family Educational Rights and Privacy Act (FERPA; as it applies to students and employees, in regard to OSCG processes), grievance processes, restorative justice, student equity in the student conduct process, etc.
 1. STATUS: Completed. New presentations created.
7. Create information/content that presents technical information (i.e. Board Policies) in more simple, accessible formats. This includes additional information on the website, separate pages for faculty, staff, and students, and an assessment of web information to determine if it is written and directed to the appropriate audience.
 1. STATUS: Partially completed. Collaboration with ASCC Court resulted in TikTok videos regarding the grievance procedure, and a 'Frequently Asked Questions' page was developed by an OSCG intern.
8. Continue to align and implement equity goals with their existing mission and goals in an effort to support the college's student equity plan. Actions should include exploration of translating policies and procedures into Spanish, implementing a standardized annual report that disaggregates student conduct data by race and gender, and working with Institutional Effectiveness Research and Planning to explore additional opportunities to disaggregate data based on additional student characteristics.
 1. STATUS: Partially completed. Research was conducted on translation of policies into Spanish, and that it may be allowed, but may be cumbersome beyond what is reasonable. Internal presentations have been provided to disaggregate student conduct data by race and gender, however opportunity exists to utilize more formalized data available in IERPG.

3. Please provide a financial overview of the service area.**a. How are resources allocated to support the mission, goals, and outcomes of the service area?****b. How are budget allocation/reallocation decisions made in your service area?****c. What factors influence the use of service area resources?**

OSCG is grouped with Student Life & Leadership (SLL) for a district-provided budget line. Funding is provided to cover the cost of Maxient, and for the cost of the Dean of Student Services and half of the Administrative Secretary II's salary (remainder is under ASCC). The Division (to include SLL) has limited funds for professional development shared among the 7 full time staff on the budget line, about \$5,000 per year. With these funds staff can participate in travel-related professional development about once every other year. OSCG has also been re-assigned the cost of release time for a full time faculty member as applicable. For 2019-2023 full time release was assigned, and for 2023-2024 part time release was assigned. Additionally, about \$18,000.00 was provided for a graduate assistant (minimum wage at 20 hours per week).

As funding is almost fully the cost of staff wages/benefits/fringe and software cost for Maxient, all funds are allocated to those purposes. The department has limited need outside of those costs, since very minimal materials are required to do the work. Decisions are made to prioritize ability to maintain Maxient, train and onboard any new employees (through ASCA resources), and maximize employee resources.

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.**a. Explain what circumstances prompted these changes.****b. How these changes have/will affect the service area operations and services.****c. How the service area plans to address these changes.**

Over the past three years the main resource change was the reduction of the full-time faculty coordinator to part-time, and their resignation this current academic year (2024-2025). To counter the transition to part time, graduate assistant funds were provided, however recruiting and securing an intern has proven to be a challenge. These resources, if filled, could meet

the service needs of the department. With openings in these areas currently, focus is on processing reports and cases, and providing more limited outreach and prevention.

It is planned to increase the pay rate of the graduate intern to the campus standard amount (\$22/hr versus \$17/hr), however reduce the amount of hours available each week due to budget limitations. The resulting hours of 13-15 per week should still assist in meeting need.

5. How effectively do the service area's current facilities, space, and equipment support area operations?

a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users?

b. What strategies have been adopted or will be adopted to institute these changes?

OSCG has a low need in regard to facilities, space, and equipment. Due to the private nature of the work, the main requirement is that any hearing officer have a closed-door space to hold student discipline meetings. Currently that is met with space available for the Dean of Student Services and Faculty Coordinator. When a graduate intern is available, they have utilized the Dean or Faculty member's office for their meetings. Since the Dean is not dedicated to OSCG full time (it is an add-on to their role), they are often at other meeting on campus which allows use of their space.

In the planned SSA building that OSCG will move into, there is adequate space available.

6. How has technology been integrated into the programs, services, and operating functions of the service area?

a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area?

b. How has the service area kept pace with the development of hardware, software, maintenance, and training support?

c. What are the service area's projected technology needs for the future?

d. What strategies have been adopted or will be adopted to address these needs?

The main technological resources used by OSCG include Maxient, the case management platform, and Zoom, Teams, and email. The availability of Zoom has assisted OSCG in providing the opportunity for students and employees to meet with members of the office from almost any location. OSCG has also offered presentations via in-person, Zoom, and hyflex modalities, and all work equally as well. Technology needs for the department are not expected to change beyond what is currently used. OSCG is flexible to in-person and remote work.

7. What major challenges face the service area?

a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?

The major challenge facing OSCG is the planned addition of a 300-400 bed residential facility on campus by 2027. The addition of a residential community will result in increased student conduct and Title IX cases, as are common in student housing. While the District currently plans to contract out the operations portion of student housing, meaning a third party will operate the facility and residential life functions, violations of Board policy will still require a District response. This includes for likely violations related to alcohol, drugs, assault/intimidation, disruption, and sexual harassment/violence.

To mitigate this impact, the current practice of providing faculty release time should be converted to hiring a full-time, 12-month, coordinator level classified position. This will allow the opportunity to recruit for a professional with experience on a residential campus, and who has commensurate education and experience in student conduct and discipline. This would also very likely result in a reduction of cost, as compared to a full-time faculty release who can only provide 10 months of service. In addition, this role can provide increased service to Diversity, Compliance, and Title IX (DCTIX), as it would be recommended they hold duties as a deputy title ix coordinator to support intake and/or investigation of student cases as needed and support training and prevention efforts. As the work of OSCG is often done in partnership with DCTIX, this would expand services using current resources.

8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:

a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.

b. What specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?

c. What long-term impact would you like your service area to have on the College and the community?

d. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

In the ideal future OSCG would be at the level of service last seen in 2022-2023 in regards to presentations and outreach provided, with a full-time coordinator in place. OSCG will be located in our new office within the SSA building, and student housing will have just opened. There will be increased prevention services offered in student housing, and available staff during all operating business hours. The campus would successfully. There would continue to be strong collaboration between OSCG and DCTIX, SAS, PD, and faculty, our key partners.

The long-term impact OSCG wishes to have is maintaining a safe and supportive environment, where all stakeholders view OSCG as a responsive office to help address student concerns/grievances, student conflict, academic dishonesty, and violations of student code of conduct.

If OSCG is able to capitalize on transitioning the faculty release coordinator to a full-time classified coordinator, we will be prepared for the opening of student housing. By transitioning to a stipend-based faculty coordinator position to participate in CAIR, and support academic dishonesty efforts, OSCG can maintain an important relationship with faculty while also being responsive to student need.

Section 5: Service Area Three-Year Action Plan

A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

Section 6: Service Area Program Review Process Reflection

A. Service Area Program Review Process Reflection : Version by Miller, Elizabeth on 01/16/2025 18:25

1. In what capacity were your service area staff, and/or users involved in the program review process?

Current staff includes the Dean of Student Services (author) and the Administrative Secretary II. Discussions were held regarding the process, and the Admin Secretary was able to review content in the review.

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?

As the service area is a total of two employees, our standing meetings accomplished this goal.