

Cerritos College
Spring 2021 Office of Student Conduct & Grievances (OSCG)
SELF-STUDY EXECUTIVE SUMMARY

Office of Student Conduct & Grievances Mission

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 Program Review Process

OSCG participated in the Program Review self-study process throughout the Spring 2021 semester utilizing the CAS Standards. The purpose of the review was to identify the strengths and weaknesses of the department and develop a plan for improvement. From the 11 content areas of the CAS standards, 37 indicators were reviewed in detail to determine the degree to which the program met each standard.

The Self-Study team was led by Lui Amador, Dean of Student Equity and Success. His role was to facilitate an honest, nonjudgmental discussion with the team to arrive at a fair rating of each of the various sections.

Members of the team included:

- Dr. Lui Amador, Dean of Student Equity and Success, Self-Study Lead
- Dr. Elizabeth Miller, Dean of Student Services
- Dr. Cynthia Lavariere, Faculty Coordinator, Student Conduct & Grievances
- Maria Isai, Administrative Secretary II,
- Diana Madueno, Student Events Specialist
- Chad Greene, Professor, English Department
- Elizabeth Page, Counselor, Student Accessibility Services

Following an introductory meeting the team met five times to review evidence, and during a final meeting reviewed preliminary findings and the draft final report. Evidence for each indicator was gathered prior to the meeting for which that indicator was reviewed, and during the meetings the team reviewed the evidence, discussed if the standard was met, and held general discussion about opportunities to improve or enhance services to meet the standards. For the rating of each indicator, the group provided individual scores, which were then discussed, and a consensus score was determined. At the end of this summary is a chart with the summary of ratings for each indicator reviewed.

Summary of Findings

Main Conclusions

OSCG provides a clear and thoughtful process for student conduct and grievances, and this is accomplished through strong leadership and guidance by the Dean of Students, a commitment to serving students, and a cohesive team dynamic that enhances the efficiency and quality of services.

Primary Strengths

The following were identified as strengths of OSCG.

4.1 Establishing a Culture of Assessment

OSCG has identified goals and outcomes to guide its work, which are regularly reviewed and discussed. The department uses the SWOT analysis within the unit planning process in Program Review Plus to document and assess their effectiveness of meeting the department's mission and goals. OSCG has also initiated the development and implementation of SLO's but as indicated in the previous section, still need to expand its assessment of that effort. Overall, the department meets this standard but could be more detailed and robust, particularly in the area of SLO's. The department's assessment plan and process is one area of notable strength. OSCG has been consistent in their practice of including a review and discussion of assessing the status of their goals in their regular staff meetings. This is done largely due to their ability to access and disaggregate data through their use of Maxient. The department is also able to support outcomes success through the assessment of relevant presentation that are conducted throughout the year. Finally, OSCG participated in their division's equity inventory earlier this year to begin examining their contributions to student equity and the closing of equity gaps for our disproportionately impacted students.

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5.1 Inclusive and Equitable Educational and Work Environments and 5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion

OSCG actively engages in efforts to promote and ensure access, equity, diversity and inclusion. Dean Miller serves as a member of the Diversity and Equal Opportunity Advisory Committee and as such participates in key discussion on ensuring a campus environment that is free of discrimination. The department also references relevant policies and procedures such the Non Discrimination Policy (BP_3410), Equal Employment Opportunity Policy (BP_3420), and the Student Rights & Responsibilities Statement.

The department has also participated in trainings that promote a restorative justice and the Equity NOW series as a way of addressing prevailing systems of privilege and oppression such as racism. Earlier this year, they also participated in a Student Services equity inventory to identify the department's existing efforts of for addressing and closing student equity gaps. As such, OSCG actively works toward the advocacy and institutionalization of inclusion, multiculturalism, and social justice.

6.1 Leadership & 6.2 Supervision

The strength and effectiveness of OSCG's leadership is demonstrated by the manager's clear and consistent communication with the staff. The Dean meets regularly with the members of the department to proactively engage in the development, integration and assessment of their vision, mission, and goals. The Dean has implemented an inclusive process through efforts such as an annual SWOT analysis for the department, which also contributes to their unit planning in Program Review Plus. Finally, the manager holds regular meetings with the team which includes a review of accomplished goals as well as "show and tell" opportunities for members of the department to share newly acquired information. The department also assess their goal effectiveness through data collection and as mentioned in previous sections, and participation in this year's Student Equity Inventory. The department's leadership also advocates for the department through campus presentations, participation in various committees, and through collaborations with various departments on campus.

Based on the evidence presented, the leaders in OSCG have demonstrated management effectiveness in the areas of fiscal, physical, human, intellectual and technological resources. They successfully complete the annual unit planning process using the SWOT analysis as a way to identify and advocate for needed resources for the department. The Dean also carefully monitors and manages the annual Student Activities Budget to ensure prudent and responsible fiscal spending.

7.3 Personnel Training and Development

OSCG personnel receives training when hired and professional development as needed. They carefully track the various professional development opportunities that each staff or faculty member participates in, which includes identifying key notes, take-aways or ideas that can improve the mission and goals of OSCG. The personnel also receive ongoing training on the various policies, procedures and laws that guide the work of student conduct. This includes knowledge on Maxient's User Security and Confidentiality Agreement, a review of administrative procedures such as AP_5040 Student Records, Directory Information, and Privacy and AP_3300 Public Records. The department also trains its part time hourly staff on matters of confidentiality, which is covered in the employee handbook.

8.2 Communication

OSCG engages in regular communication with the campus through their website, campus presentations, and semester emails regarding student rights and responsibilities. The department continues to discuss more effective

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strategies for outreach and promotion during ASCC court meetings, the department SWOT analysis, and in annual goal planning.

9.1 Ethical Statements and 9.2 Ethical Practice

By virtue of their purpose, OSCG maintains a high degree of ethical standards and practices. They regularly review and implement applicable practices which is reflected in their monitoring of board policies and administrative procedures such as AP_5520 Discipline Procedures, BP_5520 Discipline Procedures, BP 3050 Code of Ethics, and AP_3050 Code of Ethics. These policies and procedures also inform and guide their ability to employ ethical decision making in the performance of their duties. These policies and procedures also ensure the safety of the broader student community on campus by offering ethical guidelines for student conduct to establish shared expectations. Still, the committee determined that more information could be offered and disseminated both on their website and through wider promotion of the various ethical statements, guidelines and requirements that impact students. Of particular concern was the need for OSCG to better inform certain special populations such as international students, student veterans, and students with disabilities.

OSCG personnel conduct procedures and practices that are fair, equitable and procedurally sound as a result of guidance from administrative procedures such as AP_5520 Student Discipline Procedures and AP_5530 Student Rights and Grievances. They also have developed and use a highly detailed chart that outlines the various steps involved in the student conduct process. OSCG personnel also avoid potential conflicts of interest or biases through policies and procedures such as BP and AP 3050 Institutional Code of Ethics, and through trainings such as the Keenan Safety Training. Finally, OSCG ensures an ethical assessment, evaluation and program review as evidenced by their annual participation in unit planning which includes a SWOT analysis, OSCG SLO development, the annual goal setting, a regular review of annual OSCG statistics, and an internal, annual program review.

Primary Weaknesses

The following were identified as weaknesses of OSCG, as they were scored as 'Partly Meets'.

3.3 Assessment of Student Learning and Development

One area that still needs further attention regarding Student Learning, Development and Success is assessment. While the department has developed SLO's and have met to ensure that they align with the department's mission and goals, OSCG has not yet developed systematic measures for demonstrating successful outcomes. In the conduct process students submit educational sanctions, but there is a current method to measure and document the learning. The staff have discussed creating rubrics to measure (aka grade) the submissions. It would require standardizing sanctions to a degree. However, if sanctions do not meet requirements, they are not accepted. If a student fails to submit their sanction it would result in a student discipline hold on their account.

8.1 Collaboration

While evidence presented shows that OSCG strives to have effective communication and collaboration, they concluded that more growth is needed in this area, particularly in efforts to collaborate on the achievement of successful programs and student learning outcomes, particularly since OSCG SLO's were developed and finalized. Additional exploration of data related to discipline referral source (i.e which academic department, service area, etc.) could help identify gaps where additional resources and support would benefit faculty and students. While the Faculty Coordinator of Student Conduct participates in ASCC Court meetings to maintain a relationship with students, there is opportunity to expand outreach and facilitate more intentional collaboration.

9.1 Ethical Statements

The committee determined that more information could be offered and disseminated both on their website and through wider promotion of the various ethical statements, guidelines and requirements that impact students. Of particular concern

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was the need for OSCG to better inform certain special populations such as international students, student veterans, and students with disabilities.

9.5 Communication of Ethical and Legal Obligation

The committee acknowledged that OSCG has clear processes in place and a strong understanding of the ethics, policies and legal considerations regarding student conduct and grievances. However, they agreed that more efforts should be put in place to ensure access to the information on ethics, law, and policies. It was recommended that more information should be added to the department website. They should collaborate with departments serving impacted populations such as International Student Services, perhaps in the on-boarding/orientation of new international students. Information regarding ethical statements, guidelines, and requirements should more widely publicized both online and in presentations. They also recommended that OSCG consider reviewing and adopting ASCA's ethical statement. Finally, regarding the standard on providing students, designated clients, and constituents with information about student privacy rights and personnel's disclosure obligations, the committee felt OSCG should make this information more explicit in letters/notices to students, and they should include the information in their semester rights/responsibility notice.

The following areas were found to meet the basic requirement of the indicators, but were identified as areas of growth:

2.2 Program and Services Information

The department has expanded outreach to various campus partners, however there is opportunity to expand and formalize additional awareness, informational, and training options related to OSCG for the campus. Additional workshops for faculty, more regular interaction with students (via Associated Students and classroom presentations), and marketing of OSCG as a resource to support classroom management, conflict resolution, restorative justice, and academic honesty would enhance the programs and services provided by the department. Also discussed was exploration of different methods to engage the community, such as flyers, social media, and other regular communication.

2.4 Program Design

While not a requirement under CAS, it was discussed that there is opportunity to provide more resources in Spanish. OSCG has translated the Ethical Development Workshop and initial notices into Spanish on a case-by-case basis, which has assisted in serving students the non-credit programs. Translating student conduct-related policies and procedures to Spanish would help expand access to students to ensure they are fully aware of behavior expectations. Suggested policies and procedures to explore translating are: BP5500 Standards of Student Conduct, AP5520 Student Discipline Procedures, and AP5530 Student Rights and Grievances.

4.3 Assessment Plan and Process

Program assessment is completed largely through the annual program review and planning process standardized by the College, however a more robust and systematic process is needed. This is especially true in regard to culturally responsive assessment, and how to understand the impact of OSCG efforts on different student populations. Currently the Maxient system only pulls information related to age, race, and gender, and there is not a tie-in to explore other populations such as veterans, international students, students with disabilities, or those who are a member of other special populations.

OSCG Best Practices

There were many areas of strength within OSCG that are identified as best practice in the field. The following list showcases notable efforts by the department.

- OSCG has maintained a consistent set of assessment practices that includes an annual SWOT analysis and a periodic review of their goals and objectives for the year within their regular staff meetings.



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- The implementation and use of a professional development spreadsheet that accounts for the various conferences, trainings and other professional development opportunities that department members have participated in. This document serves to monitor the various information and skill building within the department.
- “Show and Tell” opportunities are conducted by department members to share newly acquired knowledge or skills with the rest of the department during their staff meetings.
- OSCG offers various on-campus presentations to various departments and stakeholders on a variety of relevant topics that includes the student conduct and grievance process, implicit bias, professionalism and communication, academic integrity, and ethical development (in Spanish).
- OSCG have developed and use a highly detailed chart that outlines the various steps involved in the student conduct process. The use of this chart ensures that no critical steps are left out to provide a fair, equitable and procedurally sound process.

Final Recommendations

List, in order of priority, and briefly describe improvements needed and the actions to be taken, noting completion dates and responsible position(s), as well as resources needed.

1. Review, and consider adopting and publishing adherence to the Association of Student Conduct Administrator’s ethical statement.
 - a. Related Standard: 9.1
 - b. Completion Target: Fall 2021
 - c. Responsible Position: Elizabeth Miller
 - d. Resources Needed: None
2. Develop and implement a more effective process for measuring and assessing their student learning outcomes, and overall assessment of the department.
 - a. Related Standard: 3.3 and 4.3
 - b. Completion Target: Spring 2022
 - c. Responsible Position: Elizabeth Miller
 - d. Resources Needed: None
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.
 - a. Related Standard: 9.1
 - b. Completion Target: Fall 2021
 - c. Responsible Position: Elizabeth Miller
 - d. Resources Needed: None
4. Information regarding ethical statements, guidelines, and requirements should more widely publicized both online and in presentations. Review and adopt ASCA’s ethical statement.
 - a. Related Standard: 9.5
 - b. Completion Target:
 - i. Website – Start of Fall 2021
 - ii. In presentations – End of Fall 2021
 - iii. Additional resources created – End of Fall 2022
 - c. Responsible Position: Cynthia Lavarriere
 - d. Resources Needed: FERPA training models
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.



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- a. Related Standard: 8.1
 - b. Completion Target: Spring 2022
 - c. Responsible Position: Elizabeth Miller
 - d. Resources Needed: None
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.
- a. Related Standard: 2.2 and 4.2
 - b. Completion Target: One new workshop/presentation/video each semester, through Spring 2023
 - c. Responsible Position: Cynthia Lavariere
 - d. Resources Needed: FERPA training models
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.
- a. Related Standard: 11.4
 - b. Completion Target: Fall 2022
 - c. Responsible Position: Cynthia Lavariere
 - d. Resources Needed: None
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.
- a. Related Standard: 2.4, 4.3, and 5.3
 - b. Completion Target: Ongoing, through Spring 2023
 - c. Responsible Position: Elizabeth Miller
 - d. Resources Needed: None



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Summary of Ratings

Part	Indicator	Rating
1.1	Program and Services Mission	Meets
1.2	Mission Statement	Meets
2.1	Program and Services Goals	Meets
2.2	Program Information and Services	Meets
2.3	Program Structure and Framework	Meets
2.4	Program Design	Meets
3.1	Program Contribution to Student Learning, Development, and Success	Meets
3.2	Student Learning and Development Domains and Dimensions	Meets
3.3	Assessment of Student Learning and Development	Partly Meets
4.1	Establishing a Culture of Assessment	Meets
4.2	Program Goals, Outcomes, and Objectives	Meets
4.3	Assessment Plan and Process	Meets
4.4	Gathering Evidence	Meets
4.5	Review and Interpret Findings	Meets
4.6	Reporting Results and Implementing Improvement	Meets
5.1	Inclusive and Equitable Educational and Work Environments	Meets
5.2	Organizational Aspects of Access, Equity, Diversity, and Inclusion	Meets
5.3	Advocating for Access, Equity, Diversity, and Inclusion	Meets
5.4	Implementing Access, Equity, Diversity, and Inclusion	Meets
6.1	Leadership	Meets
6.2	Management	Meets
6.3	Supervision	Meets
6.4	Strategic Planning	Meets
7.1	Staffing and Support	Meets
7.2	Employment Practices	Meets
7.3	Personnel Training and Development	Meets
8.1	Collaboration	Partly Meets
8.2	Communication	Meets
9.1	Ethical Statements	Partly Meets
9.2	Ethical Practice	Meets
9.3	Legal Obligations and Responsibilities	Meets
9.4	Policies and Procedures	Meets
9.5	Communication of Ethical and Legal Obligation	Partly Meets
9.6	Addressing Harassment and Hostile Environments	Meets
10.1	Funding	Meets
10.2	Financial Planning	Meets
10.3	Financial Management	Meets
11.1	Systems Management	Meets
11.2	User Engagement	Meets
11.3	Compliance Information Security	Meets
11.4	Communication	Meets