## Basic Program Information

**Department Name:** Judicial Affairs  

**Division Name:** Student Affairs & Activities, Student Services  

**Program Mission(s):**  

The mission of the Office of Judicial Affairs is to reinforce the core values of the college while protecting the college from disruption and harm by enforcing the College’s standards of conduct and academic integrity.

Please list all Program Review team members who participated in this Program Review:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pat Hyland</td>
<td>Student Affairs &amp; Activities</td>
<td>Dean</td>
</tr>
<tr>
<td>Bill Frankeberger</td>
<td>Student Affairs &amp; Activities</td>
<td>Executive Assistant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total number of Full Time Faculty:</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of Part Time Faculty:</td>
<td>0</td>
</tr>
</tbody>
</table>

**Please list all existing Classified positions:**  

Executive Assistant
Section 1: Data and Trend Analysis

Provide a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review that is submitted to your Dean/Director.

a. **Students served** (How was this tracked? What is the trend over the last 3 years?):

Direct Service to Students*:
Judicial Cases: 218 as follows:
- 181 Academic Dishonesty (49 – Fall; 43 – Winter; 77 – Spring; 12 – summer)
- 37 Student Conduct (11 – Fall; 14 – Winter; 11 – Spring; 1 – Summer)

Presentations
- New Student Orientation – 500 students
- Allied Health Orientation – 175 students
- International Student Orientations – 500 students
- Counseling 50/5 – 125 students

Indirect Service
Presentations
- Division Meetings – 3
- New & Part-time Faculty Orientations – 2
- All Administrator Meeting – 1

*These numbers do not include students & staff who called the Judicial Affairs office for assistance with issues ranging from parking citations to health & safety to behavioral interventions

This data was obtained via the following sources:
- _____ CCC Apply
- _____ Ask Foothill
- _____ Credentials
- _____ SARS
- _____ Other:
  - Office Records
  - Calendar Information
  - Call Logs
  - Email data

b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.
While Judicial Affairs serves the entire student population via enforcement of the Student Code of Conduct, the Due Process Procedures, Sexual Harassment, the Grievance Procedures and Academic Integrity, International Students are over-represented in terms of referral to the office.

c. **Please describe services offered off campus and how the effectiveness of these services is assessed.**

Professors from the Middlefield Campus have requested assistance with both academic integrity and conduct issues. The Dean has traveled to the Middlefield Campus to hold meetings and discuss strategies for addressing inappropriate behavior.

Data for this area is based on services offered at the following locations:

1. __X__ Middlefield
2. _____ CCOC
3. _____ Other (List)

d. **Staffing structure:** Does the staffing structure meet the program or department’s needs?

Staffing in the Judicial Affairs is currently meeting the needs. We are able to stay abreast of the demand for appointments and are able to make presentations when asked.

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**Section 2: Core Mission Support and Student Equity**

The College’s Core Missions are reflected below. Please respond to each mission using the prompts below.

**a. Basic Skills**

How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

By equitably and consistently enforcing conduct standards, students with basic skill needs receive the reinforcement required to ensure that they pursue their education with integrity and as a result, that their efforts are a true reflection of their abilities and growth.

**b. Transfer**

How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

As with students with basic skill needs, consistent enforcement of conduct standards reinforces the value of Foothill College transcripts and thus improves transferability. Additionally, students who participate in the development and review of academic integrity and conduct materials have documentable participatory governance skills.
c. Workforce

How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Our service area has provided materials and presented workshops to students in all of our Allied Health programs in support of their professional standards of conduct.

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**Section 3: Learning Outcomes Assessment Summary**

**a. Attach 2012-2013 Program Level SA- SLO – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.**

**Foothill College**

**SA - Judicial Affairs**

<table>
<thead>
<tr>
<th>Service Area SLOs (SA-SLOs)</th>
<th>Means of Assessment &amp; Target / Tasks</th>
<th>Assessment Findings/Reflections</th>
<th>Action &amp; Follow-Up</th>
</tr>
</thead>
</table>
| SA - Judicial Affairs - Academic Integrity Initiative - Increase communication and tracking of data about Academic Integrity: Year(s) to be Assessed: | Assessments Method: Our office will collect data regarding the number of instructors who have distributed the new Academic Integrity Policy, how many cases of academic dishonesty are referred in the 2013-14 year vs. 2012-13, by whom and related student demographics. | 11/20/2013 - In process - thus far reports down 20% | Result:/
| End of Academic Year | Target: 100% of instructors are familiar with the new Academic Integrity Policy | | Year: This Assessment Occurred: 2012-2013 |
| Start Date: 09/01/2013 | Academic dishonesty referrals are reduced by 20% or greater | | GE/RL-SLO Reflection:
| End Date: 06/30/2014 | Assessment Method Type: Data | | This is an on-going conversation. At this point in the academic year (November 20) it appears that academic dishonesty referrals are down by 20% |
| SA-SLO Status: Active | Assessment Method: Every member of the Academic Integrity committee will report back on their meetings with their assigned divisions, including what was covered, questions posed and the number of AI policy cards distributed. | | Interview/Group Sessions |
| | Assessment Method Type: Interviews/Group Sessions | | Target: 100% of the divisions will have received a visit from a member of the AI committee. |
| | Assessment Method: Exit Interviews. | | |
| | Assessment Method Type: Essay/Journal | | |

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Section 4: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. How do the objectives and outcomes in your service area relate to the program-level student learning outcomes and to the college mission?

The purpose of judicial affairs is to manage conduct and integrity issues. This assumes that a safe learning and teaching environment, and academic integrity are fundamental to the college mission.

b. If your service area has other outcomes or assessments at the program level, comment on the findings.

c. How has your service area engaged in dialogue about student learning outcomes?

Our department has reached out to faculty, staff and students to determine if our outcomes are appropriately focused and in alignment with the goals of the campus and programs. Additionally, we have engaged in a comparative review of our services against those of other colleges.
Over the last few years, reports of academic dishonesty have modestly increased. This year the Judicial Affairs department worked with the college Academic Integrity Committee to produce a new resource for teachers and students called a Z-Card. We are hoping that this along with future innovations will promote greater awareness for the need of honesty and responsibility among our students.

d. Analyzing your most recent annual program review, discuss any emerging trends related to SLO reflections and any action taken.

e. What summative findings can be gathered from the Program Level Assessments?

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### Section 5: Service/Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill’s core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from the last academic year: check the appropriate status box & provide an explanation in the comment box

<table>
<thead>
<tr>
<th>Goal/Outcome (This is NOT a resource request)</th>
<th>Completed? (Y/N)</th>
<th>In Progress? (Y/N)</th>
<th>Comment on Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a campus-wide academic integrity commitment</td>
<td>Yes</td>
<td>Also yes</td>
<td>New Academic Integrity Policy written, distributed and currently undergoing effectiveness review</td>
</tr>
<tr>
<td>Reduce the number of initial academic integrity violations</td>
<td>No</td>
<td>Yes</td>
<td>Violations increased from 2011-12 to 2012-13, although dishonesty reports for the Fall 2013 reveal a slight decrease so far.</td>
</tr>
<tr>
<td>Create or subscribe to an Academic Integrity online course</td>
<td>No</td>
<td>Yes</td>
<td>The process of achieving consensus on the new Academic Integrity policy took longer than hoped and pushed this effort out further</td>
</tr>
</tbody>
</table>

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**New Goals**: Goals can be multi-year (in Section 6 you will detail resources needed)

<table>
<thead>
<tr>
<th>Goal/Outcome (This is NOT a resource request)</th>
<th>Timeline (long/short-term)</th>
<th>How will this goal improve student success or respond to other key college initiatives?</th>
<th>How will progress toward this goal be measured?</th>
</tr>
</thead>
</table>
Section 6: Service/Program Resources and Support

Using the tables below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

<table>
<thead>
<tr>
<th>Position</th>
<th>$ Amount</th>
<th>Related Goal from Table in section 5 and how this resource request supports this goal.</th>
<th>Was position previously approved in last 3 years? (y/n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

<table>
<thead>
<tr>
<th>Has the program received college funding for reassign time in the last three years? (y/n)</th>
<th>If yes, indicate percent of time.</th>
<th>Has the program used division or department B-budget to fund reassign time? (y/n)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicate duties covered by requested reassign time:

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Estimated $</th>
<th>Related Goal from Table in section 5 and how this resource request supports this goal.</th>
<th>Est hours per month</th>
<th>% Time</th>
</tr>
</thead>
</table>
### One-Time B Budget Augmentation

<table>
<thead>
<tr>
<th>Description</th>
<th>$ Amount</th>
<th>Related Goal from Table in section 5 and how this resource request supports this goal.</th>
<th>Previously funded in last 3 years? (y/n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications cost for Sexual Harassment compliance materials and awareness program</td>
<td>$3,000</td>
<td>Create an on-campus as well as a web-based set of resources that comply with OCR Title IX requirements for Sexual Harassment/Assault</td>
<td>No</td>
</tr>
</tbody>
</table>

### Ongoing B Budget Augmentation

<table>
<thead>
<tr>
<th>Description</th>
<th>$ Amount</th>
<th>Related Goal from Table in section 5 and how this resource request supports this goal.</th>
<th>Previously funded in last 3 years? (y/n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Facilities and Equipment

<table>
<thead>
<tr>
<th>Facilities/Equipment Description</th>
<th>$ Amount</th>
<th>Related Goal from Table in section 5 and how this resource request supports this goal.</th>
<th>Previously funded in last 3 years? (y/n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

None requested/granted
**IF THIS SERVICE AREA DOES NOT HAVE AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE STOP HERE AND CONTINUE TO SECTION 11.**

### Section 7: Data and Trend Analysis

List all Programs* covered by this review & check the appropriate column for program type:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Certificate of Achievement Program</th>
<th>Associate Degree Program</th>
<th>Pathway Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

a. Program Data:
Data will be posted on [http://foothill.edu/staff/irs/programplans/programreviewdata.php](http://foothill.edu/staff/irs/programplans/programreviewdata.php) for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

<table>
<thead>
<tr>
<th>Transcriptable Programs</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

If your non-transcriptable certificate does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

b. Department Level Data

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productivity (College Goal 2012-13: 535)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Success</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time FTEF</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time FTEF</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).
c. **Enrollment trends**: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

d. **Student Demographics**: Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

e. **Productivity**: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in **your program**, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

f. **Course Offerings**: Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

g. **Curriculum and SLOs**: Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)

h. **Curriculum and SLOs**: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

i. **Innovation**: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

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### Section 8: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. **Institutional Standard for Course Completion Rate**: 55%
Please comment on your program’s course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

b. **Institutional Standard for Certificate Completion Number (Transcriptable)**: 325
Has the number of students completing certificates in your program held steady, or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

c. **Institutional Standard for Transfer to four-year colleges/universities**: 775
Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program’s role in transfer.
Section 9: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. Attach 2012-2013 Course-Level – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 10: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

c. How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements?

d. If your program has other outcomes assessments at the program level, comment on the findings.

e. How has your department engaged in dialogue about student learning outcomes?

Section 11: Service/Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>There were no recommendations given in the prior program review cycle.</td>
<td></td>
</tr>
</tbody>
</table>

a. After reviewing the data, what would you like to highlight about your service area?

The Judicial Affairs Office is extremely efficient and prompt in terms of dealing with complaints, integrity violations and conduct issues. Our documentation is thorough and appropriate. It is extremely rare that an individual, be they student, faculty or staff does not find satisfaction with our service – even when the outcome may not be the one the individual desired.
Section 12: Feedback and Follow Up

This section is for the Vice President, Student Services to provide feedback.

a. **Strengths and successes of the program as evidenced by the data and analysis:**

The office has become known for consistently following up on issues that are forwarded. We have established excellent relationships with professors and division deans. Students feel respected and find this office a safe place to come to when they have issues both academically and personally.

b. **Areas of concern, if any:**

We have not done a campus-wide survey of our services and as a result, continue to make refinements based primarily on anecdotal information.

c. **Recommendations for improvement:**

None

This section is for the Vice President Student Services to provide feedback.

d. **Strengths and successes of the program as evidenced by the data and analysis:**

Pat has done an excellent job collaborating with faculty to implement an Academic Integrity Policy, Online Student Academic Integrity Pledge and extensive trainings and workshops for students and faculty. She does an outstanding job with judicial affairs and handles over 200 cases a year effectively and professionally.

e. **Areas of concern, if any:**

None

f. **Recommendations for improvement:**

None

Recommended next steps:
- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Denise Swett, EdD
Vice President, Student Services
1/6/14