

## Student Services

### A. DESCRIPTION AND PURPOSE

1. Describe the program's purpose and mission. Limit 250 words.

The Office of Student Judicial Affairs (SJA) works collaboratively with the campus community to promote mutual responsibility in upholding student codes of conduct, academic integrity, and honor codes through the administration of a responsive, fair, equitable, educational, reflective, and restorative process. We strive to promote and maintain the safety, welfare, and integrity of our community by gaining greater insight into students' choices and working together to resolve conflict and emphasize students' understanding of their rights and responsibilities. Our goal is to foster our students' growth, success, and voices through a reflective process guided by our shared values.

SJA has primary responsibility for the coordination and administration of college policies and procedures concerning student conduct and student academic integrity violations. Our charge is guided by the College's Rules for Student Conduct (AR4410), Code of Academic Conduct (AR4411), and Honor Council/Honor Code (AR4412). While most of our work is centered with students, our office likewise collaborates with the campus community to provide training, education and consultation related to conflict resolution, appropriate reporting practices, mutual responsibility in maintaining positive learning environments. The focus of our work is to ensure the educational approach to student conduct administration.

2. Which of the following Institutional Learning Outcomes does the program support? Select at least one.

ILOs

- #1 - Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives
- #2 - Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems
- #3 - Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events
- #4 - Assume responsibility for their own impact on the earth by living a sustainable and ethical life style
- #5 - Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom

### B. STUDENTS SERVED

3. Describe 1-3 salient demographic composition of students served by the program and include an analysis of how it aligns with the students your program is intended to serve. (500 words)

The Office of Student Judicial Affairs serves all SMC students (full, part-time, and occasionally a few non-enrolled students), staff and faculty. Services to students are rendered in the form of guidance, advice, information, due process, referrals to on and off campus resources, dispute resolution and several educational activities and resources that we may require as part of the adjudication/education process.

4. Describe how the program does outreach to, and provides access for, the intended student population. (250 words)

The nature of SJA is not that of a traditional student services program and therefore does not provide outreach to student populations. We receive and adjudicate reports from the campus community. We do however provide outreach to departments in need of additional support/training and workshops for students. In addition, the Director of SJA serves as a co-chair of SMC's Honor Council, the goal of which is to provide outreach and information to students regarding academic integrity.

5. When considering student outcomes, SMC produces the largest equity gaps for Black and Latinx students. How does the program address equity gaps within the scope of work that it performs? (500 words)

SJA routinely completes internal audits to determine if our practices align with our mission to ensure equitable review and adjudication of reports. We do this by reviewing disaggregated data related to reported student demographics as well as outcome/sanctions imposed by our office. If we determine that students are being disproportionately reported to our office by a department, we proactively reach out to provide training to that department. If we determine that our office produces disproportionate outcomes, we conduct self-audits to understand any root causes and engage in professional development to ensure we are in alignment with the best practices in our field. We likewise update our policies and practices to systematically remove any barriers for students that are within our purview.

6. If applicable, describe any instructional partnerships or collaborations that impact the students served by the program. (500 words)

N/A

## C. ASSESSMENT AND EVALUATION

7. Describe any changes that have been implemented as a result of the recommendations of the last program review. (500 words)

Over the last few years our office has engaged in a comprehensive review of all of our policies, practices, correspondence templates and adjudication models and have worked to transition the office from solely punitive to educational. We invited a committee of colleagues across campus to review the practices of the office and together made recommendations for improvements. These changes have been reflected in our outreach letters to students (a comprehensive overhaul of our templates that include summons and outcome letters). We have made a pivot away from language that is "accusatory" and "legalistic" in nature to include a more student centered and educational approach, offering detailed explanations of our processes and assuring students understand we want to hear their perspective.

In addition, we have incorporated restorative justice approaches to the adjudication process and have successfully resolved many cases utilizing this approach. We have likewise

incorporated educational sanctioning in almost every case so students are engaging in reflection and restoration in our community.

We have also made recommendations to changes in our existing AR's to incorporate changes to our practices and those recommendations are currently being reviewed in the student Affairs committee.

Lastly, we have also taken steps to rename this office, once again moving away from the legal nature of student conduct to reflect best practices. We have proposed to be renamed "The Office of Students Rights and Responsibilities."

8a. Identify and describe one or two outcomes students are expected to experience after receiving services from, or participating in, the program. (200 words)

We hope that after engaging with our office, students have a clear understanding of their rights and responsibilities, expected conduct while a student at SMC and resources available to support their goals. We want our students leaving meetings with us with an understanding of who they can speak with should issues arise, resources available to support their goals at SMC both in and outside our campus and the expectations for everyone's conduct when engaging with members of our community.

8b. Describe how the identified student outcomes are assessed. (e.g., a survey of program participants is administered at week 12 of each semester) (200 words)

As part of the educational process, we ask students to reflect on what they learned via assignments given, such as workshops and reflection papers. As previously stated, almost every student is assigned a reflection assignment in order for us to assess their learning.

8c. What is the "effectiveness" target goal for each of the expected student outcomes identified? (e.g., 90% or more of students attending the FAFSA workshops successfully complete the financial aid application within four weeks) (200 words)

We aim for a low recidivism rate and expect that 97% of the students reported to our office will not be reported again for the same conduct. In addition, our office spends a great deal of time consulting with reporting parties to ensure positive reintegration back into the classroom or community. This is more difficult to quantify with data, however students and staff report improvement in relationships and conduct all around.

8d. Analyze the program's performance on the data collected to assess the program's student outcomes. Is the program meeting the target goals? What context is needed to understand the results? (500 words)

Throughout the 6 year period, our recidivism rate remains low and 97% of the students reported are not reported again for the same violations.

9. Based upon the outcomes assessment, satisfaction evaluation and/or other data, provide two notable examples of how the program serves students effectively and briefly explain why they are successful. (500 words)

Presumably, students are learning from their mistakes and are not reported to our office for the same violations. In addition, our consultation with reporting parties ensure everyone has an understanding of their role in the student conduct process, including how to better engage with students, set clear boundaries and expectations, and manage classroom issues that may arise.

10. Based upon the overall assessment and evaluation of the program, describe 2-5 areas that require attention or improvement. (500 words)

Based on our data and internal audits, we have identified disproportionate reporting of international students for academic integrity violations and will be partnering with the IEC to provide more a more robust orientation as well as workshops. We will also be engaging in our own professional development to better understand any cultural implications.

Additionally, we have identified departments and instructors that could benefit from better understanding the process and function of student conduct in higher education and will be reaching out to the chairs in order to provide additional training.

In addition to averaging 550 reports each academic year, we have seen a precipitous increase in the severity and complexity of the reports, including students with severe and pervasive mental health challenges, threats to campus safety, targeting of specific staff, weapons on campus, staking behaviors and behavioral challenges in the classroom requiring immediate intervention. We have indeed issued more suspensions this academic year than the last 3 years combined. We have thus identified the need to provide additional training related to the intersection of mental health and student conduct for our campus community.

#### D. THE FUTURE OF THE PROGRAM

11. Based on the findings from your assessment/evaluation, describe the goals/priorities and accompanying action plan(s) you will pursue to improve your program. (500 words)

We are proud of our ongoing efforts to improve our program and align with the best practices in the field of student conduct, thus making the office more accessible for students and staff, removing the historically overly "legal" and "combative" nature of student conduct and re-framing the office as part of our educational mission wherever appropriate. We still have a number of priorities that will complete the offices "transformation", including renaming the office, updating our website and mission statement and providing drop-in workshops and hours for students and staff. These are long term ongoing goals that are all in progress.

In addition, the areas identified above will need more immediate attention. We are in the process of creating a workshop in partnership with the Center for Wellness and Well-being and case management related to student mental health and conduct, with the goal of

providing tolls for our community through exploring and learning from actual cases and reports we have received.

We need to address the disproportionate rates of reporting international students and will reach out to the leadership in the IEC to begin conversations regarding this issue.

Institutionalizing a restorative justice program is also a priority for the office and we have begun taking steps toward this goal by evaluating practice models, benchmarking against other institutions who practice in those models and piloting a program.

## E. EMPLOYEES/PROGRAM STAFF AND DEPARTMENTAL CULTURE

12. List and describe program staffing, including FTE, faculty, classified professionals, managers, and student/intern support. (250 words)

Our office consists of one full time academic administrator (the Director), one full time classified staff member (the Student Services Specialist), and one part time counselor who assists with cases 9 hours per week

13. Analyze staffing levels in the context of the program's mission and purpose. Are there any gaps or needs to be addressed? (250 words)

Every program review has identified the need for additional support in the office. We are inundated with reports, each one needing considerable time and attention, which makes it difficult to make progress toward our long terms goals and mission.

14. Describe how the program provides ongoing professional development opportunities for staff. (500 words)

We are members of several professional organizations, including NaBITA, ASCA and Maxient (our database for case management) and prior to the pandemic would regularly attend conferences and training's as the Vice Presidents budget allowed (our office does not have a budget aside from \$1500 in supplies and staff salary). Given that our office operates by appointment only,we are able to regularly attend professional development offered on our campus.

15. What equity-centered practices and training have been implemented in the program? If applicable, provide examples and discuss strengths and areas for growth. How can the institution better support the program and staff in developing an equity minded work culture? (500 words)

This has been previously addressed in other sections of this report.

16. If applicable, describe if the program has a succession plan to ensure that it is minimally impacted by staffing transfers, departures, and/or retirements? (250 words)

We do not have a succession plan

17. Describe the program's workplace culture, climate, and morale, and discuss how it impacts the program's ability and capacity to effectively serve students. Describe how the college can support and improve the environment and/or morale in your department. (500 words)

SJA is a close community and all 3 of us enjoy working together to help our students. Given the nature of our work with distressed and anxious students, we have emphasized self-care and prioritized our well-being in order to continue doing our work effectively. As the director, it is a priority that my colleagues feel valued and cared for, both personally and professionally, and this helps lift morale. The only assistance we need from the college is an additional staff person.

## F. BUDGET PLANNING

18. Describe how the current program budget aligns with the program's goals and outcomes over the next three years. If it doesn't align, what would be needed to supplement the current budget allocation? (250 words)

As previously stated, our office does not have a budget allocation aside from staff and minimal supplies. We are in desperate need for an additional staff person, even a part time administrative assistant to triage and open cases, in order for the office to work toward our long term goals.

19. Are there any special projects or initiatives that will require additional budgeting or a reallocation of existing resources for the program? Consider the following: human resources, reducing racial equity gaps, student success and completion, community relations, professional development opportunities, and federal, state or district initiatives. (500 words)

In our hope of establishing a restorative justice program on campus, we will need additional funds to receive training to operationalize the program and provide individuals in and outside our office with training on how to facilitate restorative spaces throughout the college.

---

This form is completed and ready for acceptance.