

CSUEB Student Affairs Assessment Report Template

<i>Name of Dept/Program</i>	Student Conduct, Rights & Responsibilities
<i>Dept/Program Lead</i>	Heather Gardley
<i>Dept/Program AVP</i>	Student Affairs/ Martin Castillo

1) **DEPARTMENT MISSION**

(i.e., What is the purpose of the department? How does the department serve East Bay?):

Departmental Mission Statement

2) **ASSESSABLE DEPARTMENTAL OUTCOMES**

i.e., what measurable impact(s) will the department demonstrate related to effectiveness? List additional outcomes as needed.

Departmental Outcome Statement
1) <i>Students will identify their values related to individual accountability</i>
2) <i>Students will increase their skills to exhibit ethical decision making</i>
3) <i>Students will enhance their problem-solving skills</i>

3) **SIGNATURE PROGRAMS or SERVICES**

i.e., what are the department's key programs or services? Complete the chart below by giving a short description of each signature

	<p>process includes personalized communications to individual students to ensure individual resolution agreements have been completed and fully complied. Examples of completed follow-up sanctions include written reflection papers and completion of community service hours.</p>	
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			agreements as a condition of satisfactorily concluding the conduct process, indicating that students find an inherent value in the follow-up process.
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Student Survey

Short 2-3 questionnaire asking students about their experience with the conduct process. To be developed with IER

Informal Resolution Agreement

Formal Hearing Process

Student Follow Up- Sanctions

5) **CONTRIBUTION TO DIVERSITY/EQUITY/INCLUSION**

i.e., how does the department/program contribute to enhancing a culture of DEI at CSUEB and what data have been collected/assessed related to advancing DEI?

Contribution to/Impact on DEI	<i>Data/Evidence of contribution/impact</i>
<i>Lower proportion of the URM population going through the process</i>	URM students make up approximately 45% of the undergraduate student population, but only 30% of all students who go through the conduct process identify as URM. URM frosh students who go through the conduct process graduate at rates comparable to the undergraduate URM population. Of the students who have gone

6) **ACTION PLANNING**

(List at least 3 takeaways related to your department's effectiveness or areas of growth that will inform continuous improvement. Identify the assessment findings that justify your effectiveness or areas of growth, and then indicate an action plan (e.g., changes to your practice, audiences to share findings, etc.) you will take as your next steps.

Key Takeaways	<i>Specific data that justify effectiveness or area of growth</i>	<i>Action plan/next steps related to your takeaway</i>
<i>Demystifying the conduct process</i>	Created resources to help students be better prepared to participate in the conduct process. SCCR has experienced a reduced role in new student orientation, while the number of conduct cases is slightly up from the past year (4% greater in 23-	