Our Mission
Student Conduct and Ethical Development promotes the growth and development of students while protecting the interests of the larger campus community. Through the student conduct process, Student Conduct and Ethical Development educates students on their academic, civic, ethical, individual, and social rights and responsibilities. Student Conduct and Ethical Development provides programs and services that encourage academic integrity, accountability for one’s actions, respect for one’s community, and personal development.

Our Goals 2013-14
- Encourage students to understand the community standards, specifically CSU Student Conduct Code and CSU Executive Order 1073.
- Encourage students to recognize their rights and responsibilities as community members.
- Foster students’ communicative skills by providing the opportunity to listen and share their perspective during the Conference.
- Foster students’ critical thinking and civic engagement by providing the opportunity to take personal responsibility for their choices and actions.
- Encourage students to analyze their behaviors by identifying potentially risky and harmful behaviors and provide them the tools and resources to change and alter their behaviors.

Spartan Points of Pride
- SCED overhauled our internal documents (letter templates, flow charts, etc.) and processes (Conference, Investigation, Hearing, etc.) to be consistent with CSU Executive Order 1073 and CSU Executive Order 1074.
- SCED reviewed, updated, and implemented sanctions to ensure language provided to students was consistent and in alignment with CSU Executive Order 1073.
- SCED overhauled our internal documents (letter templates, flow charts, etc.), processes, and sanctions to be consistent with the Student Organization Code of Conduct.
- SCED collaborated with various SJSU entities to support the creation of Title IX documents, processes, and training regarding sexual harassment and violence.
- SCED conducted trainings with student leaders regarding student conduct, ethical development, critical thinking, communication, conflict, and confrontation and intervention strategies.
- SCED conducted informative presentations with students regarding student conduct, ethical development, critical thinking, and academic integrity.
- SCED envisioned a new response to academic dishonesty violations; the previous response to academic dishonesty violations was for students to engage in a reflective paper. Specifically SCED office utilized current research and best practices to create an interactive in-person seminar for students found in violation of the academic dishonesty policy. Students will engage in this new process during the 2014-2015 academic year.
- SCED envisioned a way to engage with faculty members regarding academic integrity. Specifically SCED will initiate a Dean’s Report which will report per academic college information related to academic integrity violations.

**Professional Leadership**

- SCED presented at the Bay Area Conduct Officers Network on December 6, 2014. Presentation title was “The New Frontier: Bullying and Stalking in the Cyber World”.
- SCED presented at the Conference on Sexual Assault at San Jose State University on May 2, 2014. Presentation title was “Ten Best Practices for Title IX Compliance”.
- SCED presented at the Student Affairs Division Meeting on May 9, 2014. Presentation title was “Employee Guidance: Responding to Student Disclosures of Sexual Harassment or Violence”.
- SCED presented at the Bay Area Conduct Officers Network on June 13, 2014. Presentation title was “The Top Ten Things We Need to Know: Complying with OCR Q & A on Title IX and Sexual Violence”.
- SCED collaborated with various SJSU entities to support the creation and implementation of the MAXIENT system, an online student conduct database.
- SCED collaborated and presented with MOSAIC. Presentation title was “Unpacking Privilege.”

**Utilization Assessment**

<table>
<thead>
<tr>
<th>Program/Activity Assessed</th>
<th>Assessment Type</th>
<th>Population</th>
<th>Collection Timeframe</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Conferences</td>
<td>Statistical Analysis (PAVE/MAXIENT report)</td>
<td>SJSU Students</td>
<td>2013-2014 Academic Year</td>
<td>786</td>
</tr>
<tr>
<td>Student Organization Conferences</td>
<td>Visual Count</td>
<td>SJSU Students Organization Leadership</td>
<td>2013-2014 Academic Year</td>
<td>14 Spring 2014 Fall 2013 Reporting tool subject to error</td>
</tr>
<tr>
<td>Investigations</td>
<td>Visual Count</td>
<td>SJSU Students</td>
<td>Spring 2014 Semester</td>
<td>15 Total 5 Title IX 3 Student Org Code of Conduct 7 Student Conduct Code</td>
</tr>
<tr>
<td>Student Hearings</td>
<td>Visual Count</td>
<td>SJSU Students</td>
<td>2013-2014 Academic Year</td>
<td>8 Total 1 Fall 2013 7 Spring 2014</td>
</tr>
<tr>
<td>Resident Advisor Trainings (Fall Training, Student Conduct Refresher, Confrontation &amp; Intervention Strategies)</td>
<td>Visual Count</td>
<td>Resident Advisor, Assistant Resident Life Coordinators, and Resident Life Coordinators</td>
<td>2013-2014 Academic Year</td>
<td>3 Total 1 Fall 2013 2 Spring 2014</td>
</tr>
<tr>
<td>Program/Activity Assessed</td>
<td>Assessment Type</td>
<td>Population</td>
<td>Collection Timeframe</td>
<td>Findings</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Associated Students In-Service Training</td>
<td>Visual Count</td>
<td>AS Leadership Team and Executive Members</td>
<td>Winter Intersession 2014</td>
<td>1 Spring 2014</td>
</tr>
<tr>
<td>First Year Incoming, Graduate, International, and Transfer Student Orientation (Title IX)</td>
<td>Visual Count</td>
<td>Incoming Graduate, International, and Transfer Students</td>
<td>2013-2014 Academic Year</td>
<td>6 Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3 Fall 2013 3 Spring 2014</td>
</tr>
<tr>
<td>Academic Integrity and Plagiarism Workshops</td>
<td>Visual Count</td>
<td>EOP Students, Nursing Students, various Academic Departments</td>
<td>2013-2014 Academic Year</td>
<td>4 Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 Fall 2013 2 Spring 2014</td>
</tr>
<tr>
<td>Communication Workshops</td>
<td>Visual Count</td>
<td>SJSU Students</td>
<td>2013-2014 Academic Year</td>
<td>2 Spring 2014</td>
</tr>
<tr>
<td>Crisis Assessment and Intervention Team and Collaboration Incident Management Team Meetings</td>
<td>Visual Count and Meeting Notes</td>
<td>Representatives from the following offices: SCED, AEC, UHS, UPD, Counseling Services, Student Involvement</td>
<td>2013-2014 Academic Year</td>
<td>18 CAIT meetings 10 Fall 2013 8 Spring 2014 25 CIMT meetings 12 Fall 2013 13 Spring 2014</td>
</tr>
<tr>
<td>Spartans for Safety Committee Meetings</td>
<td>Visual Count and Meeting Notes</td>
<td>Various partners from SJSU and off campus</td>
<td>2013-2014 Academic Year</td>
<td>9 SfS meetings 4 Fall 2013 5 Spring 2014</td>
</tr>
<tr>
<td>Parent Panel Orientations</td>
<td>Visual Count</td>
<td>Incoming SJSU Parents</td>
<td>2013-2014 Academic Year</td>
<td>9 Total</td>
</tr>
</tbody>
</table>

**Satisfaction Assessment**

<table>
<thead>
<tr>
<th>Program/Activity Assessed</th>
<th>Assessment Type</th>
<th>Collection Timeframe</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Conference</td>
<td>Indirect Assessment – Survey</td>
<td>2013-2014 Academic Year</td>
<td>How many times have you gone through the student conduct process?</td>
</tr>
<tr>
<td></td>
<td>Reference Student Conduct and Ethical Development</td>
<td></td>
<td>73% 1st time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>21% 2nd time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&lt;.1% 3rd time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&lt;.1% 4 or more times</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>During my informal conference, the charges filed against me and the student conduct</td>
</tr>
</tbody>
</table>
| Post Conference Survey | process was clearly explained to me.  
75% strongly agree  
25% agree  
I was given the opportunity to explain my side of the incident.  
85% strongly agree  
15% agree  
I felt that my case was handled fairly.  
73% strongly agree  
23% agree  
3% disagree  
I felt that my case was handled confidentially.  
80% strongly agree  
20% agree  
<.1% disagree |
| Alcohol Class | Indirect Assessment - Questionnaire  
Reference Alcohol Class Behavioral Assessment | 2013-2014 Academic Year | Looking back on the Alcohol Class, there were some things I wish the program covered that they did not cover.  
5% Strongly agree  
14% Agree  
66% Disagree  
14% Strongly disagree  
I have been able to apply techniques from the Alcohol Class to my life.  
41% Strongly agree  
57% Agree  
2% Disagree  
I have the necessary resources (tools, time, and people) to apply what I learned.  
43% Strongly agree  
55% Agree  
1% Disagree  
1% Strongly disagree  
I have attended additional developmental programs to further facilitate my learning.  
8% Strongly agree  
23% Agree  
55% Disagree  
14% Strongly disagree  
I receive support and encouragement from my peers for applying my learning. |
The Alcohol Class was a worthwhile investment in my development.

I am already seeing positive results from this training.

Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Method/Measure</th>
<th>Findings/Conclusions</th>
<th>Recommendations/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>After participating in the Conference, students will be able to apply their knowledge and skills regarding SJSU’s community standards to future life situations by responding “Strongly Agree” and “Agree” on their post Conference survey.</td>
<td>Indirect Assessment – Survey</td>
<td>Prior to this incident, I read SJSU’s Student Conduct Code. 68% (107) of students reported they had not read the Student Conduct Code prior to this incident. 32% (50) of students reported they had read the Student Conduct Code prior to this incident. This incident would not have happened had I been better aware of the student conduct code. 35% (51) strongly agree 32% (47) agree 33% (48) disagree &lt;.1% (1) strongly disagree &lt;.1% (13) not applicable</td>
<td>Most students (68%) that violate the student conduct code had not read SJSU’s Student Conduct Code. Most students (67%) agree or strongly agree that violations would not happen if they were aware of the student conduct code. The next step would be to educate students on the Student Conduct Code and University policies because student’s believe that it would prevent future violations.</td>
</tr>
<tr>
<td>After participating in the Alcohol</td>
<td>Direct Assessment – Pre and Post Tests</td>
<td>Students scored significantly higher on the</td>
<td>Students who take the alcohol class learn about</td>
</tr>
</tbody>
</table>
Class, regarding alcohol research, prevention, and the potential impacts of consumption, students will be able to comprehend and accurately answer open ended questions about these concepts (e.g., the measurement of a standard drink) by scoring significantly higher on the post-test (after the alcohol class) than on the pre-test (before the alcohol class); i.e., achieving a minimum of an 85% pass rate.

| Reference the Alcohol Class Pre and Post Tests | Post-Test than on the Pre-Test, t = 4.67, p < .01. 78% of Students scored above 85% on Post-Test | alcohol research, prevention, and potential impacts of consumption. The difference in ability to succeed in the pre-test (m = 6.86) vs. the post-test (m = 18.9) is substantial and statistically significant p < .01. Additionally 78% of students scored above 85% on the post-test. We should continue teaching the alcohol class and monitoring success of this program. |
| Students completing the online Library Plagiarism Tutorial, on academic integrity, resources, and consequences for violating the policy, will be able to demonstrate their basic understanding of plagiarism by achieving a minimum of a 70% pass rate on the post tutorial quiz. | Indirect Assessment – Quiz  
Reference the Plagiarism Tutorial Quiz | 3 Students completed the online Library Plagiarism tutorial with a score of 70% or better. Since we only have record of 3 students successfully completing this sanction, we should re-examine if we will use this sanction in the future. |
Applied Knowledge Learning Outcome

Applied Knowledge Learning Outcome 1 (previous assessment)
After participating in the Conference, students will be able to apply their knowledge and skills regarding SJSU’s community standards to future life situations by responding “Strongly Agree” and “Agree” on their post Conference survey.

Applied Knowledge Learning Outcome 2 (previous assessment)
After participating in the Alcohol Class, regarding alcohol research, prevention, and the potential impacts of consumption, students will be able to comprehend and accurately answer open ended questions about these concepts (e.g., the measurement of a standard drink) by scoring significantly higher on the post-test (after the alcohol class) than on the pre-test (before the alcohol class); i.e., achieving a minimum of an 85% pass rate.

Applied Knowledge Learning Outcome 3
Students completing the online Library Plagiarism Tutorial, on academic integrity, resources, and consequences for violating the policy, will be able to demonstrate their basic understanding of plagiarism by achieving a minimum of a 70% pass rate on the post tutorial quiz.

Conclusions

Here’s where we started and this is what we did.
SCED performed various utilization assessment activities, satisfaction assessment activities, and learning outcome assessments during the 2013-2014 Academic Year to understand how SCED supports the students and our broader campus community. SCED’s utilization assessment activities analyzed the number of students SCED served, the number of events and meetings SCED hosted/attended, and various presentations and workshops SCED performed. SCED’s satisfaction assessment activities analyzed two main efforts (a) Conferences, where we meet one-on-one with students for alleged violations of the Student Conduct Code and (b) Alcohol Class, where students learn information related to research, prevention, and potential impacts of alcohol consumption. These efforts were performed via indirect surveys completed after the event to determine the students’ satisfaction with these experiences. Lastly, SCED’s learning outcomes assessments focused on three main efforts (a) Conferences, (b) Alcohol Class, and (c) online Library Plagiarism Tutorial. These efforts were performed via indirect surveys and direct pre-test and post-test surveys to determine if students would be able to apply their knowledge and skills learned during the experience to future life situations.

This is what happened.
SCED met one on one with (a) students for 786 conferences for alleged violations of the Student Conduct Code and (b) student club and organization presidents for 14 conferences, during the Spring 2014 Semester, for alleged violations of the Student Organization Code of Conduct. SCED conducted 15 investigations (14 of which were during the Spring 2014 Semester); 5 investigations were Title IX (sexual harassment and violence) related, which have specific
protocols and deadlines outlined in CSU Executive Order 1072 and 1074. SCED facilitated 8 hearings (7 of which were during the Spring 2014 Semester), which have specific protocols and deadlines outlined in CSU Executive Order 1073. SCED also participated in various teams and committees and facilitated numerous presentations and workshops related to SCED (e.g., Student Conduct Code, Student Organization Code of Conduct, policies and procedures, ethical development, communication, conflict). As a result of all these efforts (i.e., utilization assessment activities), SCED found:

- Students overall were highly satisfied with the programs and services offered by SCED;
- Students overall were satisfied with the Alcohol Class;
- Students were able to apply their knowledge and skills regarding SJSU’s community standards to future life situations; and
- Students were able to apply knowledge and techniques learned in the Alcohol course to future life situations.

This is what we discovered and this is the evidence.

SCED connected directly with over 1,750 students during the 2013-2014 academic year; this is evident by calculating all our documented interactions with students (i.e., adding together conferences, investigations, trainings, and other utilization assessment efforts).

According to the results of SCED’s satisfaction assessment activities, students overall were highly satisfied with the programs and services offered by SCED. The results from SCED’s Post Conference Survey found SCED thoroughly explained the charges and student conduct process, students are provided the opportunity to share their perspective (their side of the story), and SCED is fair and confidential. Specifically:

- 100 % of the students agreed the charges filed against them and the student conduct process were clearly explained;
- 100 % of the students agreed they had the opportunity to explain the incident from their perspective;
- 96 % of the students agreed their case was handled fairly; and
- 99.99 % of the students agreed their case was handled confidentially.

In addition, students overall were satisfied with the Alcohol Class. The results from the Behavioral Assessment (completed by students 10 days after the Alcohol Class) found students were content with the curriculum, had the resources and support they need to successfully apply what they learned, believed the Alcohol Class was a worthwhile investment of their time, and reported seeing positive results in their lives. Specifically:

- 80 % of the students agreed they were satisfied with the content covered in the Alcohol Class;
- 98 % of the students agreed they were able to apply the techniques learned in the Alcohol Class to their lives and they had the resources they need to apply what they learned;
- 31 % of the students reporting attending additional developmental programs to facilitate their learning;
97% of the students agreed they receive support and encouragement from their peers; and
96% of the students agreed they have already seen positive results from the training received in the Alcohol Class.

Here is what we learned that either shows that students learned what we had hoped, or that they didn’t achieve what we’d anticipated.

According to the results of SCED’s Applied Knowledge Learning Outcomes, (a) students were able to apply their knowledge and skills regarding SJSU’s community standards to future life situations, thus students learned what SCED had hoped (b) students were able to apply knowledge and techniques learned in the Alcohol course to future life situations, thus students learned what SCED had hoped and (c) SCED was unable to ascertain whether or not students were able to demonstrate their basic understanding of plagiarism, thus SCED did not achieve what it had anticipated.

(a) Students reported they had not previously read the Student Conduct Code prior to their Conference with SCED. During the Conference, SCED provided information related to SJSU’s policies and procedures and the Student Conduct Code. As a result of the student disciplinary process, most students (67%) felt that future violations of the Student Conduct Code would not occur if they were previously aware. Furthermore, students reported they would not violate the Student Conduct Code once they learned the information provided in the Conference. From this, SCED was able to connect that students acquired knowledge and skills regarding SJSU’s community standards that will impact future life situations. The limitation of this measurement was that the responses are anonymous; therefore SCED was unable to ascertain how many of these students had a second violation of the Student Conduct Code.

(b) Students took a pre-test before participating in the Alcohol Class. During the Alcohol Class, facilitators provided information related to research, prevention, potential impacts of alcohol consumption, safe practices, and resources. As a result of participating in the Alcohol Class, most students (78%) demonstrated their knowledge by scoring significantly higher on the post-test than on the pre-test; i.e., achieving a minimum of an 85% pass rate. From this, SCED was able to connect that students were able to apply knowledge and techniques learned in the Alcohol course to future life situations, which may positively impact future alcohol violations, alcohol poisoning, sexual misconduct, and violence.

(c) After participating in the online Library Plagiarism Tutorial on academic integrity, resources, and consequences for violating the policy, students took a post tutorial quiz. SCED posited students would demonstrate their basic understanding of plagiarism by achieving a minimum of a 70% pass rate on the post tutorial quiz. Although the students who participated in the online Library Plagiarism Tutorial did achieve a minimum of a 70% pass rate on the post tutorial quiz, there was insufficient data (number of participants) to connect that students were able to demonstrate their basic understanding of plagiarism to future life situations.
Recommendations/Next Steps

SCED will continue to perform utilization assessment activities, satisfaction assessment activities, and learning outcome assessments in order to further understand how SCED supports the students and our broader campus community. SCED will examine current efforts (e.g., Conferences and Alcohol Class) to ensure students experience continued satisfaction and learning. SCED may also develop new measurements to thoroughly explore new initiatives and efforts.

During the 2014-2015 Academic Year, SCED has two major new initiatives and efforts (a) Title IX and (b) Academic Integrity.

(a) SCED is responsible for the creation of various documents, processes, and trainings regarding sexual harassment and violence. For this reason, it is imperative to create various utilization assessment activities, satisfaction assessment activities, and learning outcomes assessments to analyze SCED’s efforts related to Title IX and CSU Executive Order 1072 and 1074.

(b) Academic integrity is a concept foundational to SCED’s mission and role within SJSU. For this reason, SCED plans to create academic integrity initiatives that support students and faculty. First, SCED will implement the Academic Integrity Seminar during the Fall 2014 Semester. It will be imperative to create various utilization assessment activities, satisfaction assessment activities, and learning outcomes assessments to analyze students satisfaction and learning. Second, SCED will institute a bi-annual or annual Dean’s Report (first issue during the summer of 2014) which will report per academic college information related to academic integrity violations. It will be imperative to create various assessments to understand how these efforts support our broader campus community.

During the summer, SCED hopes to develop a thoughtful learning outcome assessment plan regarding these new initiatives and efforts. SCED may also develop measures to assess other goals of the office; e.g., to foster students’ critical thinking and civic engagement by providing opportunities to take personal responsibility for their choices and actions. Moreover, SCED may also develop measures to assess other goals of the Alcohol Class; e.g., to encourage students to analyze their behaviors by identifying potentially risky and harmful behavior and providing them the tools and resources to change and alter their behaviors.