

*Council for the Advancement of Standards
in Higher Education*

CAS Self-Assessment Guide for
Student Conduct Programs



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CAS

Self-Assessment Guide Student Conduct Programs

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Part 1: MISSION

Student Conduct Programs (SCP) develop and enforce standards of conduct, an educational endeavor to foster students' and learning development.

SCP must incorporate student learning and student development in its mission. SCP must enhance overall educational experiences. SCP must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. SCP must operate as an integral part of the institution's overall mission.

The goals of SCP must address the institution's needs to:

- develop, disseminate, interpret, and enforce campus policies and procedures
- protect rights of students in the administration of the student conduct program
- respond to student behavioral problems in a fair and reasonable manner
- facilitate and encourage respect for and involvement in campus governance
- provide learning experiences for students who are found to be responsible for conduct which is determined to be in violation of institutional standards or who participate in the operations of the student conduct system
- initiate and encourage educational activities that serve to reduce violations of campus regulations

SCP should support appropriate individual and group behavior as well as serve the campus community by reducing disruption and harm. The programs should be conducted in ways that will serve to foster the ethical development and personal integrity of students and the promotion of an environment that is consistent with the overall educational goals of the institution.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 1. MISSION <i>(Criterion Measures)</i>	Rating Scale
1.1 A program mission and goals statement is in place and is reviewed periodically.	ND 1 2 3 4 NR
1.2 Student learning, development, and educational experiences are incorporated in the mission statement.	ND 1 2 3 4 NR
1.3 The mission is consistent with that of the host institution and the CAS standards.	ND 1 2 3 4 NR
1.4 The program functions as an integral part of the host institution's overall mission.	ND 1 2 3 4 NR
1.5 The goals of the program address: 1.5a providing information to students on policies and procedures	

1.5b protecting student rights	ND 1 2 3 4 NR
1.5c fairness in the disciplinary process	ND 1 2 3 4 NR
1.5d respect for governance	ND 1 2 3 4 NR
1.5e providing learning for students	ND 1 2 3 4 NR
1.5f the need to educate students to reduce violations	ND 1 2 3 4 NR
	ND 1 2 3 4 NR

Part 1: Mission Overview Questions

A. What is the program mission?

“The Office of Student Conduct will treat all students with fairness, consistency and respect. Our mission is to help each student to achieve success in their academic, living and learning environment. Our office will bring to each student, whether victim, accused, violator of the Student Code, or other all of the resources of Utah State University and other agencies to help fulfill our mission.

GOALS:

1. Protect the learning and living environment at USU.
2. Facilitate students in learning responsible conduct.
3. Fairly resolve Student Code violations and grievances.
4. Foster and promote academic integrity.
5. Protect relevant rights and due process of students.
6. Develop and disseminate, information on the Student Code.
7. Develop educational activities to educate students of the Student Code and to prevent violations.
8. With the aid of campus and off-campus organizations promote a holistic approach to student development, education, intellectual growth, communication skills, value clarification and enhanced self esteem.
Reference and links to some of the organizations are included on this web page.
9. Stay abreast of the latest developmental, educational, and legal issues in student conduct issues .“

www.usu.edu/studentconduct

B. How does the mission embrace student learning and development?

This office often works with student code violators, victims, or others who are often going through difficult times. It is important to try and determine issues that the student may be experiencing and discuss those issues or refer the students to the proper office.

C. In what ways does the program mission complement the mission of the institution?

The mission of the Utah State University and Student Services were governing principles in developing the mission and goals of the Office of Student Conduct

Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Student Conduct Programs (SCP) must identify relevant and desirable student learning and development outcomes and provide programs that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

SCP must provide evidence of its impact on the achievement of student learning and development outcomes. The table below offers examples of evidence of achievement of student learning and development.

Relevant, Desirable Student Learning and Development Outcomes	Examples of Evidence of Achievement
Intellectual Growth	Understands consequences of personal actions and purposes of institutional policies; Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Appreciates literature, fine arts, mathematics, sciences, and social sciences
Clarified Values	Demonstrates ethical development; Complies with institutional policy; Commits no additional violations of institutional policy; Understands the institutional values reflected in instructional policies; Understands the effect of their behaviors on others; Understands the importance of personal and academic integrity; Articulates personal ethics and values; Acts in congruence with personal ethics and values; Makes decisions that reflect personal ethics and values; Demonstrates willingness to scrutinize personal beliefs, ethics, and values; Identifies personal, work and lifestyle values and explains how they influence decision-making
Social Responsibility	Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities
Meaningful Interpersonal Relationships	Practices effective conflict resolution; Deals appropriately with interpersonal conflict; Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect
Realistic Self-Appraisal	Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences
Healthy Behavior	Chooses behaviors and environments that promote health and reduce risk; Articulates the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community
Enhanced Self-Esteem	Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others
	Writes and speaks coherently and effectively; Writes and speaks after

Effective Communication	reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances
Career Choices	Articulates career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills, and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education
Leadership Development	Articulates leadership philosophy or style; Serves in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes
Independence	Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively
Collaboration	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills
Satisfying and Productive Lifestyles	Achieves balance between education, work, and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual, and moral values; Articulates long-term goals and objectives
Appreciating Diversity	Understands one's own identity and culture; Understands the impact privilege and oppression have on individuals and society; Recognizes that oppression exists in our society; Understands the privileges of membership; Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulates the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one's own society
Spiritual Awareness	Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors
Personal and Educational Goals	Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and education goals on others

SCP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

SCP must establish the following within the context of its mission and purpose:

1. Authority

A written statement describing the authority, philosophy, jurisdiction, and procedures of the student conduct programs must be developed and disseminated to all members of the campus community.

This statement should address (a) how student academic or non-academic misconduct is within the program's jurisdiction, (b) which campus policies and regulations are enforced by these programs, (c) sanctions that may be imposed, (d) a clear description of the relationship between student conduct programs and both campus and external law enforcement agencies, including guidelines regarding when law enforcement authorities will be called in, (e) authority under the policy to address misconduct which occurs off campus including education abroad, and (f) information regarding the impact, if any, of decisions by the criminal courts on the outcome of corresponding student conduct proceedings.

2. Components

The institution's policies regarding the administration of student discipline must be clearly described in writing. Elements to be addressed in this policy must include: prohibited conduct, sanctions, boards and administrators with roles in the adjudication of student misconduct; procedures for the investigation and adjudication of allegations of student misconduct; appeal procedures (if provided); procedures for interim suspension (if provided); and, policies regarding student disciplinary records.

Generally, the student conduct system should involve significant roles for students in the adjudication of allegations of misconduct; however, membership on boards need not be limited to students. The system should allow sufficient time for an investigation of all allegations prior to a hearing while responding to complaints in a timely fashion.

Procedures and processes must be designed to provide for substantive and procedural due process at public institutions of higher education and fundamental fairness at private institutions of higher education.

SCP should provide students with ample opportunity to receive advice about the process, a general time frame for resolution, and a delineation of individual responsibilities in the process.

Institutional disciplinary action against individual students or recognized student organizations must be administered in the context of a coordinated set of regulations and processes in order to ensure fair and reasonable outcomes and the equitable treatment of students and groups.

Allegations of improper behavior originating from both instructional and non-instructional components of the institution must be encompassed in a comprehensive student conduct system for students.

Different procedures may be used to address the various forms of misconduct.

The institution must be clear about which board or individual has jurisdiction over specific conduct regulations.

Students should be assisted in understanding the sources and lines of authority.

The sanctions imposed as a result of institutional disciplinary action must be educationally and developmentally appropriate.

SCP must follow up on cases, including enforcement of sanctions, assessing the developmental processes that have been affected, and ensuring that students are directed to appropriate services for assistance.

The institution must be clear about how it defines student status and the jurisdiction of the system to include whether students can be held responsible for behavior that takes place off campus or between academic sessions.

SCP should maintain written records to serve as referral materials, to document precedents, to provide source material for identifying recurring problems, or to use for appeals.

The institution must clearly state the conduct regulations that apply to student organizations, the procedures that will be followed in the hearing of cases related to student organizations, and the guidelines used to determine if actions of individual members or small groups within an organization constitute action by the organization.

3. Information to Campus Community

The institution must publish information about the SCP.

Publications should contain (a) campus policies, such as those concerning legal representation, the protection of privacy of student disciplinary records, and the destruction of disciplinary records; (b) campus procedures, such as filing a disciplinary action, gathering information, conducting a hearing, and notifying a student of the hearing or appeal board's decision; (c) the composition, authority, and jurisdiction of all student conduct bodies; (d) the types of advice and assistance that the complainant and others can receive about the process; (e) the types of disciplinary sanctions, including interim suspension procedures; and (f) a general explanation of how and when non-campus law enforcement officials are used.

Publications must be distributed through methods that will reach all students.

Dissemination methods may include electronic media; the institutional catalog; the orientation program; the student handbook; admissions, registration, and billing materials.

Published information should include not only descriptions about how the system works, but also the results of the system. By publishing the outcomes of student conduct cases in a manner which protects the privacy of those involved, the institution demonstrates that the system does work and encourages an open discussion of issues related to student conduct.

4. Hearing Authority

In addition to a hearing officer, SCP must include a hearing or appellate board composed of representatives of the campus community that is responsible for carrying out student conduct functions delegated by the administration.

Roles and functions of student conduct board members may include (a) reviewing disciplinary referrals and claims; (b) interpreting misconduct allegations and identifying specific charges to be brought against the student(s); (c) conducting preliminary hearings and gathering information pertinent to the charges; (d) advising students on their rights and responsibilities; (e) engaging in substantive discussions with students about relevant ethical issues; (f) scheduling, coordinating, and conducting hearings; (g) reviewing decisions from other hearing bodies, when applicable; (h) notifying the accused in writing about relevant decisions and the board's rationale for such; (i) maintaining accurate written records of the entire proceeding; (j) referring information to an appeal board when applicable; (k) following up on sanctions to ensure they have been implemented; (l) following up with students who have been sanctioned to ensure awareness of available counseling services; (m) establishing and implementing a procedure for maintenance and destruction of disciplinary records; and (n) assessing student conduct procedures, policies, and outcomes.

A student conduct officer may be assigned responsibility for training student conduct board members, scheduling and facilitating evaluations, and informing faculty, administration, and staff about legal and disciplinary matters.

Student conduct board members should participate on campus government committees associated with student conduct, except when a conflict of interest will result. Student conduct board members may also be involved in the outreach efforts of the SCP.

5. Training of Student Conduct Board Members

Initial and in-service training of all hearing board members must be provided.

In order for student conduct board members to fulfill their roles and functions, initial training should include (a) an overview of all judicial policies and procedures; (b) an explanation of the operation of the judicial process at all levels including authority and jurisdiction; (c) an overview of the institution's philosophy on student conduct and its role in this process; (d) roles and functions of all student conduct bodies and their members; (e) review of constitutional and other relevant legal individual and institutional rights and responsibilities; (f) an explanation of sanctions; (g) an explanation of pertinent ethics, including particularly the importance of privacy of student disciplinary records and addressing bias and conflict of interest in the student conduct process; (h) a description of available personal counseling programs and referral resources; (i) an outline of conditions and interactions which may involve external enforcement officials, attorneys, witnesses, parents of accused students, and the media; and (j) an overview of developmental and interpersonal issues likely to arise among college students.

In-service training should include participation in relevant and on-going workshops, seminars, and conferences. A library containing current resources about the student conduct system should be maintained and be accessible to student conduct board members.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 2. PROGRAM <i>(Criterion Measures)</i>	Rating Scale
2.1 The program promotes student learning and development that is purposeful and holistic.	ND 1 2 3 4 NR
2.2 The program has identified student learning and development outcomes that are relevant to its purpose.	ND 1 2 3 4 NR
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.	ND 1 2 3 4 NR
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked.	ND 1 2 3 4 NR
<u>List student learning and/or developmental outcomes in spaces provided</u>	
2.4.1 <input checked="" type="checkbox"/> Intellectual Growth	ND 1 2 3 4 NR
Student are asked to articulate other ways they could have acted when their actions were inappropriate. Refer students to the Counseling Center, Academic Resources Center, Career Services, Student Wellness Center or other offices for a better understanding of their issues. Provide written or web material that addresses issues they may have. Educate students about the Student Code as well as civil conduct.	

<p>2.4.2 <input checked="" type="checkbox"/> Effective Communication</p> <p>Gather as much information as possible prior to meeting to fully grasp the scope of the student problems, i.e. may look at academic record if the have an alcohol related offense to see if it may be affecting their academics. Begin by having the student explain the situation that required them to come to this office.</p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.3 <input checked="" type="checkbox"/> Enhanced Self-Esteem</p> <p>Often refer students to the counseling center. Always try and present as positive approach to the situation as possible. _____</p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.4 <input checked="" type="checkbox"/> Realistic Self-Appraisal</p> <p>At times very direct and honest discussion must be had with the student. For example, "If you continue with this course of conduct do you think you can complete school?" Make students aware of strengths they may not recognize in themselves. Again, assistance on the other offices is very helpful. _____</p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.5 <input checked="" type="checkbox"/> Clarified Values</p> <p><u>Values are stated on home page and other materials. They are:</u></p> <ol style="list-style-type: none"> 1. Integrity 2. Learning academically, socially and morally 3. Fairness 4. Inclusion 5. Civility, the hallmark of a well-educated person 	<p>ND 1 2 3 4 NR</p>
<p>2.4.6 <input checked="" type="checkbox"/> Career Choices</p> <p><u>Work very closely with Career Services and often refer students there, especially those who are undecided about career choices.</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.7 <input checked="" type="checkbox"/> Leadership Development</p> <p><u>Have a 12 to 14 Student Judicial Board Pool that is fully trained concerning the student code. Most hearings are chaired by a student. Faculty and professional staff are also trained annually and as needed.</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.8 <input checked="" type="checkbox"/> Healthy Behavior</p> <p><u>Rely heavily on the Student Health Center, the Student Wellness Center and Outdoor Recreation and Sports offices for assistance. May make attendance and participation mandatory.</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.9 <input checked="" type="checkbox"/> Meaningful Interpersonal Relationships</p>	<p>ND 1 2 3 4 NR</p>

<p>Rely heavily on the Student Involvement and Clubs and Outdoor Recreation and Sports offices. May make attendance and participation mandatory.</p>	
<p>2.4.10 <input checked="" type="checkbox"/> Independence Help students to not be overly reliant on parents or others. Rely heavily on the Student Health Center, the Student Wellness Center and Outdoor Recreation and Sports offices for this information. May make attendance and participation mandatory.</p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.11 <input checked="" type="checkbox"/> Collaboration Encourage student to work with others and may refer to Academic Support Services, peer counseling and tutoring and other resources.</p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.12 <input checked="" type="checkbox"/> Social Responsibility Educates students about appropriate behavior. Often require students to do community service work as part of the disciplinary process. Have students consider how they would act differently in situations where they made poor choices.</p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.13 <input checked="" type="checkbox"/> Satisfying and Productive Lifestyle Explore all areas of the student life, i.e. social, physical, personal relationships, spiritual etc. Often assist students in making better choices about aspects of their lives that are lacking.</p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.14 <input checked="" type="checkbox"/> Appreciate Diversity Educate students on the benefits of a diverse population. Work closely with Multicultural Student Office, the International Student Office and GLBA leaders to promote an appreciation of diversity. Help students understand other cultures. Conduct officer attends diversity seminars at ASJA, on campus and other venues. Actively involved with the Multicultural Students</p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.15 <input checked="" type="checkbox"/> Spiritual Awareness Encourages to rely on any spiritual background they may have. Educate what the meaning of spirituality may mean. Try and relate values to spirituality.</p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.16 <input checked="" type="checkbox"/> Personal and Educational Goals Challenge students to set personal goals. Refer them to Career Services to help them make career choices and to their counselor to help them develop the</p>	<p>ND 1 2 3 4 NR</p>

right curriculum.	
2.5 Program offerings are intentional, coherent and based on theories of learning and human development.	ND 1 2 3 4 NR
2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities.	ND 1 2 3 4 NR
2.7 SCP policy includes	ND 1 2 3 4 NR
2.7a prohibited student conduct	
2.7b sanctions for violations	ND 1 2 3 4 NR
2.7c authority of boards and administrators	ND 1 2 3 4 NR
2.7d appeals procedures	ND 1 2 3 4 NR
2.7e procedures for investigations and adjudications	ND 1 2 3 4 NR
2.7f procedures for interim suspensions	ND 1 2 3 4 NR
2.7g handling of student discipline records	ND 1 2 3 4 NR
2.8 SCP has a clear statement of authority from the institution.	
2.9 Due process is clearly defined and protected.	ND 1 2 3 4 NR
2.10 Due process is provided for student organizations.	ND 1 2 3 4 NR
2.11 Instructional and non-instructional SCP components are in a single comprehensive system.	ND 1 2 3 4 NR
2.12 It is clear which judicial system component has authority over which regulations.	ND 1 2 3 4 NR
2.13 Sanctions are educationally sound and appropriate.	ND 1 2 3 4 NR
2.14 Follow-up on cases ensures students are directed to appropriate services.	ND 1 2 3 4 NR
2.15 The jurisdiction of the institution for student off-campus behavior is defined, as behavior between terms.	ND 1 2 3 4 NR
2.16 Guidelines for determining student organization action are in place.	ND 1 2 3 4 NR
2.17 Information about SCP is widely distributed to reach all students.	ND 1 2 3 4 NR
2.18 A hearing or appellate board exists.	ND 1 2 3 4 NR
2.19 Training of all hearing or appellate board members is provided.	ND 1 2 3 4 NR

Part 2: Program Overview Questions

A. What are the primary elements of the program?

The Student Conduct Office is housed in the Vice President for Student Services office. A Student Code is the guiding document. A primary element is dealing with discipline issues. The student meets with the Student Conduct Officer and most issues are resolved at this level with the assistance of the offices named above. If the student contests the he or she is in violation of the student code or that the

punishment is too severe then a board of four students and two faculty or professional staff will hear the matter. The office also spends significant time as a guest lecturer in classes, speaking to groups and other outreach programs. Other efforts are implemented to help the campus community become more aware of the student code. The CCO also serves on several committees.

B. What evidence exists that confirms the program contributes to student learning and development?

Files are kept on all students for a period of 10 years (longer if expelled or suspended). Tracking of student conduct is done. A good indicator is the low rate of recidivism in our two most common violations of the student code, alcohol and academic dishonesty. Also this past year we began tracking the graduation rates of student code violators. Much of the evidence is from personal experience in developing relationships with student violators and keeping in contact with them.

C. What evidence is available to confirm program goals' achievement?

Again, tracking of student conduct and recidivism in all areas. If a student has second or third violation then more intervention is involved.

Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Student Conduct Programs (SCP) leaders within the administrative structure to accomplish stated missions. SCP leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for SCP leaders and fairly assess their performance.

SCP leaders must exercise authority over resources for which they are responsible to achieve their respective missions.

SCP leaders must:

- **articulate a vision for their organization**
- **set goals and objectives based on the needs and capabilities of the population served**
- **promote student learning and development**
- **prescribe and practice ethical behavior**
- **recruit, select, supervise, and develop others in the organization**
- **manage financial resources**
- **coordinate human resources**
- **plan, budget for, and evaluate personnel and programs**
- **apply effective practices to educational and administrative processes**
- **communicate effectively**
- **initiate collaborative interaction between individuals and agencies, both internal and external, that possess legitimate concerns and interests in the functional area**

SCP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement.

SCP leaders must promote campus environments that result in multiple opportunities for student learning and development.

SCP leaders must continuously improve programs and services in response to changing needs of students and other constituents, and evolving institutional priorities.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 3. LEADERSHIP <i>(Criterion Measures)</i>	Rating Scales
3.1 The host institution has selected, positioned, and empowered a program leader. 3.2	ND 1 2 3 4 NR
3.3 Leaders are qualified on the bases of education, experience, competence, and professional credentials.	ND 1 2 3 4 NR
3.4 Leaders apply effective practices that promote student learning and institutional effectiveness.	ND 1 2 3 4 NR
3.5 Clearly defined leader accountability expectations are in place.	ND 1 2 3 4 NR
3.6 Leader performance is fairly assessed on a regular basis.	ND 1 2 3 4 NR
3.7 The leader exercises authority over program resources and uses them effectively.	ND 1 2 3 4 NR
3.8 The program leaders:	
3.7a articulate organizational vision and goals that includes promotion of student learning and development based on the needs of the population served	ND 1 2 3 4 NR
3.7b prescribe and practice appropriate ethical behavior	ND 1 2 3 4 NR
3.7c recruit, select, supervise, instruct, and coordinate staff members	ND 1 2 3 4 NR
3.7d manage fiscal, physical, and human resources effectively	ND 1 2 3 4 NR
3.7e apply effective practices to educational and administrative processes	ND 1 2 3 4 NR
3.8 The leader communicates effectively and initiates collaborations with agencies to enhance program functions.	ND 1 2 3 4 NR
3.9 The leader works effectively with individuals and environmental conditions that inhibit goal achievement.	ND 1 2 3 4 NR
3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.	ND 1 2 3 4 NR
3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.	ND 1 2 3 4 NR
3.12 The program leader models leadership principles.	ND 1 2 3 4 NR

Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

The Student Conduct Office has one Chief Conduct Officer (CCO), Dallin Phillips, J.D. He has been in the position since 1998. He has a law degree, faithfully attends ASJA conferences, the Legal Issues in Higher Education Conference in Vermont and other training. If there is a weakness it would probably be in the psychological areas; fortunately he has a close working relationship with the staff at the

counseling center and others in the immediate Vice President for Student Services has some training in that area. As well CCO attends as many meetings as possible at conferences on student development education. The CCO has presented at NASJA annual meeting, and other state and regional conferences.

B. In what ways are program leaders positioned and empowered to accomplish the program mission?

First of all the program and its leader has broad university support. The Vice President for Student Services, the direct supervisor, is very supportive. The office has a good working relationship with Campus Police, Deans, and all Student Service Offices. Second, as the Chief Conduct Officer, I feel I have great independence and no outside pressure from any administration.

C. How are program leaders accountable for their performance?

There is an annual evaluation by the Vice President for Student Services and also by peers.

D. What leadership practices best describe program leaders?

The office has two employees, the Conduct Officer and a staff assistant. Leadership is probably less formal and communication is constant and on an as needed basis.

Part 4: ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, Student Conduct Programs (SCP) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. Programs and services must provide channels within the organization for regular review of administrative policies and procedures.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 4. ORGANIZATION AND MANAGEMENT <i>(Criterion Measures)</i>	Rating Scale
4.1 The program is structured purposefully and managed effectively.	ND 1 2 3 4 NR
4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.	ND 1 2 3 4 NR
4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, evaluation, and reward systems.	ND 1 2 3 4 NR
4.4 Channels are in place for regular review of administrative policies and procedures.	ND 1 2 3 4 NR

Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

Working directly with and under the Vice President for Student Services is very helpful. I have easy access to that office and others. The only restraint I see on the office is that our caseload is relatively

small for a school of our size and in my absence there is not always someone fully prepared for a difficult case but I am generally accessible by phone. Efforts are being made to train the Assistant Vice President for Student Affairs to handle affairs when the CCO is unavailable.

B. What protocols or processes are in place to insure effective management of the program?

Periodic evaluations, reviews, and a Campus Conduct advisory board. That board meets at least annually and is made up of the following: Student representatives, the Vice President for Student Services, the Chief of Police, Housing director and other staff, Student Health, and Student Wellness (alcohol and drug issues), the Counseling Center, Athletics, Sexual Assault and Anti-violence Office (SAVVI) Greeks, and Student Involvement.

Part 5: HUMAN RESOURCES

Student Conduct Programs (SCP) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, SCP must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. SCP must strive to improve the professional competence and skills of all personnel it employs.

SCP professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Degree or credential-seeking graduate assistants and/ or interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Students from graduate academic programs, particularly in areas such as counseling, student development, higher education administration, law, or criminology, may assist the student conduct programs through practicum, internships, and assistantships.

Students who participate on conduct boards may be awarded academic credit for proper supervision. Clear objectives and assignments should be outlined to ensure that a student's grade for this participation is in no way influenced by his/her decisions on a particular case.

Each organizational unit must have technical and support staff members adequate to accomplish its mission. SCP staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

Salary levels and fringe benefits for all SCP staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

SCP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

SCP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

SCP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

A qualified member of the campus community must be designated as the person responsible for student conduct programs.

The designee should have an educational background in the behavioral sciences (e.g., college student affairs, psychology, sociology, student development including moral and ethical development, higher education administration, counseling, law, criminology, or criminal justice).

The designee and any other professional staff member in the student conduct programs should possess (a) a clear understanding of the legal requirements for substantive and procedural due process; (b) legal knowledge sufficient to confer with attorneys involved in student disciplinary proceedings and other aspects of the student conduct services system; (c) a general interest in and commitment to the welfare and development of students who participate on boards or who are involved in cases; (d) demonstrated skills in working with decision making processes and conflict resolution; (e) teaching and consulting skills appropriate for the education, advising, and coordination of hearing bodies; (f) the ability to communicate and interact with students regardless of race, sex, disability, sexual orientation, and other personal characteristics; (g) understanding of the requirements relative to confidentiality and security of student conduct programs files; and (h) the ability to create an atmosphere where students feel free to ask questions and obtain assistance.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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PART 5. HUMAN RESOURCES <i>(Criterion Measures)</i>		Rating Scale
5.1	The program is staffed adequately with personnel qualified to accomplish its mission.	ND 1 2 3 4 NR
5.2	Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.	ND 1 2 3 4 NR
5.3	The program strives to improve the professional competence and skills of all staff members.	ND 1 2 3 4 NR
5.4	Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.	ND 1 2 3 4 NR
5.5	Professional staff members providing services hold earned graduate degrees or appropriate license in a field relevant to the position description or possess appropriate combination of educational credentials and related work experience.	ND 1 2 3 4 NR
5.6	Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.	ND 1 2 3 4 NR
5.7	Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when	ND 1 2 3 4 NR

exposed to situation beyond their training.	
5.8 Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.	ND 1 2 3 4 NR
5.9 Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.	ND 1 2 3 4 NR
5.10 Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.	ND 1 2 3 4 NR
5.11 Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.	ND 1 2 3 4 NR
5.12 Hiring and promotion practices are fair, inclusive, and non-discriminatory.	ND 1 2 3 4 NR
5.13 A diverse program staff is in place that provides readily identifiable role models for students.	ND 1 2 3 4 NR
5.14 Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.	ND 1 2 3 4 NR
5.15 The program has a system for regular staff evaluation.	ND 1 2 3 4 NR
5.16 The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.	ND 1 2 3 4 NR
5.17 An identified leader exist for the student conduct programs	ND 1 2 3 4 NR

Part 5: Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

As mentioned earlier, the office has a staff of two. The conduct officer and a staff assistant. Both have been in place for sometime. There are no immediate plans to expand the office,

B. In what ways are staff members' qualifications insured and their performance judged?

Since 1998 I have not missed more than one ASJA meeting and not more than one Legal Issues in Higher Education conferences. I graduated from the Don Gehring Institute and have attended conferences presented by NCHERM. I also subscribe to professional and legal newsletters and publications relating to the position.

C. In what ways does the program train, supervise, and evaluate staff members?

The one classified employee is trained one-on-one. The board members attend annual training meetings and receive email training.

Part 6: FINANCIAL RESOURCES

Student Conduct Programs (SCP) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

SCP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 6. FINANCIAL RESOURCES (<i>Criterion Measures</i>)	Rating Scale
6.1 The program has adequate funding to accomplish its mission and goals.	ND 1 2 3 4 NR
6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.	ND 1 2 3 4 NR
6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.	ND 1 2 3 4 NR

Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

Funding is adequate

B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?

Full compliance with University standards and review.

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

Student Conduct Programs (SCP) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

SCP must have access to facilities of sufficient size and arrangement to ensure privacy of records, meetings, and interviews.

The facilities should include a private office where individual consultations and pre-hearing conferences with those involved in disciplinary actions may be held, hearing room facilities, a meeting room for small groups, a library or resource area, and a secure location for student disciplinary records. The facilities should also be designed to promote the personal safety of the individuals involved in the SCP (e.g. multiple methods of egress and panic buttons).

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (<i>Criterion Measures</i>)	Rating Scale
7.1 The program has adequate, suitably located facilities, technology, and equipment to support its mission.	ND 1 2 3 4 NR
7.2 Program facilities, technology, and equipment are evaluated regularly.	ND 1 2 3 4 NR
7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.	ND 1 2 3 4 NR
7.4 Privacy for records, meetings, and interviews is made available.	ND 1 2 3 4 NR

Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

The University inventories all equipment at least annually. We have both physical and technological experts that keep things functioning.

B. What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

University standards and inspection.

Part 8: LEGAL RESPONSIBILITIES

Student Conduct Programs (SCP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. SCP staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution's policies.

SCP staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice and current legal literature and resources for SCP staff members as needed to carry out assigned responsibilities.

The institution must inform SCP staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Appropriate policies and practices to ensure compliance with regulations should include notification to all constituencies of their rights and responsibilities under the student conduct system, a written description, accurate record keeping of all aspects of the student conduct proceedings, and regular reviews of the student conduct policies and practices.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 8. LEGAL RESPONSIBILITIES (<i>Criterion Measures</i>)	Rating Scale
8.1 Staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.	ND 1 2 3 4 NR
8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.	ND 1 2 3 4 NR
8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.	ND 1 2 3 4 NR
8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.	ND 1 2 3 4 NR
8.5 Legal advice is available to staff members as needed to carry out assigned responsibilities.	ND 1 2 3 4 NR
8.6 Both staff members and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.	ND 1 2 3 4 NR

Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

It seems to be ever changing. FERPA issues, students with mental illness issues, and free speech are some of the present ones.

B. How are staff members instructed, advised, or assisted with legal concerns?

The Chief Conduct Officer is a lawyer, the University and the State Attorney General's office each have an attorney on campus that are easily accessible. The Conduct Officer keeps informed with conferences and publications.

Part 9: EQUITY and ACCESS

Student Conduct Programs (SCP) staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. SCP must adhere to the spirit and intent of equal opportunity laws.

SCP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the basis of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Consistent with their mission and goals, SCP must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 9. EQUITY AND ACCESS <i>(Criterion Measures)</i>	Rating Scale
9.1 All programs and services are provided on a fair and equitable basis.	ND 1 2 3 4 NR
9.2 All program facilities and services are accessible to prospective user.	ND 1 2 3 4 NR
9.3 Program operations and delivery are responsive to the needs of all students and other users.	ND 1 2 3 4 NR
9.4 All services adhere to the spirit and intent of equal opportunity laws.	ND 1 2 3 4 NR
9.5 Program policies and practices do not discriminate against any potential users.	ND 1 2 3 4 NR
9.6 The program acts to remedy imbalances in student participation and staffing.	ND 1 2 3 4 NR
9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.	ND 1 2 3 4 NR

9.8 Outreach to underrepresented populations for membership is conducted.	ND 1 2 3 4 NR
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Part 9: Equity and Access Overview Questions

A. How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

The office prides itself in treating all fairly. The Board is made up of a very diverse population of students, faculty and professional staff. A good working relationship is maintained with the Multicultural Student Office, AAEO Office, GLBTA, and the International Student office.

B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

University standards and hiring practices. Student board members come from diverse backgrounds.

Part 10: CAMPUS and EXTERNAL RELATIONS

Student Conduct Programs (SCP) must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies.

Representatives of the student conduct system should meet regularly with pertinent campus constituencies (e.g., student government, student development offices, staff, faculty members, academic administrators, public safety, legal counsel) to exchange information concerning their respective operations and to identify ways to work together to prevent behavioral problems and to correct existing ones. Such collaborative efforts might include educational programs and joint publications.

Representatives should also meet periodically with relevant external agencies(e.g., local police, district attorneys, and service providers) to ensure understanding about the student conduct programs as well as address student behavior problems in an effective manner.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 10. CAMPUS and EXTERNAL RELATIONS <i>(Criterion Measures)</i>	Rating Scale
10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.	ND 1 2 3 4 NR

Part 10: Campus and External Relations Overview Questions

A. With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?

USU and community police agencies; Student Wellness Center (alcohol and drug); the Counseling Center and other off-campus mental health institutions; Provost, Deans and faculty; Career Services, SAVVI; Academic Resource Center, GLBTA; Vice President for Student Affairs; the President of USU; the Conduct Board; Student government (ASUSU); athletics; Student Clubs and Organizations; Greek Council; AAEO; and others

Part 11: DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Student Conduct Programs (SCP) must nurture environments where commonalties and differences among people are recognized and honored.

SCP must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture,

and heritage, and that of others. SCP must educate and promote respect about commonalities and differences in their historical and cultural contexts.

SCP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 11. DIVERSITY (Criterion Measures)	Rating Scale
11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored.	ND 1 2 3 4 NR
11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.	ND 1 2 3 4 NR
11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.	ND 1 2 3 4 NR
11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	ND 1 2 3 4 NR

Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

The Office meets regularly with the Multicultural Student Office and seeks advice if it is felt it is needed. The Conduct Board is very diverse. The CCO is a member of a Student Services Committee on Inclusion.

B. How does the program serve the needs of diverse populations?

Generally as requested. Often we are called to speak to a certain ethnic or cultural group.

Part 12: ETHICS

All persons involved in the delivery of Student Conduct Programs (SCP) must adhere to the highest principles of ethical behavior. SCP must develop or adopt and implement appropriate statements of ethical practice. SCP must publish these statements and ensure their periodic review by relevant constituencies.

SCP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All SCP staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

SCP staff members must recognize and avoid personal conflicts of interest or appearance thereof in their transactions with students and others.

SCP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all SCP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

SCP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

SCP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

SCP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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PART 12. ETHICS (Criterion Measures)		Rating Scale
12.1	Staff members adhere to the principles of ethical behavior adopted, published, and disseminated by the program to guide ethical practice.	ND 1 2 3 4 NR
12.2	The program has a written statement of ethical practice that is reviewed periodically.	ND 1 2 3 4 NR
12.3	Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.	ND 1 2 3 4 NR
12.4	Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.	ND 1 2 3 4 NR
12.5	Information judged to be of an emergency nature when an individual's safety or that of others in involved is disclose to appropriate authorities.	ND 1 2 3 4 NR
12.6	Staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.	ND 1 2 3 4 NR
12.7	Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.	ND 1 2 3 4 NR
12.8	Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.	ND 1 2 3 4 NR
12.9	Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.	ND 1 2 3 4 NR
12.10	Staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.	ND 1 2 3 4 NR
12.11	Staff members confront and otherwise hold accountable others who exhibit unethical behavior.	ND 1 2 3 4 NR

12.12 Staff members practice ethical behavior in the use of technology.	ND 1 2 3 4 NR
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Part 12: Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

The Mission Statement, Goals and Values of the SCO. The University Code of Ethics: http://www.usu.edu/aa/ethics/code_of_conduct.cfm Also those promoted my ASJA

B. What is the program’s strategy for managing student and staff member confidentiality issues?

Extensive training on the issue and reminder at each conduct hearing.

C. How are ethical dilemmas and conflicts of interest managed?

The Vice President of Student Services or campus attorneys are here to advise and also available to handle any cases where either party has a conflict of interest.

D. In what ways are staff members informed and supervised regarding ethical conduct?

Specific training and seminars

Part 13: ASSESSMENT and EVALUATION

Student Conduct Programs (SCP) must conduct regular assessment and evaluations. Programs and services must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

SCP must evaluate periodically how well they complement and enhance the institution’s stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

Evaluation of SCP should include:

- performance evaluations of all staff members by their supervisors
- periodic performance evaluations of individual hearing boards
- on-going evaluation of training programs and publications
- periodic review of applicable state, provincial, and federal laws and current case law to ensure compliance

Assessment and evaluation activities may include:

- whether student conduct boards accurately follow the institution's procedural guidelines
- general impressions of the student conduct system according to students, faculty, staff members, and the community
- developmental effects on students and student conduct board members
- annual trends in case load, rates of recidivism, types of offenses, and efficacy of sanctions
- effects of programming designed to prevent behavioral problems
- unique aspects of special function or special population student conduct boards (e.g., student organization or residence hall boards)

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 13. ASSESSMENT AND EVALUATION (<i>Criterion Measures</i>)	Rating Scale
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13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.	ND 1 2 3 4 NR
13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.	ND 1 2 3 4 NR
13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.	ND 1 2 3 4 NR
13.4 Results of these evaluations are used to revise and improve the program and to recognize staff member performance.	ND 1 2 3 4 NR

Part 13: Assessment and Evaluation Overview Questions

A. What is the grand assessment strategy for the program?

Use of CASS Standards and University Policy.

B. How are tangible, measurable outcomes determined to ensure program mission and goal achievement?

Tracking of students, types of cases, outreach and educational efforts.

C. How are student learning and development outcomes determined to ensure their level of achievement?

By actively using the data and reviewing with the Campus Conduct Advisory Board and others.

Step Two: List item number(s) for each Part determined to merit follow-up and describe the practice weaknesses that require attention

1. 2.4.3 Enhanced Self-Esteem: CCO needs further training in this area.
2. 2.17 Information about SCP is widely distributed to reach all students: Many students are not aware of the full context of the Student Code.
3. 3.8 Leader communicates and initiates collaborations with agencies to enhance program functions: Most conduct issues are provided by campus police and communication and reporting between the two needs improvement.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.

CAS

Student Conduct Programs

Work Form B Follow-Up Actions

INSTRUCTIONS:

The purpose of this work form is to begin the planning for action to be taken on practices judged to merit follow-up (See Step 1, Work Form A). In *Step Three*, transfer short descriptions of the practices requiring follow-up and detail these items using the table format provided.

Step Three: Describe the current practice that requires change and actions to initiate the change

Practice Description	Corrective Action Sought	Task Assigned To	Timeline Due Dates
2.4.3 Enhanced Self-Esteem:	CCO needs further training in this area and will look for opportunities to do so with other personnel on campus and at conferences.	CCO	11/07
2. 2.17 Information about SCP is widely distributed to reach all students:	Distribute literature to students electronically and hard copy to inform them of their rights and responsibilities under the Student Code. Materials are under in production. Material will provide students with the web address.	CCO, Staff, Board Members, and other Student Service offices as well as offices such as the Bookstore distribution of materials..	10/07
3. 3.8 Leader communicates and initiates collaborations with agencies to enhance program functions:	Most conduct issues are provided by campus police and communication and reporting between the two needs improvement. I would like to establish regular meetings with the campus police.	CCO	10/07

CAS

College Honor Societies

Work Form C Summary Action Plan

Step Four:

This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required.

Part 1: Mission

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Part 2: Program

CCO needs further training in developing self-esteem and will look for opportunities to do so with other personnel on campus and at conferences. I will begin by talking to the Director of the Counseling Center.

Distribute literature to students electronically and hard copy to inform them of their rights and responsibilities under the Student Code. Materials are under in production. Material will provide students with the web address.

Part 3: Leadership

Most conduct issues are provided by campus police and communication and reporting between the two needs improvement. I would like to establish regular meetings with the campus police.

Part 4: Organization and Management

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Part 5: Human Resources

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Part 6: Financial Resources

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Part 7: Facilities, Technology, and Equipment

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Part 8: Legal Responsibilities

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Part 9: Equity and Access

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Part 10: Campus and External Relationships

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Part 11: Diversity

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Part 12: Ethics

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Part 13: Assessment and Evaluation

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