Mission Statement:

Judicial Affairs contributes to the educational goals of California State University, Fullerton through programs and services which promote student success and safety, the pursuit of knowledge, respect for self and others, personal accountability/integrity, and ethical development. The mission of Judicial Affairs is to articulate to students the standards of behavior expected within the University community. Education of students within the context of these standards (which include honesty and personal integrity, civility, assumption of appropriate responsibility for one’s own behavior and community responsibility) occurs both preventively (publications, presentations, interaction) and reflectively (through the student conduct process).

Corollary to the education of students is the protection of the University community. Standards of student conduct ensure respect for all members of the community and maintenance of an environment conducive to learning and personal growth. Protection of the community occurs initially through educating students about appropriate behavior and decision-making and subsequently through adjudication of inappropriate behavior when education has not enabled students to live within University standards. The goals of the office are:

- To prepare students for success in the academic community by articulating University standards (academic and behavioral) in such a way that students can live and function successfully within our diverse community and achieve their academic, career and personal goals;
- To facilitate student learning in such areas as academic integrity, critical thinking, effective study skills, time management skills, goal setting, and self-management skills, in order for students to graduate from CSUF and assume their role as responsible and ethical global citizens;
- To assess student learning which occurs through educational outreach as well as through the student conduct process including assigned educational interventions;
- To educate other members of the University community concerning standards of conduct for students, ensuring students are treated equitably and fairly, and that standards are universally understood and applied;
- To provide ongoing consultation to members of the community concerning the interpretation and application of University standards for student behavior as well as other university policies;
- To assist in developing and/or revising University policies related to student life, student conduct and student affairs;
- To investigate and adjudicate complaints regarding student behavior within or directly related to the University community in an educational, fair, respectful, consistent and timely manner;
- To assist in effecting institutional change by improving University systems; and
- To provide service to the University, the division, the department and the student affairs profession.
2011-2012 Department Accomplishments (selected)

- Facilitated 51 presentations/workshops/outreach for students (34), faculty and staff (17).
- Received a University Mission and Goals Initiative Grant: Sustaining Academic Excellence Through Integrity. Development of a series of webcasts for use in UNI-100 and other classes.
- Received partial funding from Parking and Transportation Services to hire a Graduate Assistant.
- Assisted in university policy development through various committees including Academic Senate, Student Academic Life Committee, Student Affairs Policy Committee, Alcohol and Other Drugs Advisory Committee, FERPA Review Committee.
- Consulted regularly with faculty and staff (over 350) concerning the interpretation and application of University standards for student behavior.
- Maintained efficient office procedures to ensure fair, consistent and timely response to allegations of violations of University standards.
- Provided input to CSU General Counsel on revisions to Executive Orders (1073, 1074) on student conduct and Title IX and provided leadership in developing the campus protocol.
- Assumed leadership role in the CSU Student Conduct Administrator Association assisting in planning the summer conference and facilitating presentations. Served as mentor/consultant to CSU student conduct colleagues throughout the year.
- Adjudicated 256 students referred for non-academic allegations. There were 71 referrals for use of lost/stolen or forged parking permits or misuse of disabled parking placards - 28% of the total non-academic referrals. Illegal drug use, mostly marijuana, made up 25% of the cases (64 students) while 13% of the cases (34 students) were alcohol violations. Other violations include: disruptive behavior 8% (20 students), theft of property 8% (20 students), falsified documents (6%, 16 students) and vandalism 5% (13 students).
- Received 87 referrals from Housing and Residence Life (compared to 28 last year). A majority of the cases in the Residence Halls were use/possession of illegal drugs (53).
- Adjudicated 217 incidents of academic dishonesty (which is fewer than the 2008-09 high of 297 cases and more than last year’s 209 cases).
- Plagiarism continues to constitute the single largest number of violations reported (136 students, 63% of total.) Exam violations represented 19% (41 students), unauthorized collaboration represented 8% (18 students), 6% of the cases (13 students) were cheating on assignments, and 9 referrals (4%) for falsification of documents.
- Sanctions assessed included probation, educational interventions, loss of privileges and grade sanctions. Fifteen students were suspended from the University for academic dishonesty violations and fourteen students were suspended from the University for non-academic violations. Sixteen students lost the privilege to be re-admitted to CSUF.
- Suspended or expelled 214 students from CSUF since 1999 (107 academic, 107 non-academic). Judicial Affairs has adjudicated over 5,256 cases since the office was established in 1999.
- Recidivism report indicated a 6% recidivism rate for all violations and a 5% rate for the same.
- Received 1,047 requests for disciplinary checks from various sources both on and off campus.
- Provided service to the University, division and department. Selected service includes: Emergency Response Team, Skelly Officer, Student Affairs Assessment Committee, Students of Concern Committee, Student Leadership Institute, Suicide Prevention Committee, Honors Convocation.
Continuing Challenges

- **Funding for a graduate assistant** is not on-going. Parking and Transportation was only able to provide half the funding this year. Judicial Affairs has secured the same funding from parking for 2012-13. Due to the dramatic rise in the case load from residential students, we will also explore funding assistance from Housing and Residence Life.

- The current **operating budget** for Judicial Affairs has remained the same over the past thirteen years while the volume of cases and commitments of the office have grown. The challenge will be for the Associate Dean to carve out time to explore outside funding opportunities.

- The office would benefit from a **computer based tracking system** in order to manage the volume of cases and the complexity of reports.

2012-13 Department Goals (selected)

- Develop/present **educational outreach** for students and update website/develop appropriate technologies to deliver outreach to students. Conduct appropriate **assessment of student learning**.

- Develop and implement webcasts on academic integrity under the **University Mission and Goals Initiative grant**.

- **Consult** with appropriate students, faculty and staff on campus to address student conduct issues.

- Explore development of a **student advisory board** to identify strategies for facilitating student learning through educational outreach and to explore the possibility of changing the name of the department in order to reflect the developmental nature of the work.

- Explore off campus **funding opportunities** to support educational outreach initiatives.

- Continue to develop and assess **student learning outcomes** for academic integrity workshops, adjudicated student’s reflective papers and academic plans.

- Assess the long term effectiveness of outreach by continuing to **track University 100** academic integrity workshop participants for subsequent referrals to Judicial Affairs for academic dishonesty allegations.

- Explore appropriate method for **tracking adjudicated students** and their academic persistence.

- Collaborate with the Faculty Development Center, department chairs, and other appropriate offices to provide relevant **workshops for faculty** (new faculty, current faculty).

- **Adjudicate cases** in such a manner to hold students accountable for their actions and interact with students in a manner which fosters self-reflection, a greater awareness of their responsibilities within the academic community, and a greater sense of the personal responsibilities they have for their choices, the consequences of those choices and the direction of their lives.

- Appoint and provide orientation, training, and on-going support for **Hearing Officers** including new requirements for Title IX allegations.

- Provide feedback to Chancellor’s office on implementation of **Executive Order 1043 and 1045**.

- Present conference program at the **NASPA Western Regional Conference**.

- Assist in developing **University policies** through participation in relevant committees.
Student Learning Outcomes 2011-2012

Learning Outcomes for adjudicated student’s reflective papers on critical thinking:
1. Students will recognize faculty rationalization or justification mechanisms that affect their decision making skills.
2. Students will evaluate personal strategies used in the decision making process, assessing how effective or ineffective these strategies were.
3. Students will articulate how the learning from this incident will affect other decisions they make in the future.
4. Students will demonstrate a commitment to civility, integrity and change

Key Findings:
- For the academic year 2011-2012, there was a total sample of N=75 with an average score of 3.5 out of 4. This indicates that a majority of the students demonstrate a moderate to high level of learning from participating in the adjudication process.
- An average score of 3.5 signifies that individuals were able to process their faulty rationalization or justification mechanisms, evaluate some of the different decision making strategies that were or were not used, accept responsibility for how their actions affected others in the community, articulate how they can make better decisions in the future, and gain knowledge of how to be a better critical thinker.

Learning Outcomes for academic integrity workshops for UNI-100:
1. Students will increase their knowledge of academic integrity expectations at CSUF.
2. Students will increase their knowledge of the consequences of academic dishonesty.
3. Students will increase their knowledge of academic integrity resources on campus.
4. Students will increase their understanding of the disciplinary process.
5. Students will have an opportunity to discuss academic integrity with their peers.

Key Findings:
- The Associate Dean administered a pre and post survey to 269 freshmen in 14 sections of University 100 classes during Fall Semester 2011.
- On average there was significant improvement in correct answers between the pre and post test. 71% of the questions were answered correctly in the pre-test compared to 92% answered correctly in the post-test.
- Participants averaged 5/7 on the pre-test and 6.5/7 on the post test (on average, students increased their score by 1.5).
Participants showed an increase of 15% pre- to post-test when responding to an academic dishonesty question relating to the reuse of a paper written for a previous class. 99% of participants answered this question correctly on post-test.

There was a 35% increase of correct responses on the question requiring knowledge of proper use and citation of literary sources when writing a paper.

To date, only 2 students included in this analysis have been referred to Judicial Affairs for allegations of academic dishonesty.

2011-2012 Workshops/Presentations Done Off Campus

- CSU Student Conduct Administrator Conference, CSU Chancellor’s Office, July 27, 2011 “Conducting a Formal Hearing”
- CSU Student Conduct Administrator Conference, CSU Chancellor’s Office, July 27, 2011 “New Student Conduct Administrator Orientation”
- NASPA Western Regional Conference, San Diego, California, November 19, 2011 “Student Learning through the Conduct Process: What We Think We Know”
- NASPA Western Regional Conference, San Diego, California, November 18, 2011 “A Little (Assessment) Help from my Friends” Michael Weisman, Campus Labs