

**Department  
Of  
Student Community Ethics**

**2009-2010 Annual Report**

**Respectfully submitted May 27, 2010**

## **Introduction**

The Department of Student Community Ethics (DSCE) made great strides during the 2009 – 2010 year. Even before the school year began we had hired a new full time professional and trained 100+ Residential Living staff members. We began the school year at Valley Ballyhoo with the kick off of “Catamounts Know the Code” campaign, which included passing out over 350 buttons and an attempt at our first flash mob. From there, we jumped straight into the school year. We held several training sessions for students, faculty, and staff members who sit on our student, academic, and administrative hearing boards and began working with the day-to-day case load. This has been a year of significant growth in the DSCE and we are pleased to share our progress.

## **Staff**

Walter Turner, Director  
Holly Taylor, Assistant Director  
Miles Komuves, Coordinator for Alcohol and Drug Education  
Lauren Lowell, Graduate Assistant  
Rebecca Lasher, Faculty Fellow  
Christopher Solerno, Campus Mediation Coordinator  
Shelley Duncklee, Intern (Spring 2010)

## **Highlights**

### Alcohol and Drug Education:

- Hire of Miles Komuves, Coordinator for Alcohol and Drug Education (July 2009)
- Awarded \$8,000+ grant from the Town of Sylva Alcoholic Beverage Control
- Revitalization of GAMMA
- Alcohol Awareness Week and Safe Spring Break
- PartySmart.wcu.edu website created and launched
- AOD Committee and community outreach

### Academic Integrity:

- Update in Academic Integrity Policy
- Academic Integrity Forums developed
- “Developing Integrity” program with Coulter Faculty Center
- New Assessment of Academic Integrity Board faculty members

### Technology:

- Full execution of 3<sup>rd</sup> Millennial Classrooms online sanctions
- Increase in compliance with Alcohol-Wise requirement for incoming first year students
- Consult with 3rdmilclassrooms to increase efficiency and efficacy of programming
- Implementation of RMS Judicial Module as database and reporting program
- Website modifications including an FAQ, online Code, and more

## **Alcohol and Drug Education**

This area of DSCE made a huge leap in the hire of Miles Komuves as the Coordinator for Alcohol and Drug Education in summer 2009. Having a full time professional in this capacity has given us great opportunities and allowed us to move forward in a number of areas. As the leader of the Committee on Alcohol and Other Drugs, Miles partnered with campus departments as well as many off campus participants to hold several events throughout the year to educate the campus community on issues regarding drugs and alcohol.

Alcohol Awareness Week was successful in reaching students both on and off campus. DSCE staff and volunteers visited off campus resident WCU students to encourage responsible behavior, alert students to the events taking place during alcohol awareness week, and improve the perception of the department. Other programs included a lawn day and an alcohol and drug education jeopardy game

Safe Spring Break was an ad campaign co-sponsored by DSCE and Service Learning. It combined positive messages to encourage students to have a safe and healthy spring break while encouraging them to consider participating in a service learning alternative spring break trip.

Miles also worked with Jane Royse-Roskowski in Counseling and Psychological Services to write a grant from the Town of Sylva Alcoholic Beverage Control. They received over \$8,000 to create an educational intervention program for students with alcohol and drug policy violations. This program will be tailored for high risk students and students with multiple substance related policy violations.

This year also brought a revitalization of GAMMA (Greeks Advocating the Mature Management of Alcohol). Miles collaborated with Michele Peterson, Assistant Director of Greek Life, to advise this group of students. GAMMA members participated in Alcohol Awareness Week and Safe Spring Break. This year saw new positive energy pumped into GAMMA and, with a successful election of new executive board members, we're optimistic that GAMMA will expand its impact on campus in the coming year.

Information regarding programming and sanctioning for students can be found in the [Alcohol and Other Drug Appendix](#).

## **Academic Integrity**

Rebecca Lasher and Holly Taylor partnered to lead the academic integrity efforts of the DSCE. They began the year by training the board which is comprised of two faculty members from each college and the Kimmel School. In an important step forward, they also devised a qualitative assessment for each board member, as well as for the DSCE staff members, so that the academic integrity hearing process can be facilitated as efficiently as possible. The assessment forms are included in the academic integrity appendix.

This area of the DSCE was also involved in two different campus programs which were geared towards faculty to educate them on issues and policies of academic integrity. The first, "Developing Integrity", was hosted by the Coulter Faculty Center, with presentations from Rebecca and Holly, representing the DSCE. The second was an Academic Integrity Forum which was presented solely by the DSCE. This program featured four presenters: Don Connelly, Communication Studies, via Wimba Chat; Mimi Fenton, English Department; Robert Crow, Coulter Faculty Center; and Meredith McCall, Student Athlete Advisor. This program was also assessed using SurveyMonkey.com. Results of the survey are also included in the academic integrity appendix.

Finally, the Academic Integrity Policy was also updated this year. Now it will be the faculty member's sole responsibility to meet with the student to inform them of their violation and sanctions. In the past, the department heads had a larger role in this process. In regards to appeals, with the disbandment of the Academic Problems Committee and the Graduate Council, the new appellate body for appeals stemming from academic integrity hearings will be heard by the College Academic Action Committee, one of which is housed in each individual college or school.

Faculty Fellow reports, Academic Integrity violations data, and assessment of the AI Forum can be viewed in [Academic Integrity Appendix](#).

## **Technology**

With a new full time staff member to focus on the 3<sup>rd</sup> Millennial programs, the DSCE was able to fully take advantage of the benefits these courses offer our students. In Appendix X, you can see that the majority of incoming first year students were able to complete Alcohol Wise before they arrived to campus. This proactive measure, along with other efforts, may have contributed to an overall reduction in alcohol violations. We also fully implemented the 3<sup>rd</sup> Millennial programs Marijuana 101 and Under The Influence as sanctions for first alcohol and drug offenses.

Our website has constantly improved this year by the addition of several pages of FAQ's, current policies and contact information, and the Party Smart pages. The Party Smart initiative is made up of several interactive web pages which focus on very real situations that college students could find themselves in. It uses a risk reduction education strategy in an effort to keep students safe, healthy, and successful. In the future, the DSCE would like to have all full time staff members trained on the Red Dot program so that the web page can be improved upon at any time.

Most importantly, the DSCE has begun using RMS Judicial Module has a database and reporting program. The long implementation process has been very complicated, and has relied heavily upon the help of Bryant Barnett from Residential Living. Miles and Bryant were able to use Crystal Reports to create different reports on the data in RMS that we can use to automate our case load reporting. These reports can be found in the **DSCE Case Load Appendix** below.

## **Mediation**

The partnership between the DSCE and the College of Business has grown significantly since 2007 when the Campus Mediation Program was born. Since then we have had four mediation coordinators, the latest of whom was Christopher Solerno. We are still in the process of formalizing the incorporation of mediation into our processes. However, this year, there were two successful mediations, both of which ended in communal agreements. In spring 2009, the Campus Mediation Program was awarded the Integration of Learning Award, by the Committee on Student Learning (now disbanded). The Mediation Program was able to use the \$2,000 award to print new brochures and train new mediators. The program also received the cross-cultural program of the year award at the leadership and Greek life awards banquet.

## **Graduate Student Support**

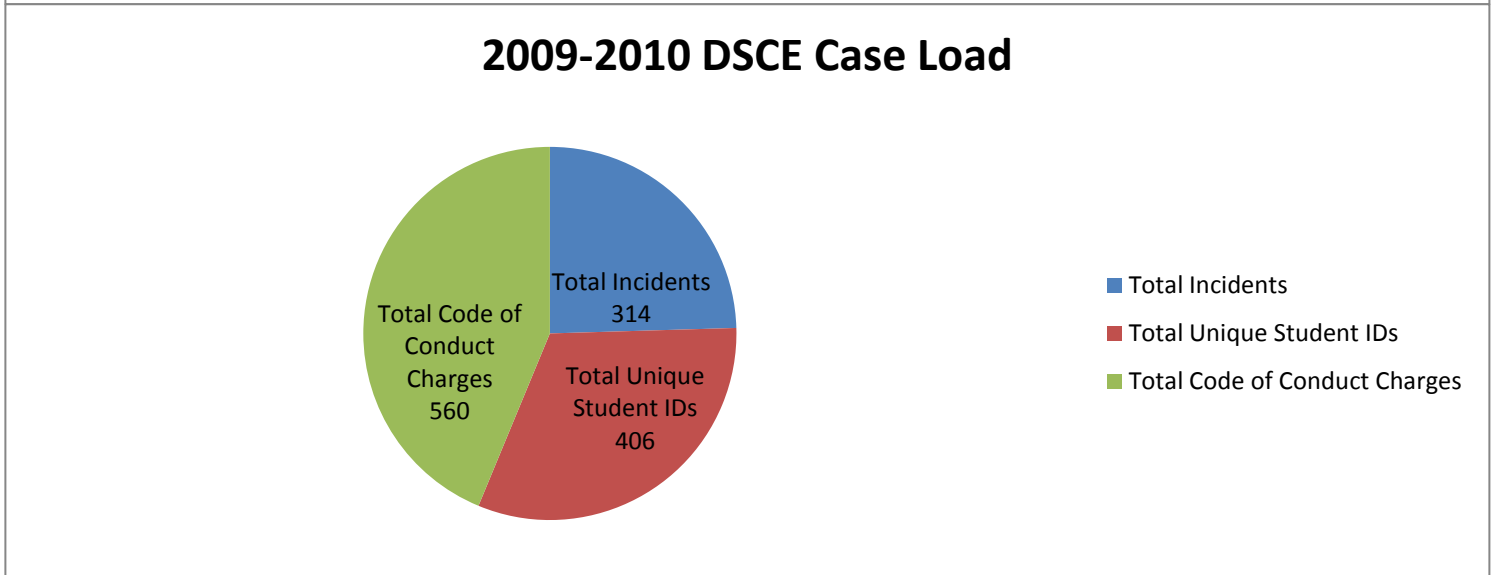
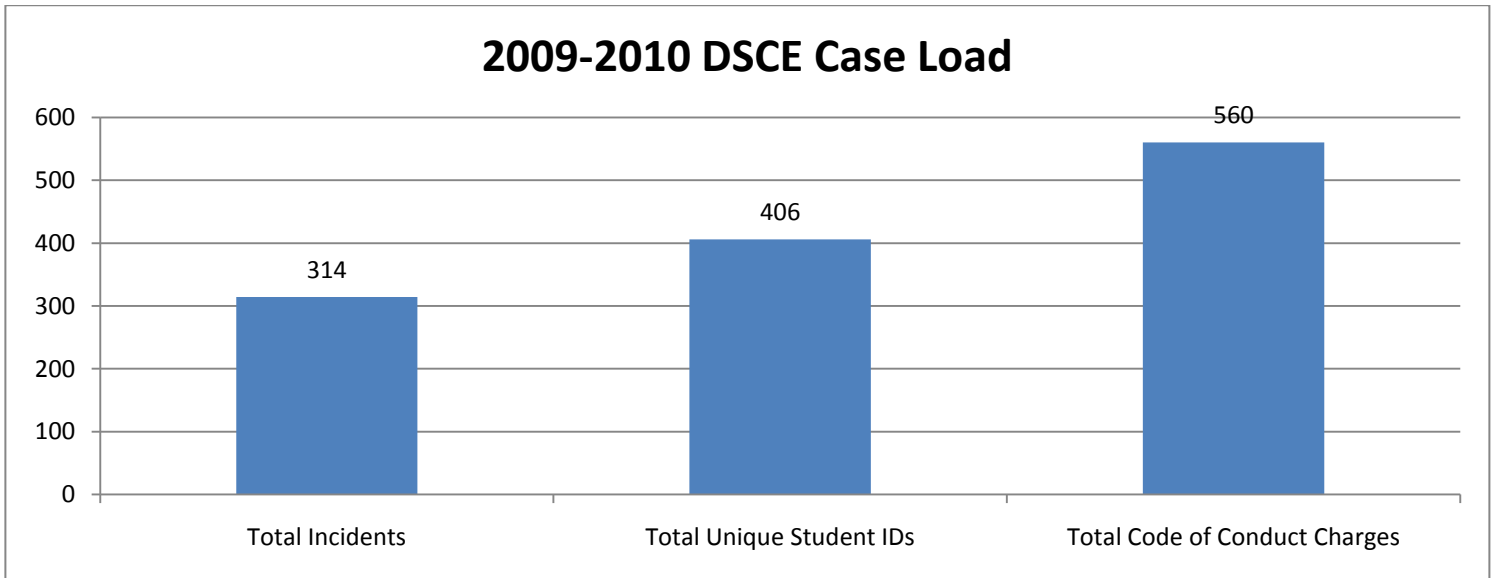
This year the DSCE was happy to have Lauren Lowell, second year graduate student from the College Student Personnel program, as our graduate assistant and Shelley Duncklee, first year graduate student from the same program, as our intern.

Lauren worked approximately 20 hours per week, and was responsible for assigning cases out to hearing officers, inputting data into RMS, filing information returning to the office, and many other day-to-day operations of the DSCE.

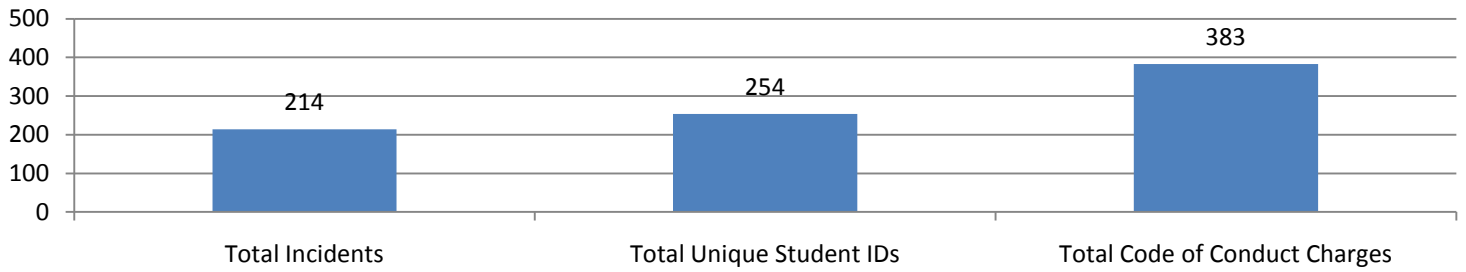
Shelley completed 120 hours with the DSCE over the Spring 2010 semester. Her special project was to work with Rebecca and Holly to put on the Academic Integrity Forum. Shelley created advertising and invitations, helped plan locations and speakers, and created an assessment for the event (Appendix X). Shelley also helped to complete day-to-day tasks of the DSCE.

**DSCE Case Load Appendix:**

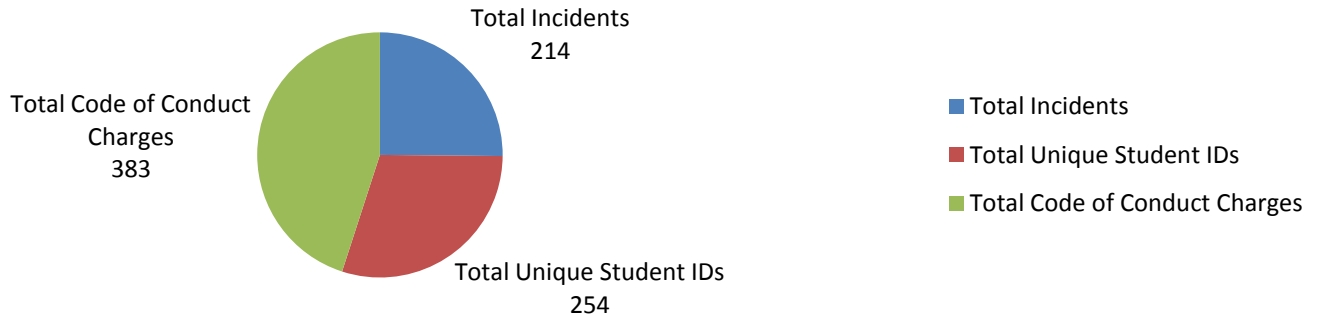
*Student conduct cases were adjudicated for 314 incidents, out of which, 406 students went through the process resulting in 560 code of conduct charges.*



## 2009-2010 DSCE Case Load Men Only

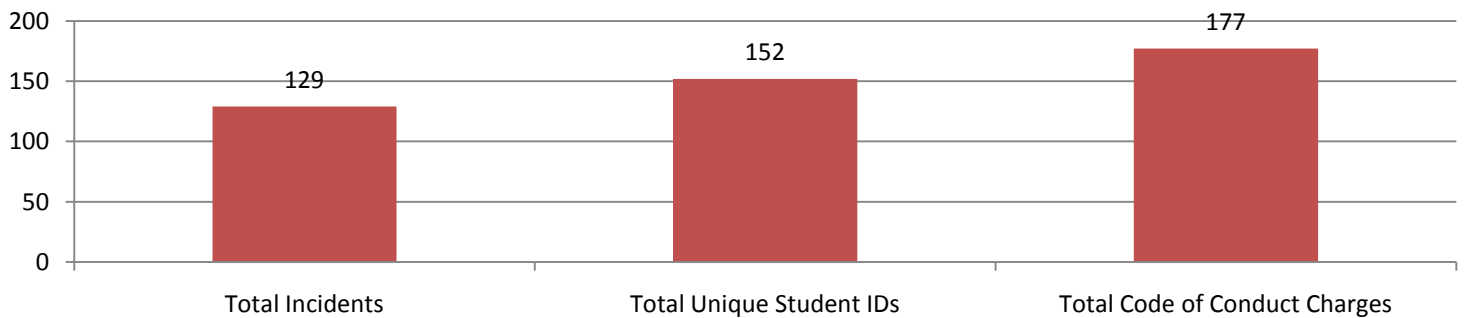


## 2009-2010 DSCE Case Load Men Only

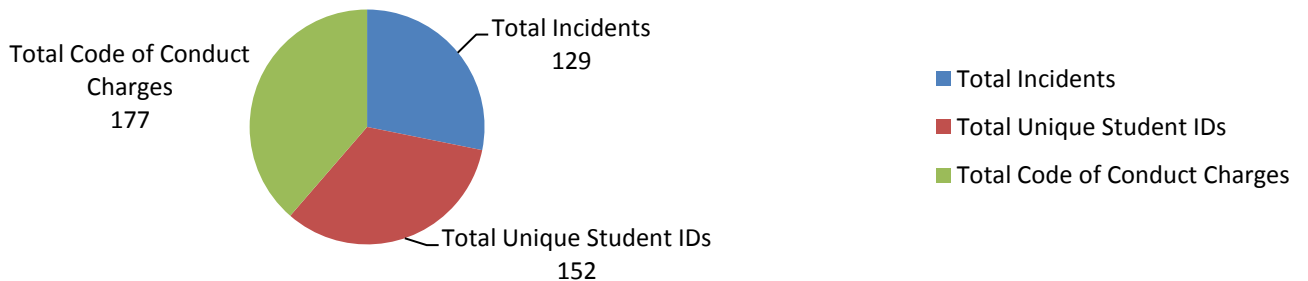


*If we separate the men from the student pool that were involved in some disciplinary case, we notice that they over-represent drastically when compared to the women. Please see graphs below for the women's statistics.*

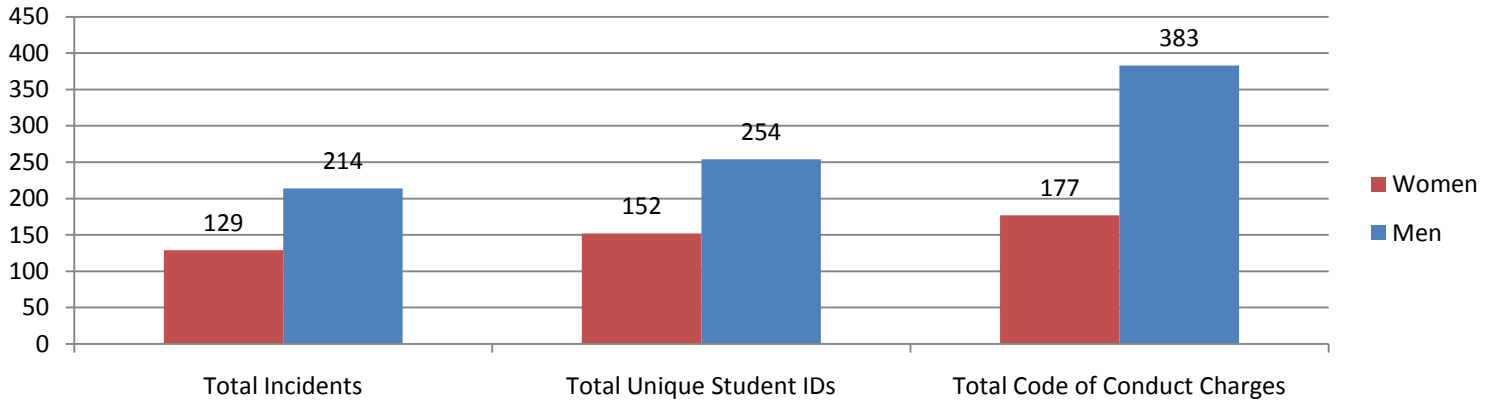
## 2009-2010 DSCE Case Load Women Only



## 2009-2010 DSCE Case Load Women Only



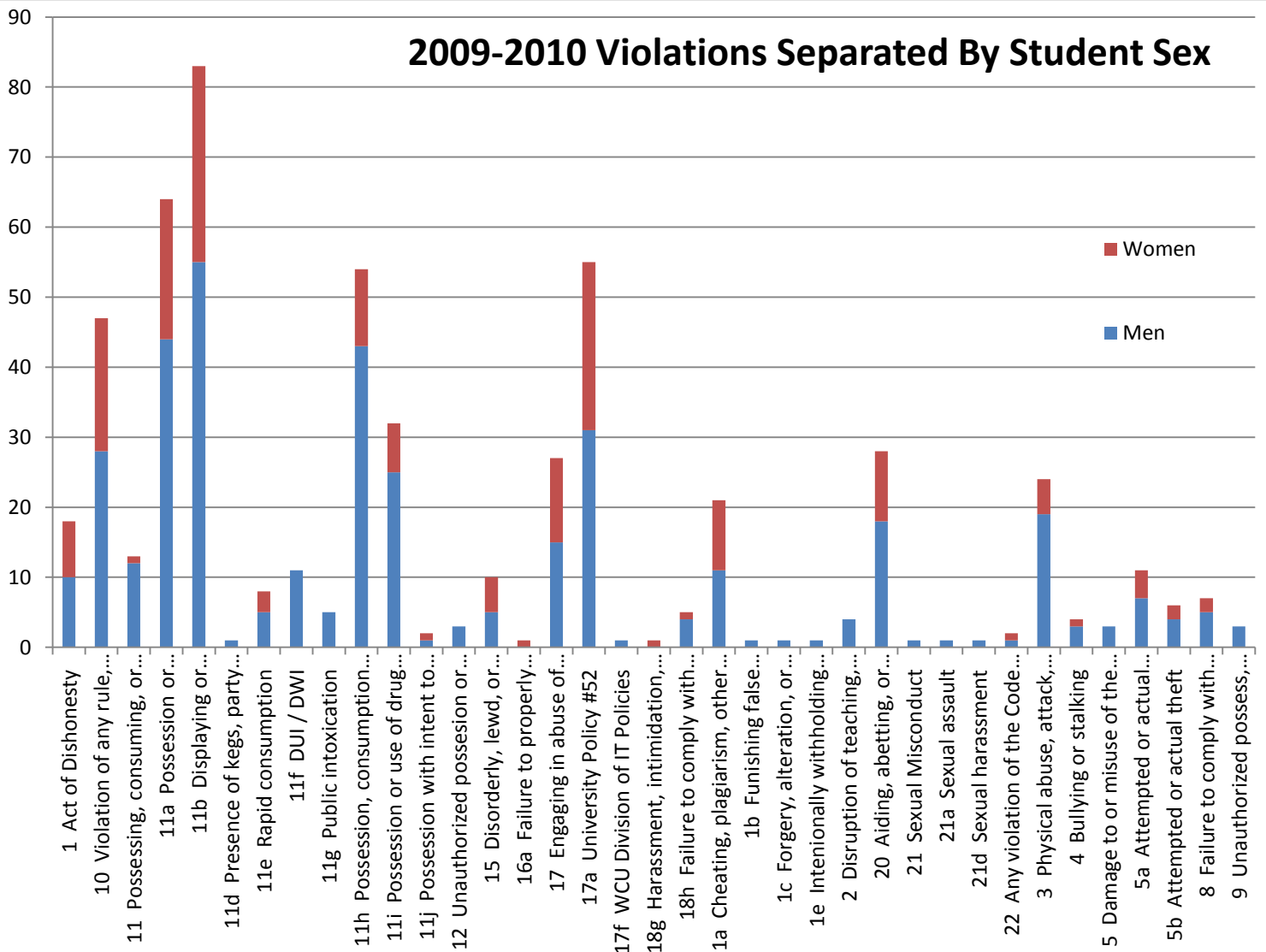
## 2009-2010 DSCE Case Load Comparitive Men and Women



This comparison should provide context for exactly how much more men were subject to the conduct adjudication process than women were. This may be due in part to men violating certain policies more often than women such as DWI and drug policies that often include multiple charges.

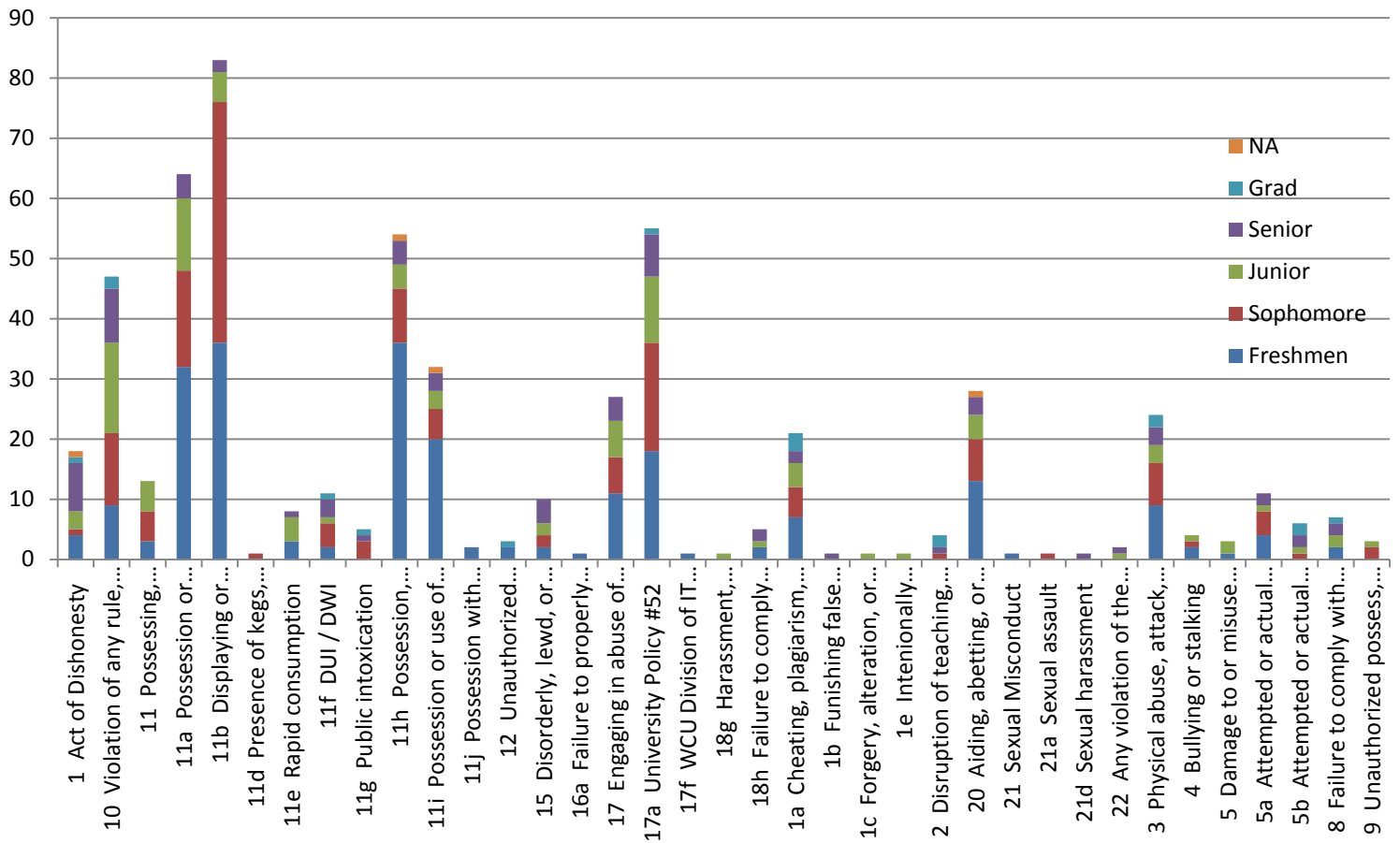
Below we have an illustration of total policy violations separated by student sex.

## 2009-2010 Violations Separated By Student Sex



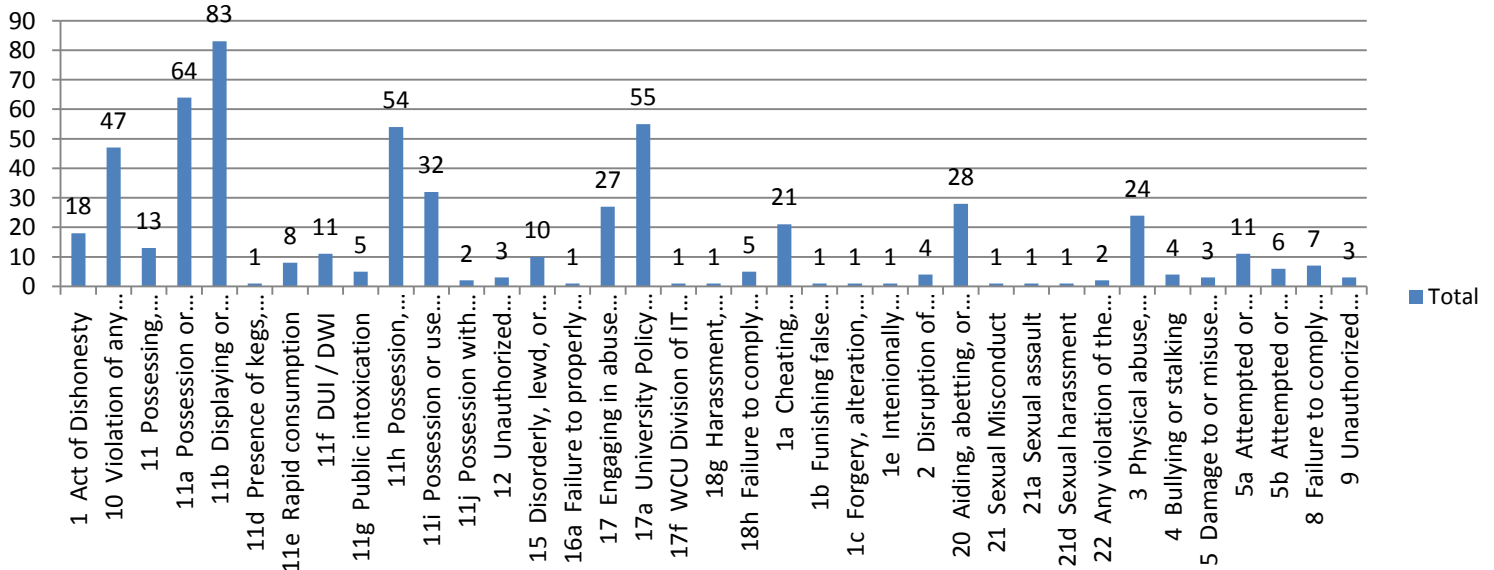
We can look at the total violations separated by class standing as well. We see that the great majority of violations typically can be attributed to freshman and sophomore students.

## 2009-2010 Violations Separated By Student Class Standing



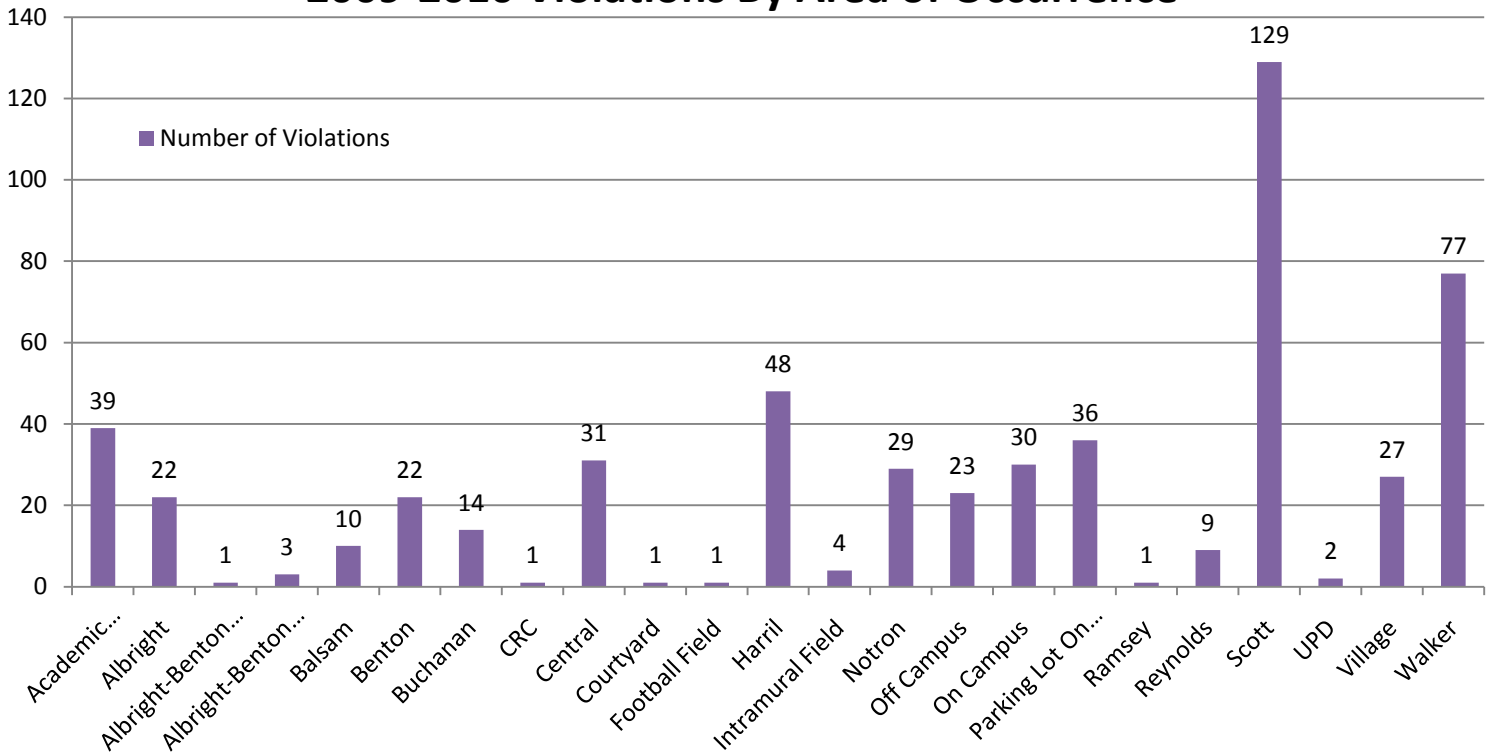
These bars add up to the total number of charges and are divided into color coded sections that represent the total number of violations in each class standing category. Below is a summary of total violations of each individual code of conduct policy.

## 2009-2010 Total Violations Of Specific Code Policies



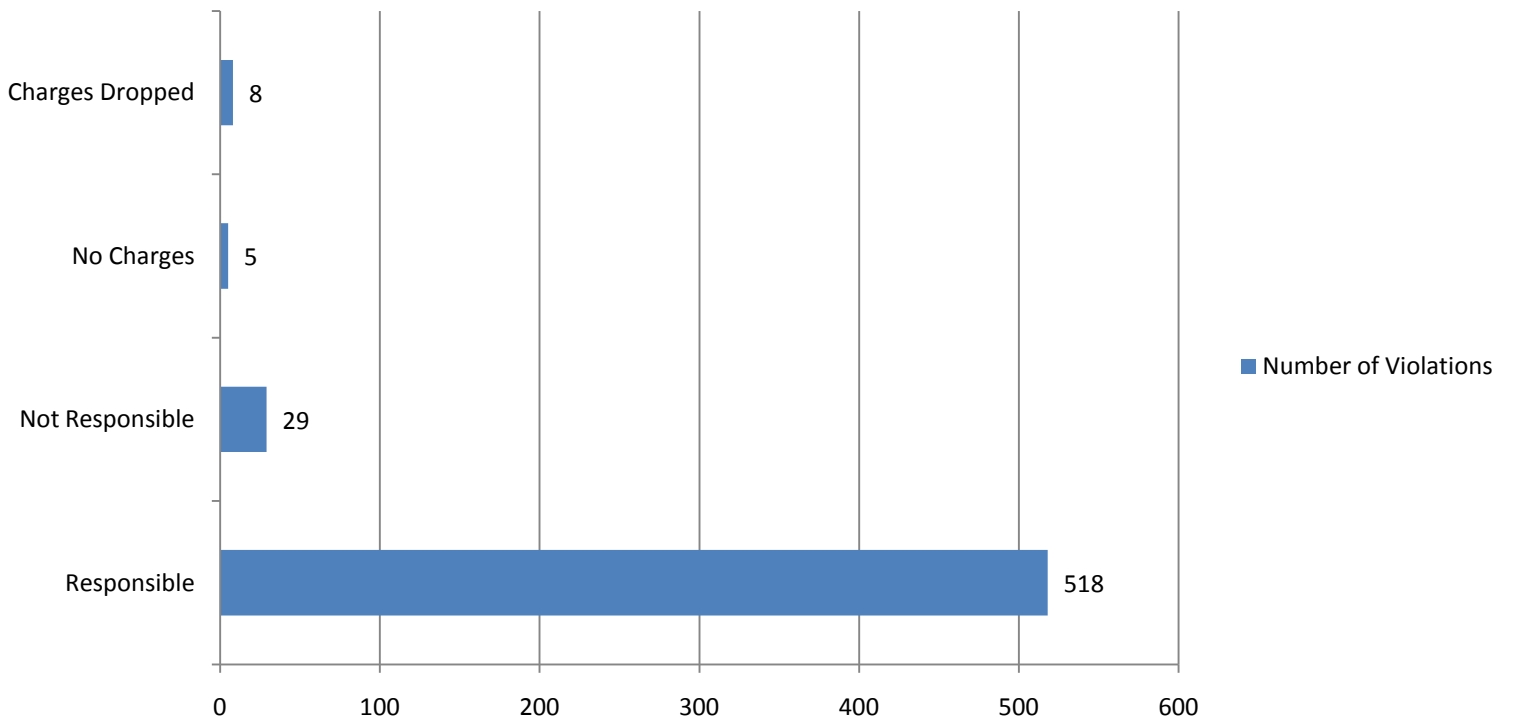
We can also locate the "hot spots" on campus for code of conduct violations.

## 2009-2010 Violations By Area of Occurrence

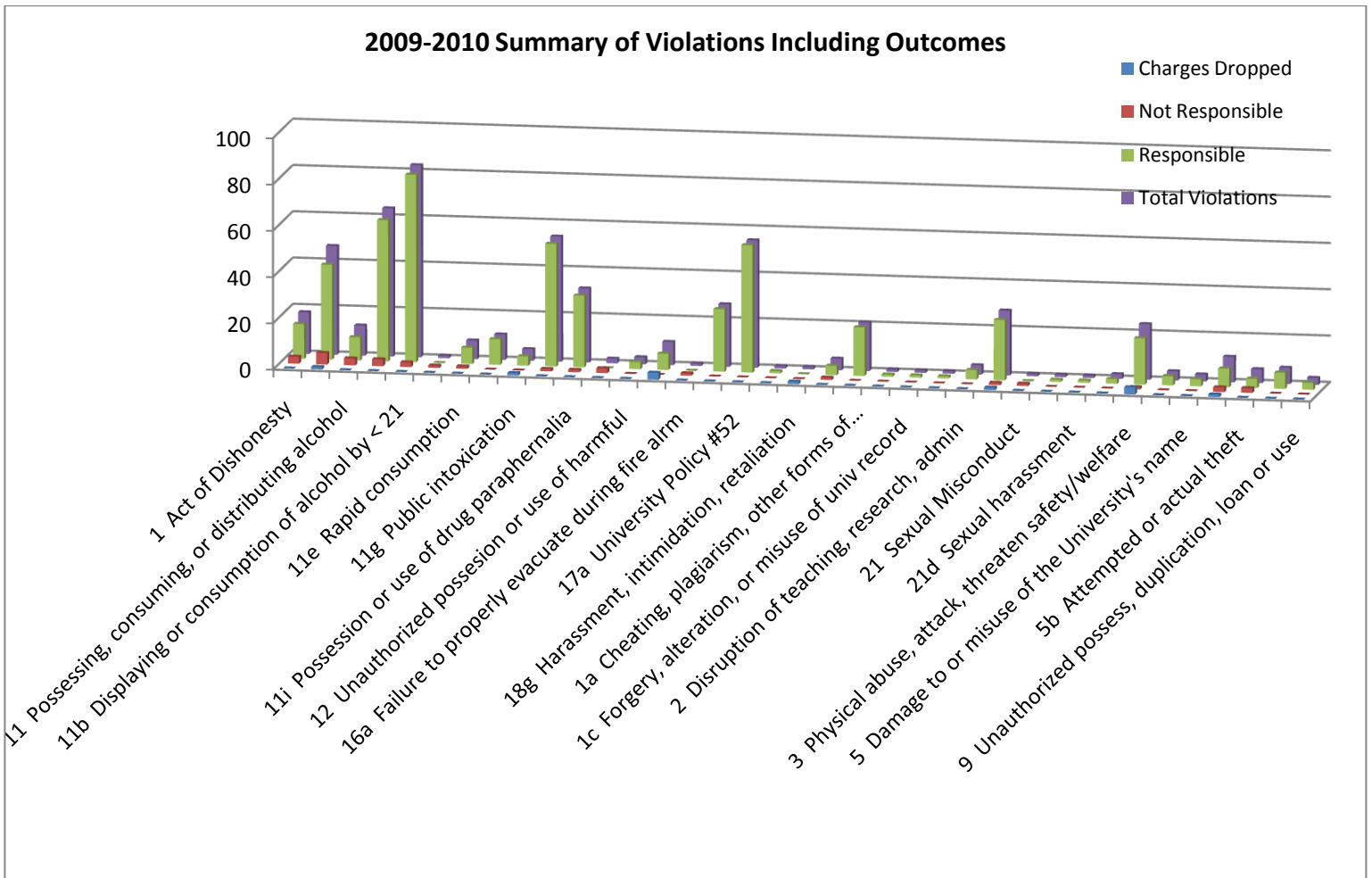


The overwhelming majority of violations charged and adjudicated by DSCE result in a finding of responsibility.

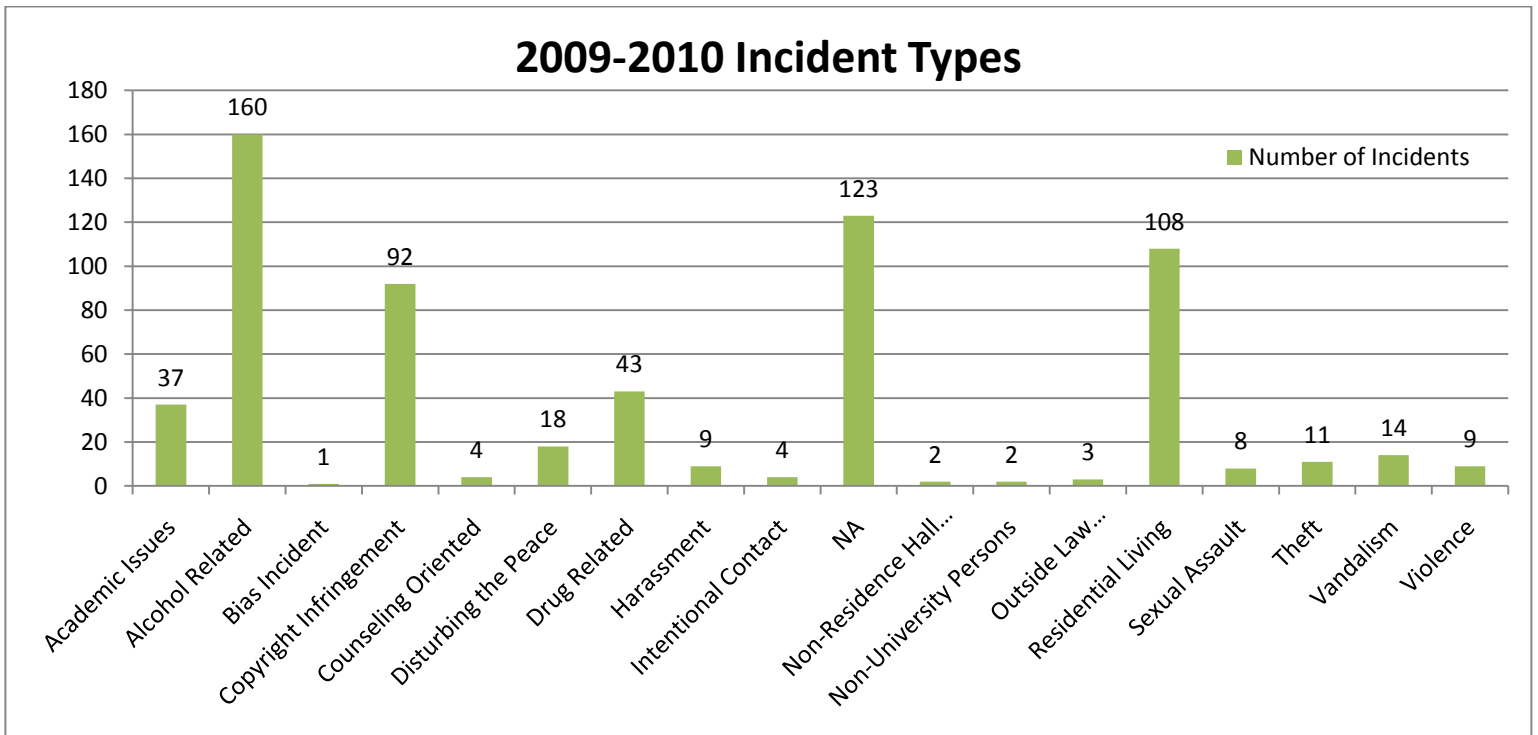
## 2009-2010 DSCE Adjudication Outcomes



Additionally, we have a representation of all code of conduct charges with outcomes displayed in the same graph.

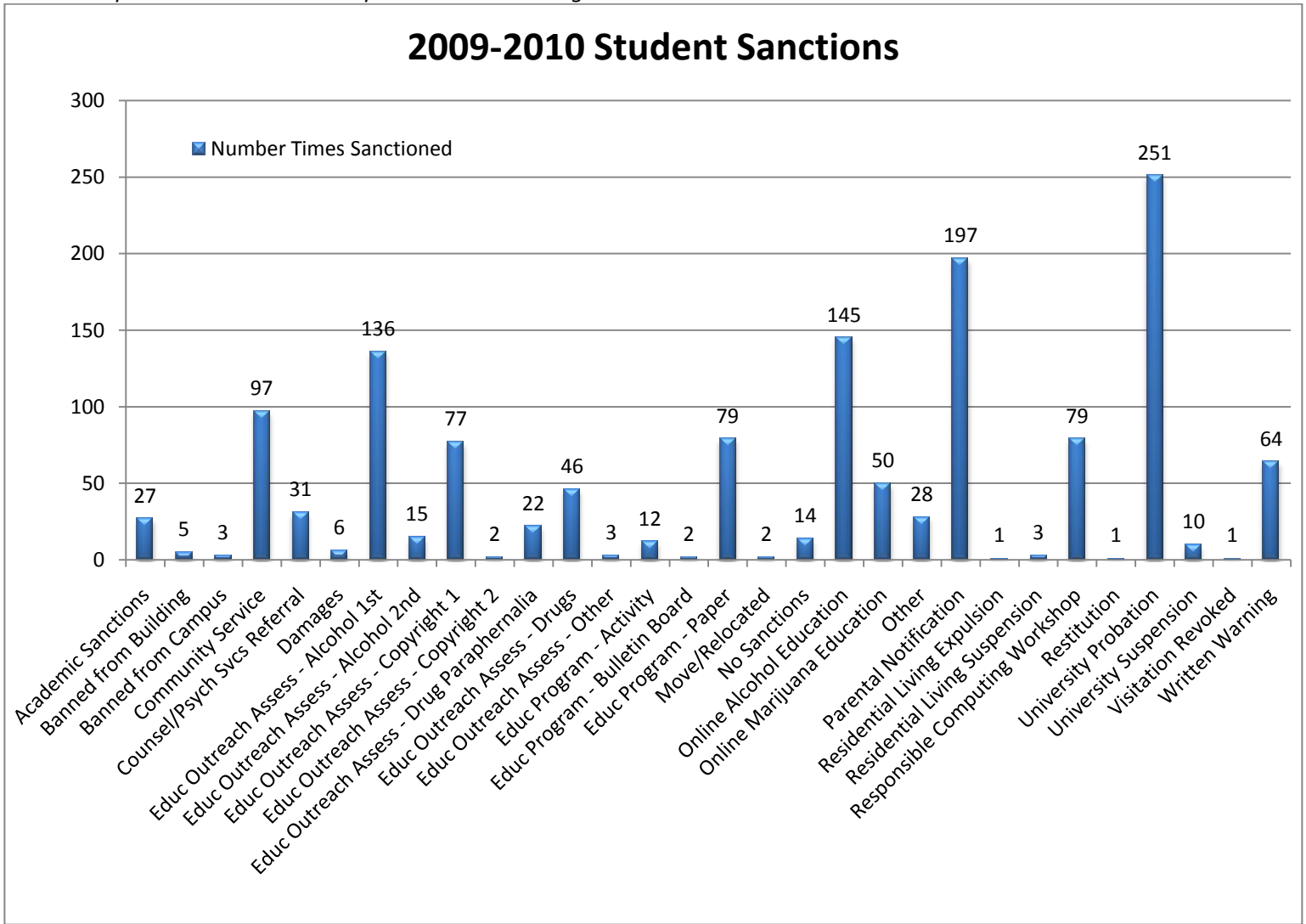


As a simple way of describing the types of incidents that took place at WCU over the 2009-2010 academic year, it may be easier to analyze the "incident type". This is displayed in the graph below.



Incident types are applied to every entry in RMS. Whether these entries result in code of conduct charges or not is irrelevant to the summary of incident types. Residential living “FYI” style reports and admission conviction statements are included in the NA category.

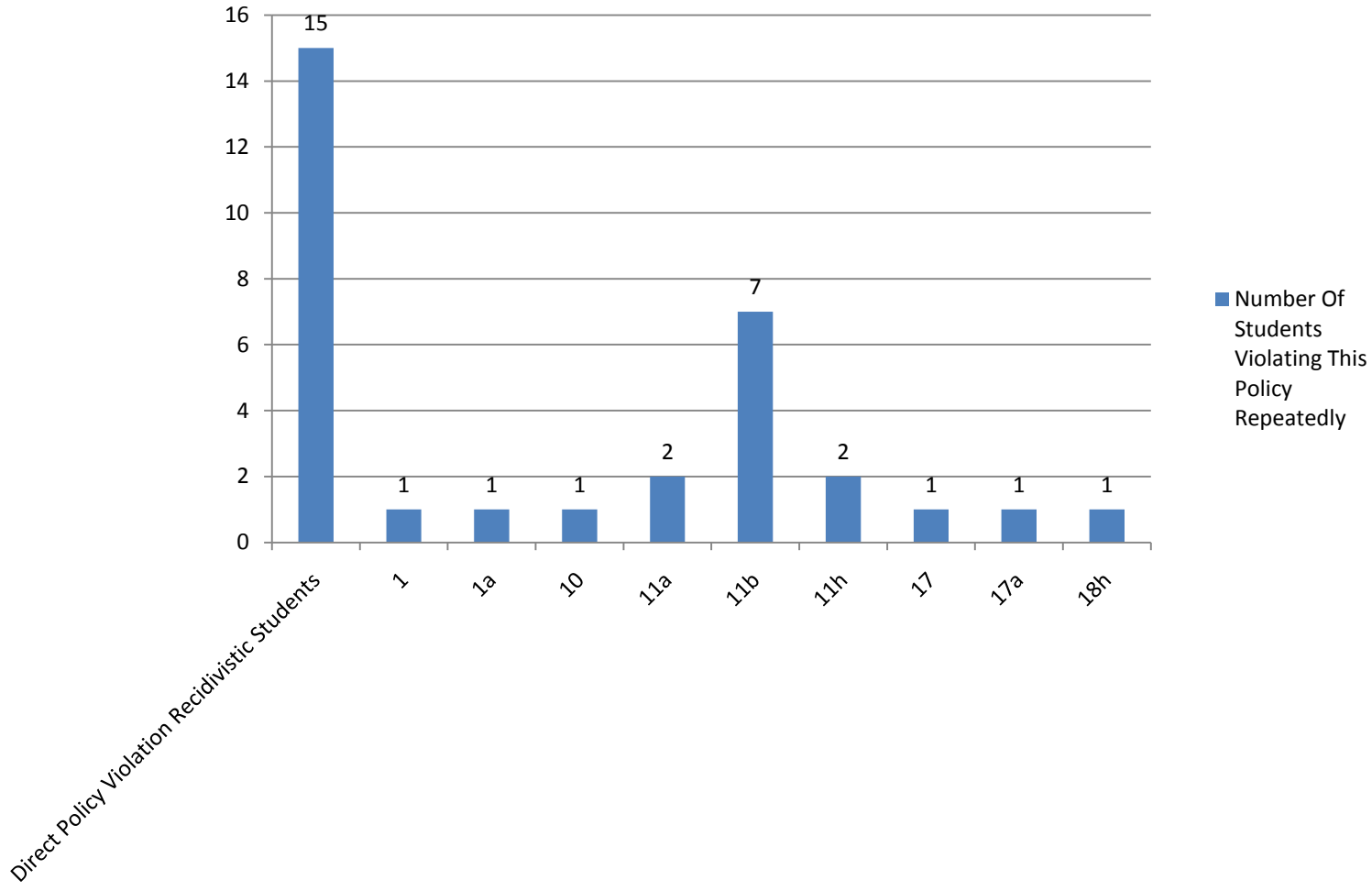
The last step in the student conduct process is sanctioning.



University probation is the most commonly sanctioned of these because it is a minimum sanction for the majority of cases adjudicated. Note that we’ve made an outstanding effort to notify parents and get them involved in their student’s success following disciplinary charges. Alcohol and drug sanctions will be discussed further in the **Alcohol and Other Drug Appendix** below.

After a student has been sanctioned and had an educational conversation with a staff member, we are fairly confident that they will not return to our offices. We know this anecdotally, but for the first time we've been able to describe exactly how many students have repeated an identical code violation **as well as** what the recidivated charges were.

### 2009-2010 Students Directly Violating The Same Policy During The Academic Year



### Alcohol and Other Drug Appendix:

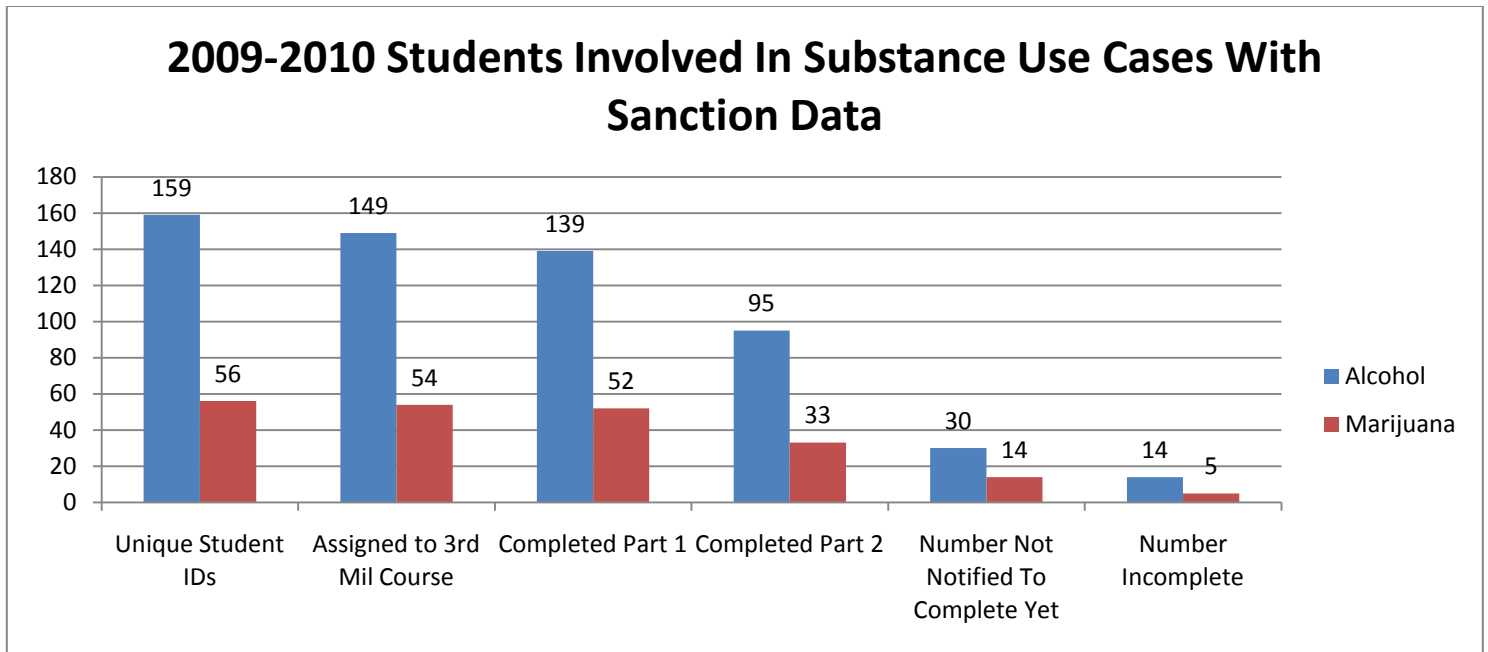
The 2009-2010 academic year saw new advances in the implementation of the Alcohol-Wise program and our 3<sup>rd</sup> milclassrooms sanction courses. We've collected data to show both an increase in use of these programs **and** a reduction in fall alcohol incidents as well as a low occurrence of substance use related recidivism. We think that this shows that our efforts on campus are having an impact and being successful.

Below is a chart that details an increase in freshman class size while improving compliance with Alcohol-Wise and maintaining a reasonable number of alcohol and drug violations.

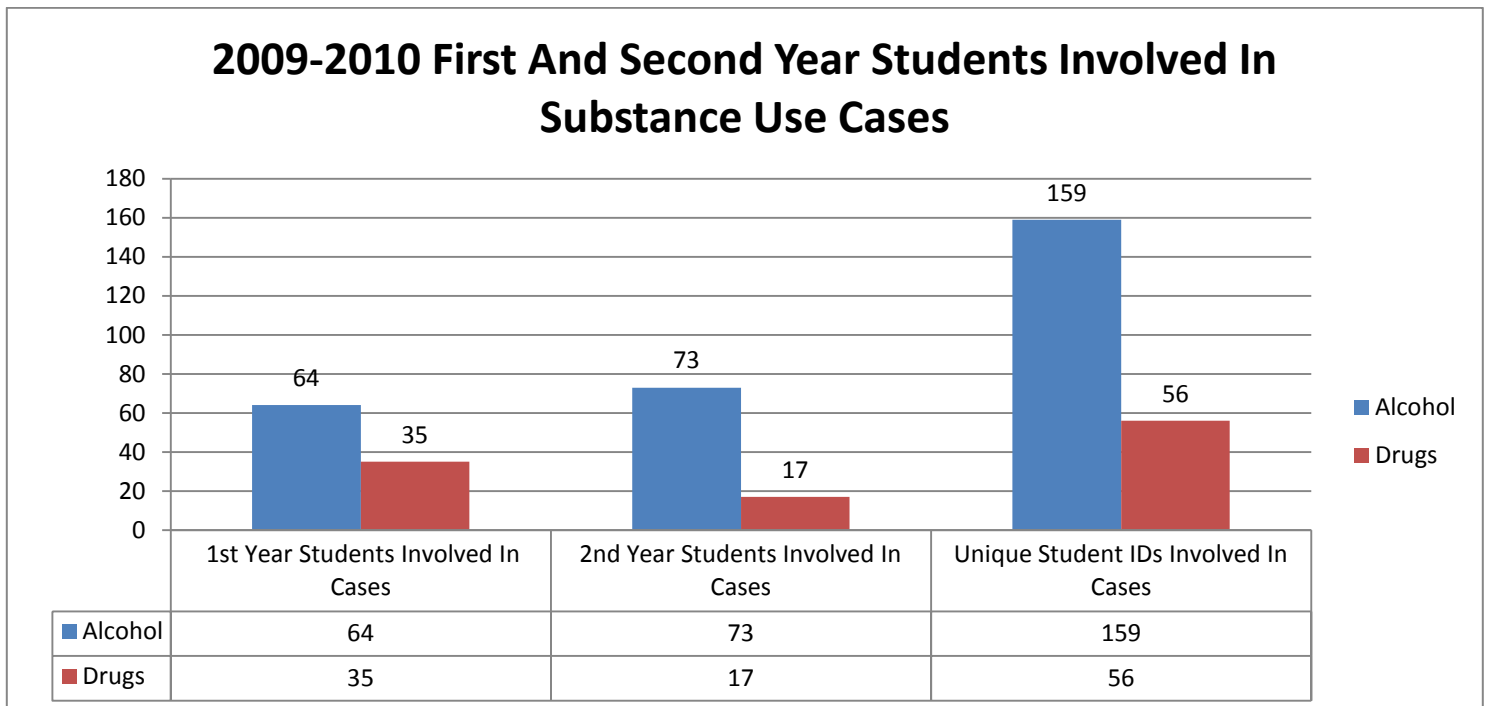
	AY 2006-2007	AY 2007-2008	AY2008-2009	AY 2009-2010	
<b>Freshman Class</b>	1459	1150	1224	1550	
<b>Enrolled in Alcohol-Wise</b>	*	*	1114	1528	
<b>% of the FY Class</b>	*	*	91.01%	98.58%	7.57% ↑
<b>Completed Alcohol-Wise (Part 1)</b>	*	*	1067	1489	
<b>% of Enrolled in WCUAW Control</b>	*	*	95.78%	97.45%	1.67% ↑
<b>% of the FY Class</b>	*	*	87.17%	96.06%	8.89% ↑
<b>Completed Alcohol-Wise (Part 2)</b>	*	*	767	1187	
<b>% of Enrolled in WCUAW Control</b>	*	*	68.85%	77.68%	8.83% ↑
<b>% of Completed Part 1</b>	*	*	71.88%	79.72%	7.84% ↑
<b>% of FY Class</b>	*	*	62.63%	76.58%	13.95% ↑
<b>Alcohol Related Code Violations</b>	502	381	167	169	
<b>% Change</b>	*	-24.11%	-56.17%	1.20%	
<b>Drug Related Code Violations</b>	145	106	66	83	
<b>% Change</b>	*	-26.90%	-37.74%	25.76%	

Percentage increases in compliance and completion are located on the right hand margin. Decreases over time (and marginal increases between 2008/2009 and 2009/2010) are noted in green and red at the bottom of the chart. Please note that violation numbers have dropped dramatically since implementing 3<sup>rd</sup> milclassrooms programming and sanctions in 2008.

The number of individual students that are involved with any given violation can be assessed by counting the “unique student IDs” associated with that given violation. This does not take recidivism into account yet.

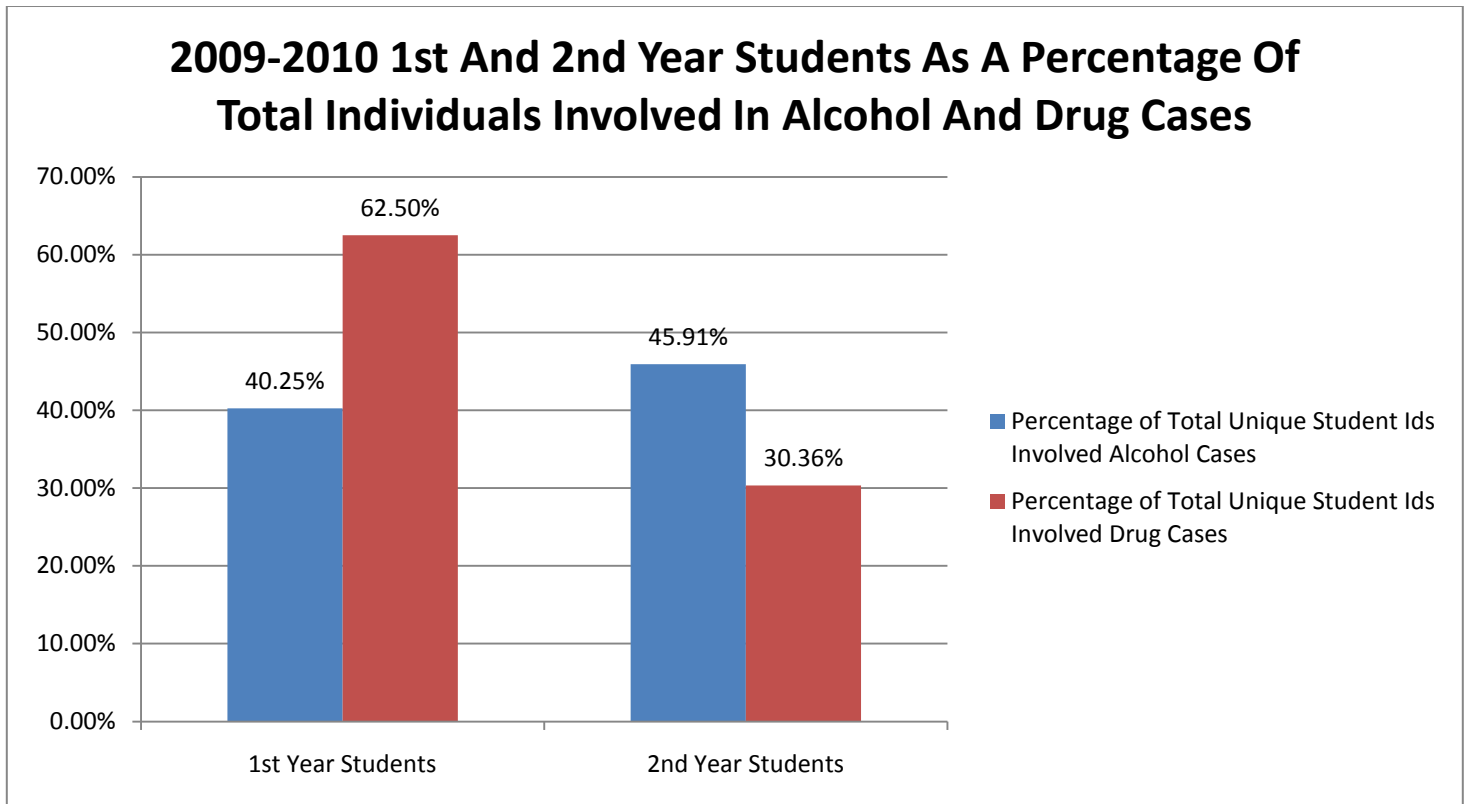


Our overall use of the 3rdmilclassrooms sanctions was phenomenal! It reached into the upper 90<sup>th</sup> percentile and the completion statistics are promising. There is a 30 day delay between completion of part 1 and a student’s opportunity to complete part 2 that accounts for some of the number of incomplete students.

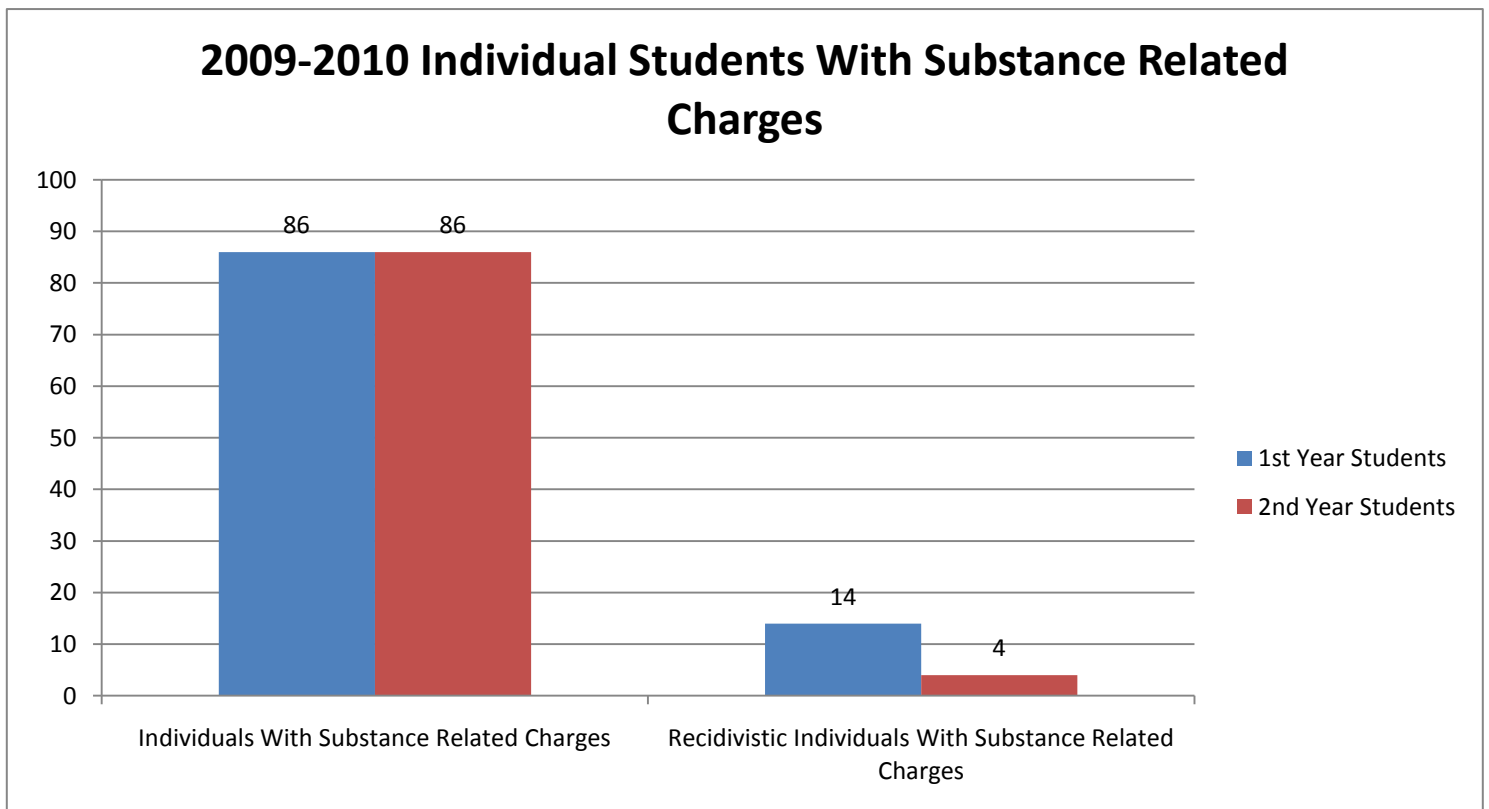


The above chart shows the number of first and second year students that were involved in alcohol and drug related cases. The total number of unique student IDs for all class years is also provided for reference. As first and second year students are thus far the only students at WCU to complete 3rdmilclassrooms programs and sanctions, their numbers become particularly significant.

Please find a graph below that uses percentages of total individuals involved in substance use cases as a second reference point to describe first and second year student data.



Generally, the overall number of individuals involved in “substance use” data is different from the data that separates alcohol use from drug use. This is due to recidivism and the fact that some students will have **both** alcohol and drug charges.



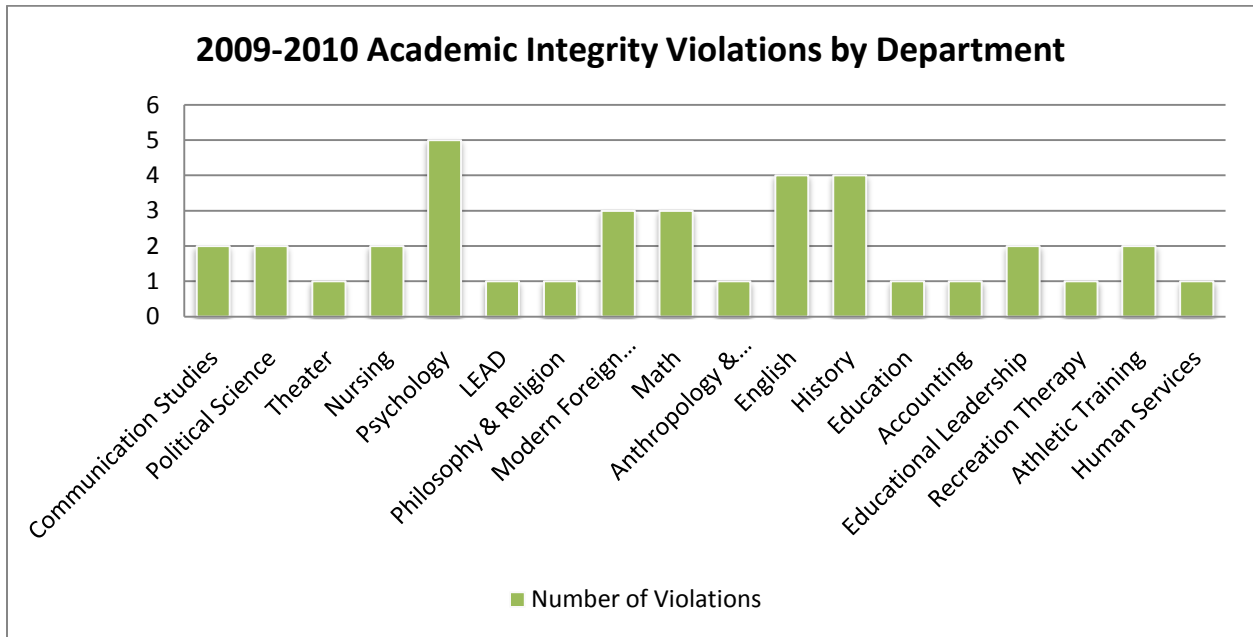
*The total number of students involved in substance use related charges is a valuable statistic that represents a bit lower than the total number of code violations. This is because multiple charges may result from a single incident, and we're concerned with how many individual students we deal with in the process. Again, recidivism is a factor in these statistics. As seen on the previous page, our recidivism numbers for substance related charges is very low:*

***Roughly 16% for first year students and 5% for second year students.***

*This is an area we have marked for further attention and improvement in the future!*

## Academic Integrity Appendix

In the following reports you will be able to see which departments the reported violations came from, the number of hearings and mutual resolutions, the type of violation, and the level of students reported for violations. Also attached you can see the assessment done by the DSCE following the Academic Integrity Forum, example forms of the assessments for the hearing board members, and the semester reports from the Faculty Fellow.



Total number of academic integrity violations reported to the DSCE: 37\*

### Type of Violation

Cheating: 16  
 Plagiarism: 21  
 Fabrication: 0  
 Facilitation: 0

### Level of Student

Undergraduate: 33  
 Graduate: 4  
 Doctoral: 0

### Resolution of Case

Mutual Resolution: 31  
 Hearing: 6

### Semester

Fall 2009: 28  
 Spring 2010: 9

### Finding

Responsible: 35  
 Not Responsible: 1

\* There are two outstanding cases which will be going to the Academic Integrity Boards as soon as possible.