

**California State University, Chico**  
**Division of Student Affairs**  
**Student Judicial Affairs**  
**Annual Report 2015-2016**

## **I. Departmental Mission Statement**

Student Judicial Affairs supports the mission of the university by promoting a fair and positive learning environment for all students, faculty, and staff. The program advances student development by adjudicating reports regarding student behavior and complaints of alleged unfair treatment of students in a timely, consistent, and fair manner.

(Reviewed 6/16)

### **Department Goals:**

#### **Protect Rights and Ensure Due Process**

- Respond to student behavioral concerns in an unbiased, fair, and reasonable manner.
- Protect the rights of students who have been victims of misconduct as well as those accused of misconduct.

#### **Restoration:**

- Facilitate the process of individuals and organizations taking responsibility for their assigned roles in the conduct system.
- Provide learning experiences for students whose conduct may not be consistent with institutional expectations as well as for those students who participate in the operations of the student conduct system.
- Balance the needs and interests of individuals with the needs and interests of the institution, the community, and others who may have an interest in the matter or outcome.

#### **Education and Outreach:**

- Initiate and encourage outreach activities that serve to educate the community about the student conduct program and individual responsibilities within the program.
- Develop, disseminate, interpret, and enforce institutional policies and procedures regarding student as well as group/organizational behavioral expectations.
- Ensure that all students, faculty, staff, or community members involved in the administration of the student conduct program are sufficiently prepared and trained.

*Goals align with CSU Chico Strategic Priority 1; Division of Student Affairs Goal 1  
Established using Council of Academic Standards, July 2016*

**Recruitment, Retention, Satisfaction, Graduation:**

*Engaging in or being a victim of high risk behaviors or conduct which is not consistent with the student conduct code, and/or facing unresolved conflict have a significant impact on retention, satisfaction and graduation. These goals are developed to assist students resolve such issues and to enable students' progression toward and timely completion of educational goals and preparation for their careers, citizenship, and lives.*

**II. Departmental Accomplishments -A Highlight**

- Significant revision of policy and procedures
- Revision of the SJA website to be more user friendly
- Reassignment/realignment of staff to work more collaboratively with housing
- Hearing Officer Recruitment and Training
- Outreach and training to campus community

**Hearing Officer Recruitment and Training**

In collaboration with the Title IX Coordinator, SJA recruited several new hearing officers, and conducted annual required training for Title IX and general conduct hearings. Hearing officers represent current administrators on campus from the Division of Student Affairs, as well as, local attorneys. This effort is a true collaboration between the campus and the community. Hearing officers are volunteers who are as committed to ensuring our students are held responsible for conduct and have the opportunity to restore trust in the community.

**Reassignment/realignment of staff**

This year was a year of many changes and transition within SJA. One such change was to re align staff and responsibility for residential life conduct to a newly developed position to reside and report to the Director of Residential Life and Housing Services. Assessment of students referred to SJA for conduct occurring in their on campus residence revealed that most referrals to SJA was for conduct which did not rise to the level of Title 5, but was or could be a violation of the housing "Living In" policies. Additionally, students whose housing contracts were being terminated were informed of that decision by SJA staff and was included in settlement agreement. This process was cumbersome and confusing. In conjunction with the Associate Vice President of Student Affairs, a new position was created in housing (the Coordinator of Student Conduct and Community Responsibility). After assessing caseload and staffing levels, it was determined that two qualified SJA staff would be transferred to housing to fulfill this new role.

**Outreach and Training the Campus Community**

SJA staff has participated in significant outreach activities on campus, including training on Title 5, academic integrity and Title IX, including presentations/training for:

- Academic coaches
- Student athletes

- Council of Deans
- Council of Chairs
- Enrollment Management
- Residence Life staff
- Greek Life
- Education Outreach and Support Programs
- Campus Alcohol Education Center
- Classroom presentations to students regarding academic integrity
- Faculty presentations regarding academic integrity
- Town Hall presentation (serving as a consultant) on sexual assault on campus
- Summer Orientation
- Panel discussion following the film “The Hunting Ground” regarding sexual assault on campus

Additionally, SJA staff planned a “Koffee and Kudos” to invite the campus into the office and meet the staff; and met with CAVE directors to collaborate about restorative justice opportunities

**Diversity Efforts:**

See SJA Diversity Plan for additional information and progress toward diversity specific goals.

**III. Changes in Policies and Procedures**

SJA continues to audit its policies, procedures and guidelines as new guidance regarding the implementation Title 5 of the California Code of Regulations and Title IX of the Education Amendments are provided.

Several policy statements, procedures and business practices were developed and/or revised this year, such as:

- “Frequently Asked Questions” for advisors and faculty, as well as, for students engaged in the conduct process and/or who are facing disciplinary probation
- “Standard Operating Procedures” for file sign out, notification of students being removed from campus, timelines for contacting students for conduct interviews
- Revision of the Notice of Conference letter to comply with most recent guidance/policy, summer orientation materials, resource letter for Title IX complainants and respondents.

#### **IV. Resources Summary**

The Vice President of Student Affairs provides sufficient allocation to cover the operating expenses of SJA. Training requirements are increasingly mandated. As such, training will require additional allocation in the future.

##### **Human Resources:**

The Director of Student Judicial Affairs resigned mid fall 2015 semester. A new interim Director was appointed in November 2015.

After evaluating staffing and workload issues, as well as, program structure, one MPP/Conduct Administrator/Title IX Deputy and one ASA will be re assigned to University Housing and Residential Life to manage conduct that violates housing license and related policies that do not rise to the level of a Title 5 violation.

##### **SJA was represented on the following committees this past year:**

- Educational Policies and Programs- Committee (EPPC)
- Faculty and Student Policies Committee (FASP)
- Campus Assessment, Response, Evaluation Team (CARE)
- Title IX Oversight Committee
- Student Affairs Diversity Committee
- National College Health Improvement Program (NCHIP) Advisory Committee
- Staff Council
- Black Staff and Faculty Committee

##### **Facilities/Equipment:**

- New lobby furniture was purchased to help create a more welcoming environment for visitors.

#### **V. Program Evaluation of Past Year**

- Continue to develop strong reporting relationships with CSU, Chico Police and City of Chico Police to ensure that SJA receives police reports for cases involving students. This year, SJA staff met with both University Police and Chico Police to discuss reporting and information sharing. This meeting was effective in identifying collaboration needs, reporting lines and information sharing protocols. SJA identified a liaison that will be the primary contact for both agencies. Additionally, SJA staff visited with Chico Police Department investigators to discuss Title IX /sexual assault cases and protocols for working together effectively. Both efforts were fruitful and have laid the groundwork for future

efforts to work together. While efforts will continue, this objective will be discontinued considered met.

- Expand our relationship building with Study Abroad and Academic Affairs in response to needs of international students in adjusting to academic expectations/standards in the U.S., and promoting academic integrity. This year, SJA staff met with staff from the international students office to develop a relationship of trust and cooperation. There is more work to do, but this objective will be discontinued considered met.
- Continue to develop resources for non-English speakers, including live translation services for students involved in conduct proceedings and/or their parents. Develop additional documents that can be viewed/downloaded from the web in a variety of languages (Spanish, Hmong, Arabic, etc.) This year, the SJA staff has spent considerable energy to have strategic documents translated into a variety of languages. This objective is considered met.
- Initiate a bid process among software providers to review options for managing our student conduct database and case management system, including Title IX and Grievance investigations. SJA and Residential Life and Housing are currently in procurement negotiations with a software provider and hope that a new database will be available the fall semester. This objective is considered met and discontinued.
- Continue to offer training and support for Hearing Officers, and provide opportunities for appreciation and feedback. A training for hearing officers occurred this year. This objective is considered met and discontinued.
- Expand upon current assessment efforts utilizing Campus Labs survey and/or other tools to solicit feedback from student involved in other aspects of our program, including Complainants and/o Respondents in Title IX/DHR cases and Student Grievance cases. Due to transition and administrative changes at SJA, this objective is not met and will be continued.
- Develop outreach efforts for underrepresented students to ensure that they are aware of the SJA services and resources, especially in response to possible DHR incidents and/or academic grievances. SJA staff presented to various groups who represent or serve underrepresented students. While this is an on going effort, the objective will be considered met and discontinued.

## Ongoing Assessment Efforts

### **Reported Violations of the Student Code of Conduct** (*California Code of Regulations, Title 5, § 41301*)

The following summary represents the total number of violations of Title 5, California Code of Regulations, Section 41301, *Standards for Student Conduct*, by type, which incurred during 2015-2016. This figure is determined after a student has been found responsible, and does not represent the total number of incidents referred to SJA or the number of sanctions assigned, as some students may be found responsible for multiple code violations pertaining to a single incident, and may be assigned multiple sanctions for their involvement in a single incident.

**TITLE 5 VIOLATIONS, BY TYPE**

<b>TITLE 5 CHARGE</b>	<b>DESCRIPTION</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>(1a)</b>	Cheating, plagiarism, or other forms of academic dishonesty	61	54	58	68	40
<b>(1b)</b>	Furnishing false information to a University official, faculty member, or campus office	6	2	1	2	0
<b>(1c)</b>	Forgery, alteration, or misuse of a University document, key, or identification instrument	9	0	1	1	7
<b>(1d)</b>	Misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries	0	0	0	1	0
<b>(2)</b>	Unauthorized entry into, presence in, use of, or misuse of University property	15	5	8	12	3
<b>(3)</b>	Willful, material and substantial disruption or obstruction of a University-related activity or any on-campus activity	1	0	0	1	0
<b>(4)</b>	Participating in any activity that substantially and materially disrupts the normal operation of the University	6	0	0	5	1
<b>(5)</b>	Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University-related activity	1	1	0	0	0
<b>(6)</b>	Disorderly, lewd, indecent, or obscene behavior at a University-related activity or directed toward a member of the University community	19	8	9	12	5
<b>(7)</b>	Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct	31	20	21	35	12

<b>(8)</b>	Hazing or conspiracy to haze.	0	6	0	0	0
<b>(9)</b>	Use possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia or the misuse of legal pharmaceutical drugs	40	35	29	36	12
<b>(10)</b>	Use, possession, manufacture, or distribution of alcoholic beverages or public intoxication while on campus or at a University-related activity	362	324	330	309	263
<b>(11)</b>	Theft of property or services from the University community	11	9	6	6	1
<b>(12)</b>	Unauthorized destruction or damage to University property or other property in the University community	6	4	4	2	5
<b>(13)</b>	Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals on campus or at a University-related activity	2	4	4	4	4
<b>(14)</b>	Unauthorized recording, dissemination, or publication or academic presentations for commercial purposes	1	0	0	0	0
<b>(15a)</b>	Unauthorized entry into a computer file, for any purpose	1	0	0	0	0
<b>(15b)</b>	Unauthorized transfer of a computer file	0	0	0	0	0
<b>(15c)</b>	Use of another's computer identification or password	1	0	0	0	0
<b>(15e)</b>	Use of computing facilities and resources to send obscene or intimidating and abusive messages	0	0	0	0	0
<b>(15f)</b>	Use of computing facilities and resources to interfere with normal University operations	0	0	0	0	0
<b>(15g)</b>	Use of computing facilities and resources in violation of copyright laws	6	5	16	13	14
<b>(15h)</b>	Violation of campus computer use policy	0	0	0	0	0

<b>(16)</b>	Violation of any published University policy, rule, regulation, or presidential order	68	3	3	15	5
<b>(17)</b>	Failure to comply with directions or, interference with, any University official or any public safety officer while acting in the performance of his/her duties	38	16	14	20	5
<b>(18)</b>	Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well being of the campus community	32	5	19	31	6
<b>(19a)</b>	Falsification, distortion, or misrepresentation of information related to a student discipline matter	2	0	0	0	4
<b>(19b)</b>	Disruption or interference with the orderly progress of a student discipline proceeding	0	0	0	0	1
<b>(19c)</b>	Initiation of a student discipline proceeding in bad faith	0	0	0	0	0
<b>(19d)</b>	Attempting to discourage another from participating in the student discipline matter	0	0	0	0	0
<b>(19e)</b>	Attempting to influence the impartiality of any participant in a student discipline matter	0	0	0	0	0
<b>(19f)</b>	Verbal or physical harassment or intimidation of any participant in a student discipline matter	0	3	1	0	1
<b>(19g)</b>	Failure to comply with the sanction(s) imposed under a student discipline proceeding	3	4	6	4	6
<b>(20)</b>	Encourage, permitting, or assisting another to do any act that could subject him or her to student discipline	14	1	0	1	1
<b>TOTAL</b>		<b>738</b>	<b>509</b>	<b>586</b>	<b>694</b>	<b>396</b>



**Gender Breakdown of Title 5 Violations**

<b>Gender/Year</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Male	60%	63%	54%	69%	64%
Female	40%	37%	46%	31%	36%

**Academic Integrity**

In all cases of academic integrity, faculty reserve the right to assign course grades, and have the option of assigning the student a failing grade on a particular assignment, or an “F” for the entire course. Faculty also have the option of referring cases for reporting purposes only, without referring the student for disciplinary action. These “report only” cases are forwarded to SJA for tracking purposes. In the event of any previous incident reports, a subsequent instance of academic dishonesty would likely result in discipline.

<b>Year/Type</b>	<b>Cheating</b>	<b>Plagiarism</b>	<b>Unauthorized Collaboration</b>	<b>Pending Cases</b>	<b>Report Only*</b>	<b>Total</b>
<b>2011-12</b>	36	43	10	6	29	124
<b>2012-13</b>	33	18	7	9	51	118
<b>2013-14</b>	19	24	5	11	91	150
<b>2014-15</b>	26	31	11	27	55	150
<b>2015-16</b>	20	14	6	8	40	88

**Alcohol and Drugs****Violations Of Alcohol And Drugs: Main Campus/Community**

Campus violations all students who received a sanction for a Title 5 violation of the campus alcohol policy, which occurred on or close to campus, but outside of the Residence Halls

<b>Title 5 Violation</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Alcohol	19	29	34	13	35	10
Drugs	9	5	6	20	5	2
<b>TOTAL</b>	<b>28</b>	<b>34</b>	<b>40</b>	<b>33</b>	<b>40</b>	<b>12</b>

**Residence Hall Violations**

The residence hall alcohol and drug violations include all Housing students who received a sanction as a result of a Title 5 violation of drug and alcohol policies, which occurred in or around University Housing property.

<b>Title 5 Violation</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Alcohol	318	334	290	317	280	255
Drugs	92	35	29	9	31	10
<b>TOTAL</b>	<b>410</b>	<b>356</b>	<b>319</b>	<b>308</b>	<b>411</b>	<b>265</b>

**Discrimination, Harassment & Retaliation (DHR)/Title IX**

Prior to fall 2012, SJA did not yet classify cases for reporting purposes as either Title IX (sexual harassment, gender discrimination, or sexual violence) or DHR (Discrimination, Harassment or Retaliation for other protected classes). Instead, these referrals were generally classified as Incident Reports until a Complainant/Victim agreed to participate in an investigation and/or pursue disciplinary action. Once a case moved forward for investigation or disciplinary action, the record for the Complainant would typically be reclassified as a Grievance. The record for the Accused would typically be reclassified as a Conduct Case, and the student charged with a violation of Title 5, § 41301, (7) *Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct*. As presented in the summary below, incidents involving Title IX (sexual harassment, gender discrimination, or sexual violence) that occurred during the past five years were accounted for as a result of the recent Audit. However, SJA did not begin tracking DHR cases (Discrimination, Harassment, Retaliation) for other protected class issues until 2013-2014.

**Title IX and DHR Incidents**

<b>Violation/Year</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Title IX	21	20	10	29	52	53
DHR	N/A	N/A	N/A	16	22	11
<b>TOTAL</b>	<b>21</b>	<b>29</b>	<b>20</b>	<b>35</b>	<b>74</b>	<b>64</b>

The above summary comprises all alleged Title IX-related incident reports, many of which did not result in a formal complaint or investigation. Third parties reported many of the reports received by the Title IX Coordinator/Deputies, without a formal complaint being filed. In such cases, SJA staff may have attempted to investigate with the information received, or may have provided referrals for support, remediation, or other assistance, without having sufficient information to proceed with a Formal Investigation under Executive Order 1074 (2012-2014) or Executive Order 1097 (2014-present).

### Sanctions and Other Disciplinary Actions

The following summary reflects the total sanctions assigned, by type. Please note that these figures do not correspond to the total number of students, or incidents, since students may have received more than one sanction or outcome as a result of a single incident. For example, a student may have been placed on Disciplinary Probation in addition to completing an Educational and Remedial sanction. Below, you will see a significant change in sanction numbers between Educational Remedial Sanctions and Disciplinary Probation. This change reflects in a philosophical shift toward more restorative justice responses to conduct.

<b>SANCTION</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2012-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Education and Remedial Sanction</b>	<b>68</b>	<b>56</b>	<b>95</b>	<b>91</b>	<b>161</b>
<b>Disciplinary Probation</b>	<b>395</b>	<b>411</b>	<b>347</b>	<b>370</b>	<b>211</b>
<b>Suspension</b>	<b>1</b>	<b>5</b>	<b>5</b>	<b>7</b>	<b>8</b>
<b>Expulsion</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>4</b>
<b>Denial to Campus</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>2</b>
<b>No Contact Agreement</b>	<b>0</b>	<b>8</b>	<b>5</b>	<b>16</b>	<b>6</b>
<b>TOTAL</b>	<b>464</b>	<b>485</b>	<b>457</b>	<b>484</b>	<b>392</b>

### Referrals for Substance Abuse Assessment at Campus Alcohol Drug Education Center:

# Of BASICS referrals	205	# Of individual assessment referrals	59
# Alcohol related	202	# Alcohol related	51
# Non alcohol related	3	# Non alcohol related	8
# Completed	163	# Completed	26
# Not completed	42	# Not completed	33

**Grievances**

Grievances can be filed by students to address a number of concerns. Per Executive Memorandum 05-010, *Student Grievance Procedures*, grievances are to be addressed during or immediately after the semester in which the unjust or adverse impact occurred. Additionally, students are encouraged to resolve complaints informally if possible and such, an impartial representative from Student Judicial Affairs is assigned to provide assistance and guide students through the process. If attempts at informal resolution fail, students have the right to request a formal grievance hearing on the matter. In every case, the goal is the same; reasonable and orderly resolution in a fair, consistent, and timely manner.

**Reported Grievance Inquiries (Academic And Non Academic)**

<b>Student Status/Year</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Undergraduate Grievances	39	54	50	50	34
Graduate Grievances	8	2	7	7	3
<b>Total</b>	<b>47</b>	<b>56</b>	<b>57</b>	<b>57</b>	<b>37</b>

<b>Grievance Type/Year</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Non-Academic Grievance	5	22	20	6	3
Grievances re Grades	19	18	21	20	10
Grievances Resulting in Grade Change	0	1	3	2	3
Grievances re Syllabus	2	2	2	2	1
Dismissal From Program	2	1	5	2	1
Grievances re Instructor	15	8	10	16	16
Other Grievances	14	7	18	19	8
Formal Hearings	0	0	0	3	4
Hearing Outcome in Favor of Student	0	0	0	0	1

**Recidivism Rates**

It is our goal that during the disciplinary process students take responsibility for their actions and behavior, and learn from their experiences in order to avoid consequences in the future. One measure of our success is the rate of recidivism, or repeated conduct violations. These recidivism rates represent the number of students who violate the student conduct code during or after the time they have been placed on a sanction for a previous violation.

The summary provided below shows the number of students who have been adjudicated for more than one Title 5 violation for the most common incident types, as well as total violations, within the last five years:

Recidivism rates are used to track the number of students who violate the student conduct code during or after the time they have been placed on a sanction for a previous violation. The following recidivism chart shows students who have been adjudicated of more than one Title 5 violation over a five year period.

**GENERAL RECIDIVISM NUMBERS – ALL TITLE 5 VIOLATIONS**

	<b>Second Violation</b>	<b>Third Violation</b>	<b>Fourth Violation</b>	<b>Fifth + Violation</b>
<b>2011-12</b>	644	180	43	18
<b>2012-13</b>	434	95	35	17
<b>2013-14</b>	272	38	8	0
<b>2014-15</b>	207	36	11	1
<b>2015-16</b>	216	31	6	0

**ALCOHOL RECIDIVISM NUMBERS**

	<b>Second Violation</b>	<b>Third Violation</b>	<b>Fourth Violation</b>	<b>Fifth + Violation</b>
<b>2011-12</b>	33	3	0	0
<b>2012-13</b>	21	2	0	0
<b>2013-14</b>	54	16	0	0
<b>2014-15</b>	109	13	2	0
<b>2015-16</b>	110	13	2	0

<b>DRUGS RECIDIVISM NUMBERS</b>				
	<b>Second Violation</b>	<b>Third Violation</b>	<b>Fourth Violation</b>	<b>Fifth + Violation</b>
<b>2011-12</b>	2	0	0	0
<b>2012-13</b>	1	0	0	0
<b>2013-14</b>	4	0	0	0
<b>2014-15</b>	3	0	0	0

<b>ACADEMIC DISHONESTY RECIDIVISM NUMBERS</b>				
	<b>Second Violation</b>	<b>Third Violation</b>	<b>Fourth Violation</b>	<b>Fifth + Violation</b>
<b>2011-12</b>	1	0	0	0
<b>2012-13</b>	3	0	0	0
<b>2013-14</b>	20	1	0	0
<b>2014-15</b>	19	1	0	0
<b>2015-16</b>	23	2	0	0

### **Student Learning Outcomes**

*Through an interaction with Student Judicial Affairs, students will . . .*

1. Understand the Student Conduct Code and its importance to the University community
2. Develop self-efficacy by representing themselves throughout the process and discussing their involvement in behavior that violates University expectations (aka, taking responsibility)
3. Be given the resources and knowledge necessary to assist in making informed future decisions
4. Become more familiar with campus policies regarding the grievance and discipline processes
5. Better understand that their behavior impacts many people in the campus and greater Chico community, and that consequences may result from behavior that violates these community standards

Student survey results reflect that we are doing well in these areas:

- 82% of students report that they understand the student conduct code and its' importance to the university community, compared to 79% last year
- 96% of respondents felt they had taken responsibility for their actions, compared to 3% last year

- 94 % agreed that they were given information during their meeting(s) with SJA staff that would help them make better choices in future; a 19% increase over last year
- 92% indicated that they expect their behavior to change as a result of the interaction with SJA
- 91% shared that they recognized that the actions that brought them to SJA had an impact on others in the campus community; 1% greater than last year

### **Student Satisfaction**

It would be a misnomer to characterize the current SJA survey as a measure of “student satisfaction,” since survey respondents are required to complete the survey after being referred for discipline, an involuntary experience. However, the results are an effective measure of other aspects of our performance, in ensuring that students feel they were treated fairly, that the outcome was consistent with community expectations, and that students learned from the experience. A few highlights of the survey are presented below.

- 82.45% of students report that they feel the sanction they received was fair; a 10% increase over last year.
- 84.08% of students report they feel the sanction they received was educational; a 4% increase over last year
- 89.79% of students say they were allowed to present their side of the incident; a 5% increase over last year.

### **Comments:**

- “I felt like I had a voice”
- “Everyone treated me with respect and like an adult”.
- “He gave me a lot of advice on moving forward from this incident”.
- “He understood my point of view and didn’t make me feel like a bad person for a poor decision”.
- “I feel as if I learned from my mistake and SJA helped me realize this. The entire staff was very helpful and positive throughout my time there”.
- “I felt comfortable and felt like the judicial affairs overs were there to help me not hurt me.”
- “I felt like the student judicial affairs staff was understating and made me feel listened to and cared for while skill making me understand the severity of my actions at the same time”

## **VII. Analysis**

The following is offered as discussion and analysis of issues and services that require strategic and intentional consideration in the next academic/fiscal year.

### **Improved Data Collection and assessment**

There is room to improve the type and manner of data collection and how that data is used as part of a comprehensive assessment process, including identifying strategies for program growth. For illustration purposes, data shows that there was a 43% decrease in overall violations this year, but also indicate an overall recidivism rate of 55% as compared to 30% last year. Likewise, there was a 41% decrease in cheating, plagiarism and other forms of academic dishonesty, but also indicates a 26% recidivism compared to 13%

last year. However, it is difficult to ascertain what accounts for the changes. Additionally, recidivism numbers for alcohol violations are not broken down by off campus and in university housing, so it is difficult to determine where efforts should be focused for intervention. Furthermore, some data is a bit skewed as this was a year of catching up on overdue conduct cases and changes in how violations were recorded. SJA is working toward purchasing a new data base system that has additional reporting and analysis opportunities.

### **Sanction Case Management**

There is room to improve sanction case management. The number of referrals for substance abuse assessment through CADEC that aren't completed is concerning. While SJA can and does place holds on these student records, it does not address the issue at hand. If SJA staff refers a student for assessment, there is significant concern about high-risk behavior. Delaying that assessment may factor in higher recidivism rates and jeopardize student health and safety.

### **Philosophical Shift to Restorative Justice**

As noted previously, data shows an increase in educational remedial sanctions and a decline in disciplinary probation. Mid year, we began exploring alternative sanctions to disciplinary probation. We believe that outcomes and/or sanctions imposed as a result of conduct code violations are educational, developmental, not solely punitive, appropriately and equitably assigned, address the overall safety needs of those involved in the process as well as the general campus community, and attend to any impacts and harms of the behavior on the community or others.

### **Refining Our Scope of Authority:**

This year, SJA began to consider our scope of authority and responsibility on campus. For example, we were handling several cases a year that involve roommate conflict. After careful deliberation, we've concluded that conflict between roommates (that do not rise to the level of discrimination and/or harassment) will not be handled by SJA. Instead, we developed resource and referral information for roommates. Additionally, we have revisited our responsibility and authority in terms of grievances, specifically, applying the grievability standard. Not all conflict or complaints rise to the level of grievability and fall under SJA's jurisdiction. Furthermore, we intend to recommend revision of the grievance policy in order to more specifically clarify process and procedures.

## **VI. Program Objectives for next academic year**

1. Continue to assess practices and policies to ensure compliance, efficiency and effectiveness.
2. Implement a new data base system.
3. Develop additional assessment and data collection opportunities
4. Develop an outreach program to both students and staff/faculty regarding SJA's processes and scope of responsibility.
5. Improve sanction case management
6. Continue to develop restorative justice opportunities alternate to punitive sanctions