



University of Colorado Denver  
Office of Student Conduct and Community Standards  
Annual Report 2017 - 2018



## Table of Contents

Letter from the Director .....3

Mission, Goals, Learning Objectives, and Staff .....4-5

Trainings, Outreach, and Education .....6

Campus Involvement and Professional Development.....6-9

Policy Development and Project Completion.....10-11

Statistical Summary .....12-13

Student Conduct Process Assessment Summary .....14-15



## *Letter from the Director*

July 15, 2018

Dear CU Denver Community Members,

Supporting the University of Colorado Denver's mission and focused on student success, the Office of Student Conduct and Community Standards (SCCS) provides leadership for the student conduct process through the roles of coordinating, training, and advising. SCCS works to provide a thorough, transparent, and fair student conduct process which promotes learning and growth while holding students accountable for their actions on and off campus.

This annual report provides information as to the depth and breadth of SCCS efforts during the 2017-2018 academic year. To be effective, a student conduct office must be involved in a wide range of activities across much of the campus. These activities range from resolving student conduct cases, assisting with students of concern, serving on committees which provide valuable support to the campus, and providing assistance and guidance to many within our learning community - faculty, staff, students, parents, and community members. Far from being the "rules enforcer", SCCS is a central part of the overall campus safety network as well as the student success efforts at CU Denver.

An important purpose of this report is to tell our story of the CU Denver student conduct process. The statistical and assessment summaries provide detailed narratives about the impact our process has on CU Denver students. The story goes far beyond statistics and numbers. The work we do transpires with our conduct educators at the center. I am blessed to be afforded the opportunity to associate with such hard-working and student-focused individuals. Our success hinges on the work of these tireless individuals.

As you read this report please note, as we also noted last year, we are continuing our undertaking to create and implement a holistic program assessment system in a number of ways. First, we are expanding the use of our student learning objectives by creating rubrics which will be used to measure student learning and growth aligned with the established objectives. Second, we will be implementing a survey for students who have gone through the conduct process to evaluate how our work is perceived and valued across the university community. Finally, as always we will continue to examine our numbers associated with all of the conduct cases to better understand and ultimately address the behavior of our students. Utilizing these strategies we hope to more accurately monitor the effectiveness of our efforts with our students, faculty, and staff; develop a stronger student conduct process; and most importantly, provide more timely and effective services to our campus community.

*I would like to thank you for taking the time to read this report. The Office of Student Conduct and Community Standards looks forward to another great academic year.*

Sincerely,

David Steward

Director of Student Conduct and Community Standards



## **Mission, Goals, Learning Objectives, and Staff**

### Office Mission Statement

The Office of Student Conduct & Community Standards serves as a resource to the entire University community through its efforts to meet the developmental and educational needs of students related to community expectations, civility and respect for self and others. We function to support community members with conflict management and resolution, and responding to inappropriate and threatening behaviors. We provide student-centered educational services, which promote personal development and individual responsibility. We strive to create a dynamic, open and just environment where civility, cultural competence, and learning are expected and celebrated.

### Overall Office Goals

- To develop, disseminate, interpret campus policies and procedures related to community standards and expectations.
- Protect the rights of students in the administration of the student conduct program.
- Respond to student behavioral concerns in a fair, reasonable and efficient manner.
- To promote a campus environment that encourages dialogue, mutual respect, and cultural sensitivity.
- Initiate and encourage educational activities that serve to reduce violation of campus regulations and increase the health and wellness of the campus community.
- To foster collaborative partnerships that allow for a holistic approach to supporting and developing healthy, engaged and productive students and citizens.

## **Learning Objectives**

### Increase Knowledge

- Increase student's understanding of how their behavior affects/impacts others.
- Evaluate the level of administrator/ community concern as a result of student behavior.
- Understand the expectations for student behavior as a member of the CU Denver community as described in the student code of conduct.
- Engage with the institutional perspective by student participation in the process and asking questions.

### Personal Responsibility

- Students accept personal responsibility for their behavior.
- Students acknowledge their responsibility to the CU Denver community.
- Students articulate their personal integrity/values.



### Consider Consequences

- Students understand how their behavior could impact their academic career.
- Students understand how their behavior could impact their emotional state.
- Students understand the legal implications of their behavior.
- Students understand how their behavior can impact their physical safety as well as that of the community.

### Future behavior

- Students use their personal integrity/values in their decision-making before engaging in future behavior.
- Students learn or more fully develop one or more skills which could help them avoid being involved in similar behavior in the future.
- Students identify ways to move forward after the incident.

## **Staff**

### Professional Staff

- David Steward, Director of Student Conduct & Community Standards.
- Olivia Feldkamp, Conduct Educator.

### Campus Village Conduct Educators

- Erika Larson, Conduct Educator and Assistant Director of Residence Life Campus Village Apartments.
- Darrin Priest, Conduct Educator and Resident Director Campus Village Apartments.
- Franklin Winchester, Conduct Educator and Resident Director Campus Village Apartments.



## **Trainings, Outreach, and Education**

- Campus Village RA Training – August 7, 2017. Touch Points with Students and Incident Report Writing.
- Disruptive Behavior with ESL Academy – August 9, 2017.
- New Faculty Orientation – August 14, 2017.
- Provost Retreat – August 22, 2017.
- Table at the CU Denver Block Party – August 24, 2017. Dean of Student Office.
- Disruptive Behavior to Financial Aid with Case Management, October 3, 2017.
- Study Abroad Faculty Pre-Departure Orientation, December 8, 2017.
- RA Training – Report Writing, January 10, 2018.
- Spring Fling, April 18, 2018.
- Study Abroad Faculty Pre-Departure Orientation, April 19, 2018.
- RA Training – Report Writing, July 27, 2018

## **Campus Involvement**

### CU Denver Committee Involvement

- CARE Team – David Steward Co-chair and member.
- Undergraduate Working Group – David Steward Member.
- Special Admissions Committee – David Steward Member.
- CART – David Steward Member.
- Campus Village RA Interviews – March 6 & 7, 2017.
- Enrollment Open House – March 22, 2018



- Assistant Vice Chancellor for Enrollment and Student Access Search Committee – April/May 2017.
- Phoenix Center Clothesline Project Take Down, May 4, 2018
- Greek Life and Student Conduct Partnership Discussions
- Appeal Reader Trainings
- New/Transfer Student Orientation.
- Title IX Standing Review Committee.

### Professional Development

- Trends in Higher Education Mental Health Research – September 21, 2017. Webinar.
- QPR: Question, Persuade, Refer Training, September 25, 2017. Webinar
- NASPA Title IX, September 27, 2017. Webinar
- What is Contract Cheating and what Can We Do About It?, October 10, 2017. Webinar
- Integrating Student Data to Increase Retention and Involvement, October 16, 2017. Webinar
- Bystander Intervention, October 17, 2017. Webinar
- Undergraduate Experiences Symposium – October 20, 2017.
- Advocacy: Joining Together to Promote Equity and Inclusion – November 3, 2017.
- Trauma, Attachment, and Neuroscience: Brain, Mind, and Body in the Healing of Trauma, November 15, 2017. Webinar
- Powerful Data: The Benefits of Direct Assessment, December 11, 2017. Webinar
- Thinking Differently About Assessment: Connecting Assessment with Increasing Donor Support, January 15, 2018. Webinar



- Developing Learning Outcomes at All Levels, January 22, 2018. Webinar
- The Student Engagement Puzzle: Piecing Together Student Involvement Data Using Technology, January 29, 2018. Webinar
- Documenting Peer Educator Success, February 5, 2018. Webinar
- Using Data for Decision, February 12, 2018. Webinar
- Genderism: Transgender Students, Binary Systems, and Higher Education, February 26, 2018. Webinar
- Beyond Binaries, Supporting Bisexual, Pansexual, Fluid and Queer-Identified Students, March 12, 2018. Webinar
- Beyond the Survey, Making Assessment Peer Education Programs Easy, March 19, 2018. Webinar
- When is a Counselor Not a Counselor, March 26, 2018. Webinar
- Partnerships with a Purpose, March 29, 2018. Webinar
- A Frank Conversation about Gay, Lesbian, and Bisexual People and Christianity, April 2, 2018. Webinar
- Professional Development Symposium, April 9, 2018
- Student Affairs Matters: Telling the Story through Assessment and Budget, April 16, 2018.
- Association of Student Conduct Administration (ASCA) Colorado Drive-In Conference, June 8, 2018.
- Enrollment Assembly, June 12, 2018
- CU Denver Student Affairs Conference – June 27, 2018.
- Association of Student Conduct Administration (ASCA) Gehring Academy – First Amendment on Campus, July 9-10, 2018.





- Association of Student Conduct Administration (ASCA) Gehring Academy - Organizational Conduct, July 11-12, 2018.
- 4 Disciplines of Execution, July 17, 2018
- NASPA Region IV-W Critical Conversation 8: Men & Masculinity & the #MeToo Movement, July 25, 2018. Webinar.
- DISC Workshop, July 26, 2018.



## **Policy Development & Project Completion**

### Team Building Activities

- Coordinated quarterly team building exercises for Dean of Students Office Staff.
  - Coordinated DOS Chili Cook-off, November 7, 2017.
  - Coordinated DOS Holliday Cookie Exchange, December 22, 2017.
  - Coordinated the DOS Human Lighthouses Book, Spring 2018.

### Procedures and Protocols

- Implemented Disruptive Behavior Policy.
- Drafted and published a Student Code of Conduct revision.
- Drafted and implemented new conduct appeals process to include avenues for when there is a conflict of interest in an appeal reader.
- Clarified Resident Assistants at Campus Village expectations within the CU Denver Conduct Process.

### Maxient Projects

- Expunged appropriate cases.
- Aligned charges with new student code of conduct.
- Include language in Conduct Conference Request and Outcome letters to educate students regarding accommodations potentially available to them through Disability Resource and Services.
- Updated the sanctions listing.
  - Removed outdated sanctions.
  - Revised existing sanctions to streamline and provide additional consistency in process and better assist students, including reflection paper topics, educational workshops, and housing-specific sanctions.
  - Developed new sanctions to provide follow-up, education, and advocacy for students, including follow-up meetings with a conduct educator and referrals to other resources on campus.
  - Organized sanctions into three categories (Advocacy, Disciplinary, and Educational) based on the purpose of the sanction.



- Updated sanction descriptions to be included in Outcome letters.
  - Developed purpose statement language for each sanction to inform students about the reason each sanction was assigned.
  - Created consistent reflection paper expectations and letter language, including inclusion of a reflection paper rubric for students to reference when developing and revising the paper.

#### Learning Objective Projects

- Developed summary statements for each learning objective domain.
- Developed purpose statements for each learning objective.
- Identified key aspects of growth and development for each learning objective.

#### Other Projects

- Developed SCCS brochures for students.
- Developed SCCS brochure for faculty and staff.
- Designed and purchased promotional materials.
  - “Brush up on the Code” toothbrushes.
  - “Don’t Gamble with your Future!” playing cards.



*Statistical Summary*

**Conduct Data**

<b>2016-2017</b>	<b>2017-2018</b>
<p><u>Total Cases = 260</u></p> <ul style="list-style-type: none"> <li>• Campus Village = 203</li> <li>• Non Campus Village = 57</li> <li>• Director of SCCS (David S) = 112</li> <li>• Director of Exp Learning (Tony S) = 3</li> <li>• Residence Director (MK W.) = 41</li> <li>• Residence Director 1 ( Darrin P.) = 30</li> <li>• Student Conduct GA (Toni Q) = 50</li> </ul>	<p><u>Total Cases = 181</u></p> <ul style="list-style-type: none"> <li>• Campus Village = 125</li> <li>• Non Campus Village = 56</li> <li>• Director of SCCS (David S) = 74</li> <li>• SCCS Conduct Educator (Olivia F) = 46</li> <li>• Residence Director 1 (Darrin P) = 14</li> <li>• Residence Director (Frank W) = 37</li> </ul>
<p><u>Cases by Gender</u></p> <ul style="list-style-type: none"> <li>• Female - 57</li> <li>• Male - 191</li> <li>• No Gender Identified - 12</li> </ul>	<p><u>Cases by Gender</u></p> <ul style="list-style-type: none"> <li>• Female = 76</li> <li>• Male = 105</li> <li>• No Gender Identified = 4</li> </ul>
<p><u>Cases by Ethnicity</u></p> <ul style="list-style-type: none"> <li>• Asian - 23</li> <li>• Black - 21</li> <li>• Hispanic - 44</li> <li>• Multi-racial - 17</li> <li>• White - 118</li> <li>• No Race Identified - 37</li> </ul>	<p><u>Cases by Ethnicity</u></p> <ul style="list-style-type: none"> <li>• Asian = 17</li> <li>• Black = 9</li> <li>• Hispanic = 15</li> <li>• Multi-Racial = 41</li> <li>• White = 78</li> <li>• No Race Identified = 21</li> </ul>
<p><u>Case Turn-around (SCCS and CV Combined)</u></p> <ul style="list-style-type: none"> <li>• Incident to Report = 8.91 Days</li> <li>• Incident to Adjudication = 30.74 Days</li> <li>• Case Creation-Adjudication = 19.95 D</li> </ul>	<p><u>Case Turn-around (SCCS and CV Combined)</u></p> <ul style="list-style-type: none"> <li>• Incident to Report = 10.07 days</li> <li>• Incident to Adjudication = 25.85 days</li> <li>• Case Creation-Adjudication = 14.14 days</li> </ul>
<p><u>Case Turn-Around (SCCS)</u></p> <ul style="list-style-type: none"> <li>• Incident to Adjudication = 28.71 Days</li> <li>• Case Creation to Adjudication =19.95 Days</li> <li>• Decision in Absence Rate = 10.4%</li> </ul>	<p><u>Case Turn-Around (SCCS)</u></p> <ul style="list-style-type: none"> <li>• Incident to Adjudication = 25.61 days</li> <li>• Case Creation-Adjudication = 12.62 days</li> <li>• Decision in Absence Rate = 14%</li> </ul>
<p><u>Case Turn-Around (CV)</u></p> <ul style="list-style-type: none"> <li>• Incident to Case Creation = 27.98 Days</li> <li>• Case Creation-Adjudication = 19.95 D</li> <li>• Decision in Absence Rate = 26.9%</li> </ul>	<p><u>Case Turn-Around (CV)</u></p> <ul style="list-style-type: none"> <li>• Incident to Adjudication = 27.42 days</li> <li>• Case Creation-Adjudication = 23.21 days</li> <li>• Decision in Absence Rate = 0 %</li> </ul>



<p><u>Recidivism Rates by Charge (those charges not listed the rate was 0%)</u></p> <ul style="list-style-type: none"> <li>• Drugs or paraphernalia - 11.4%</li> <li>• Presence of drugs - 6.3%</li> <li>• Alcohol - 4.17%</li> <li>• Presence of alcohol - 3.7%</li> <li>• Campus Village Handbook Violation - 6.67%</li> <li>• Disruptive Behavior - 9.1%</li> <li>• Interference with Activities - 33.3%</li> </ul>	<p><u>Recidivism Rates by Charge (those charges not listed the rate was 0%)</u></p> <ul style="list-style-type: none"> <li>• Drugs or paraphernalia - 13.3 %</li> <li>• Presence of drugs - 4.2 %</li> <li>• Alcohol - 3.2 %</li> <li>• Presence of alcohol - 7.4 %</li> <li>• Campus Village Handbook Violation - 12.5 %</li> <li>• Disruptive Behavior - 32.3 %</li> </ul>
--	--

<b>Sanctioning Numbers</b>	
<p>Expulsion - 0 Suspension - 5 Auraria Campus Ban - 4 Forensic Threat Assessment - 1 Probation w/ loss of standing - 0 Probation - 6 Psychiatric Evaluation - 1 Substance Abuse Evaluation - 4 Counseling Referral - 3 No Contact Order - 3 Follow-Up Meeting - 13 Alcohol eCheck-Up to Go - 13 Marijuana eCheck-Up to Go - 21 Parent Notification - 36 ISAE One-Day Alcohol Class - 3 Alcohol Reflection Paper - 14 Behavioral Reflection Paper - 10 Marijuana Reflection Paper - 4 Room Responsibility Reflection - 6 Smart Decision Reflection - 7 CVA Alcohol Paper - 7 CVA Fine - 13 CVA Judicial Educator - 0 CVA Warning - 34 Warning - 28 Additional Sanctions - 31</p>	<p>Expulsion - 1 Suspension - 5 Auraria Campus Ban - 2 Campus Village Exclusion- 1 Forensic Threat Assessment - 1 Probation w/ loss of standing - 2 Probation - 13 Housing Probation - 2 Room Relocation - 1 Alcohol or Drug Assessment - 2 Substance Abuse Evaluation - 4 Counseling Referral - 9 Office/Services Referral - 7 No Contact Order - 2 Decision in Absence Follow-Up Meeting - 1 Parent Notification - 19 Restitution - 1 CU Denver Alcohol Education Program - 13 Alcohol Reflection Paper - 2 Marijuana Reflection Paper - 2 Room Responsibility Reflection - 3 Smart Decision Reflection - 3 Intentional Reflection Paper - 51 Article Reflection Paper - 4 Research Paper - 1 Check-In Meeting - 7 Warning - 32 Additional Sanctions - 13</p>



## **Student Conduct Process Assessment Summary**

### Noteworthy Data from the Statistics Applied to Strategic Planning Efforts

- The total number of Cases for Campus Village dropped and has remained consistently low.
  - The amount of programming done by Campus Village has been proposed as a cause.
  - Coordinating duty rounds by RAs with AHEC Police has been proposed as a cause.
  - Further examination of this trend is needed.
- Length of time for our conduct process has dropped significantly. In most cases we are able to adjudicate within 21 days of the incident. Successful initiatives in relation to this were:
  - Implemented our “Dentist Call” procedure. Front desk personnel called each student with a scheduled meeting to remind them of the upcoming meeting.
  - Commit scheduling the first meeting within 3-5 days rather than the 7 days used previously.
  - Began utilizing a text alert as a part of the 2<sup>nd</sup> Conference letter.
- Efforts to reduce the Campus Village “decision in absence” rate continue. Due to turnover in staff we were unable to address the issue effectively. We will continue to address the issue and to improve Campus Village decision in absence to 15%.
  - Potential factors/ideas:
    - There is a culture of “no show” for a meetings.
    - Remove fines as a sanction for not showing up for a conference and place registration holds instead.
    - Remove fines for non-completion of sanctions.

### Planned Projects

- Develop descriptive rubrics for each of the learning objectives and establish conduct educator utilization of the rubrics to sanction and measure growth.
- Sanctioning Allocation – Participating in a critical review of the conduct sanctions as measured against the Multi-tiered System of Support Framework to identify and fill programming and sanctioning gaps.
- Complete implementation of a student experience survey to occur following conduct conferences in August 2018.
- Continued expansion of sanctions and solidification of details for some existing sanctions.



- CAS Standards review and SWOT analysis conducted by the Office Student Conduct & Community Standards staff in partnership with members of the CU Housing and Dining staff.
- Formalized streamlined process for Clery Reportability tagging via Maxient.
- Formalized training for university staff and student staff members focused on deescalating individuals who are not a risk to safety.