



STUDENT CONDUCT & COMMUNITY STANDARDS ANNUAL REPORT

Academic Year 21-22: August 1, 2021 – July 31, 2022

Prepared by: Kyle Wilson, Director of Student Conduct & Community
Standards

Kyle.wilson@wichita.edu

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Definitions

1. **Maxfest:** the annual conference for Maxient,
2. **Maxient:** the conduct software we use within Student Conduct & Community Standards to track conduct and academic integrity issues. Additionally, the Bias Incident Response Group, Care Team, Student Health Services, General Counsel, Office of Institutional Equity and Compliance, and Student Advocate utilize this system to track a variety of cases.
3. **Association of Student Conduct Administrators (ASCA):** the national organization for conduct offices in the US and Canada.

Summary/Narrative

1. What did the department help to enhance recruitment and/or retention efforts?

Student Conduct & Community Standards (SCCS) helps with retention efforts by keeping a safe campus environment through the adjudication of conduct issues. Additionally, through the assignment of educational sanctions, we allow students who have made mistakes to learn and grow from them, so they can continue to be active members of the campus community. Lastly, SCCS makes appropriate referrals to campus offices during conversations with students to help the student feel connected at WSU.

SCCS does not help with recruitment efforts in any meaningful way, beyond presenting at orientations for all incoming shockers. Our presentation includes information on the conduct and academic integrity process, where to file reports, and how we help promote a safe campus environment.

2. Did you participate in any SEM Goals?

Objective 3.2.1: Improve efforts to coordinate support to students to address the range of support needs that students have.

SCCS has helped coordinate support to students through the assignment of educational sanctions by referring students to other campus offices to get the assistance they need. Our office frequently refers students to Care Team, ONE STOP, CAPS, and Financial Aid. We want to ensure we are supporting the whole student during our meetings and not only dealing with the conduct issue at hand.

Strategy 3.3 Promote faculty dialogue and engagement around best practices for student success

SCCS continues to work with Academic Affairs on Academic Integrity issues at WSU. In those discussions with academic affairs, we have brought up edits to the policy on academic integrity (2.17) based on best practices learned from conferences, discussions with colleagues, and/or professional organization emails. We also meet with faculty as needed to discuss academic integrity and the academic integrity process at WSU. Additionally, we provide recommendations to faculty on whether reports need to be filed or not.

We have specifically been asked to present to English Department Graduate Teaching Assistants (GTAs) yearly in August to discuss classroom management and other conduct issues. During this presentation we provide resources for those GTAs, so they can help support students during difficult times.

3. How did you support/advance the other University Plans or Goals (i.e., DEI Plan, Strategic Plan)?

STUDENT AFFAIRS ACTION PLAN 2021-2022

1.A.1 Each unit will create, review, and/or revise policies and operation manuals annually to ensure content is clearly articulated and reflects current best practices and resources.

SCCS reviewed Policy 2.17 and presented recommended edits to Faculty Senate Executive Committee on 4/4/2022, and Faculty Senate on 4/11/2022. Changes to Policy 2.17 were approved by Faculty Senate on 4/25/2022. As of the submission of this information, SCCS is waiting for General Counsel and the President's Executive Team to approve the changes.

SCCS reviews Policy 8.05 quarterly to ensure no edits need to be made. No changes were made in the 21-22 academic year, but review dates were during Liz's onboarding (9/7/2021-9/17/2021), 12/1/2021, 2/18/2022, and 5/24/2022.

1.A.2 Student Affairs staff will complete at least one (1) annual training or professional development opportunity to promote best practices in service delivery

Liz Thornton, Coordinator for Student Conduct, completed New Employee Orientation on 9/8/2021. She also completed numerous WSU hosted trainings through the MyTrainings portal as part of her onboarding process. Additionally, Liz attended the Maxfest conference in July 2022 and the Best of ASCA Annual Conference in April 2022.

Kyle Wilson, Director of Student Conduct and Community Standards attended the Maxfest conference in July 2022 and the Best of ASCA Annual Conference in April 2022.

1.C.4 Implement and Utilize technology-based tracking systems across the division that captures involvement and meets applicable Council for the Advancement of Standards in Higher Education (CAS) standards of practice for co-curricular records.

SCCS utilizes Shocker 360 to track students' co-curricular involvement in Student Conduct Hearing Boards and Academic Integrity Committee. Liz updates that involvement Monthly with Abbi Whisler, Student Organizations Coordinator, in Student Engagement, Advocacy, and Leadership (SEAL).

1.D.1 Each department will determine if student staff and/or professional staffing changes are necessary by completing a staffing assessment

SCCS has been advocating for a second Coordinator in the office to handle Academic Integrity cases. We have shared relevant data with Student Affairs Leadership, developed a Position Description, and developed a plan to fund the position.

1.D.3 Identify decision-making bodies within the division (groups, committees, task forces) that would benefit from the inclusion of student voices and assign/recruit students to roles within those bodies.

Liz focused on recruiting students for our Student Conduct Board and Academic Integrity Committee. In the 21-22 academic year we added four (4) students to our boards, including the first two (2) graduate students on the boards. This increased our total number of students from ten (10) to fourteen (14), which is a 40% increase in student participation on Hearing Boards.

3.A.1 Departments assess and review current interactions with campus partners to determine strengths and/or potential issues and create a plan for strengthening relationships

In September of 2021 SCCS met with campus partners to discuss our strengths and opportunities as campus partners, Maxient use (for applicable campus partners), introduce new staff from our offices and discuss other items as needed. Each campus partner meeting had an agenda for it. SCCS conducts these meetings once per year. SCCS met with the following offices in September 2021: Care Team, International Education, University Police Department, Student Advocate, Bias Incident response Group, Office of Institutional Equity and Compliance, Greek Life, Athletics, and WSU Tech.

3.A.4 Each department will evaluate the current use of technology and training on technology to determine areas of improvement every three years.

SCCS continues to assess the need for Maxient each year when we pay for our annual membership. Additionally, SCCS staff attends the annual Conference for Maxient to determine whether WSU is using Maxient to its fullest extent as well as gain information on future updates coming to the system. SCCS attended Maxfest in July 2022.

Kyle trains all new users in Maxient and utilizes the Campus Partner meetings to discuss strengths and opportunities for campus partners that utilize Maxient. Additionally, Kyle updates letters, charges/issues, sanctions/actions, and anything else campus partners need in the system throughout the year.

3.E.1 Review budget allocations to ensure appropriate budget management including funds in reserve accounts.

SCCS reviewed its budget and presented it to Student Government Association (SGA) on 2/28/2022. SCCS asked for no additional money. SCCS will next present to SGA in 2025.

3.E.2 Align all staff position descriptions with department needs and functions.

SCCS was able to align position descriptions with staffing needs as we hired a new coordinator, Liz, in September 2021, and Kyle was promoted to Director in October 2021. Additionally, through the discussions of adding a Coordinator for Academic Integrity, SCCS was able to determine which department functions could shift to that individual from the current Coordinator.

STUDENT AFFAIRS ACTION PLAN 2022-2023 OBJECTIVES

STUDENT CENTEREDNESS: Promote holistic student success through a supportive learning environment in which all of our students...past, present, and future, continually thrive and grow.

1.A.1 Each unit will create, review, and/or revise policies and operation manuals annually to ensure content is clearly articulated and reflects current best practices and resources.

1 METRIC: % of Departments who have completed an annual review

100% of departments will complete a policy review by 2024 & maintain an annual policy review process

1.A.2 Student Affairs staff will complete at least one (1) annual training or professional development opportunity to promote best practices in service delivery.

1 METRIC: % of employees who have completed annual professional development training to be reported and tracked quarterly through Action Plan check ins and annually in departmental annual reports

50% of current employees by spring of 2024, 75% of New Employees (less than one (1) year of employment within the Division) by Fall of 2022.

Professional Development/Training can include New Employee Orientation, Continuing Education Credits, Attendance at Academic Conferences, WSU-hosted training/workshops/summits/symposiums

1.A.3 Identify and implement regular opportunities to promote student well-being, both physically and mentally.

1 METRIC: # of opportunities presented

What sanctions we assign (CHOICES, Substance Abuse, Conflict Resolution, Judicial Educator, etc.)

2 METRIC: # of participants

of people participating in each sanction

1.A.4 Each department will develop and implement annual and/or semester opportunities for students to provide feedback to departments and the division.

1 METRIC: # of opportunities presented

2 – Hearing Officer Surveys for Conduct and Academic Integrity

4 METRIC: % of departments with Student feedback opportunities

100% of departments will have implemented at least one opportunity annually by Spring of 2024 & maintain an annual feedback opportunity in proceeding years.

“Annual feedback opportunity” is defined as assessment tools such as satisfaction surveys, national benchmarking surveys where satisfaction is addressed, focus groups, listening sessions, individual student interviews, etc.

1.B.1 Utilize assessment instruments to set student satisfaction baseline and set improvement goals and targets.

2 DIVISIONAL METRIC: Complied Standard Survey Assessment Questions (5-point scale)

Add these questions to the hearing Administrator Surveys:

- My experience positively contributed to my overall campus experience at WSU.
- I am more likely to continue at Wichita State University because of my experience.
- My experience made me feel included and accepted on campus.
- My experience was inclusive and accepting of me.
- My experience helped me feel connected to the WSU campus community.

1.B.3 Each department will present active and passive programming that allows for student connections to peers and the campus community.

1 METRIC: # programming initiatives presented

1 tabling event per semester

1.B.4 Implement a plan to retain student employees across the division

1 METRIC: Student Employee Retention Rate from one semester to another (excluding students who are graduating)

100%

1.B.6 Establish and produce an annual student employee recognition event

1 METRIC: Implementation (Yes/No)

Yes

3 METRIC: % of student employees who attended the event

100%

1.C.1 Each department will identify student needs and determine trends/needs for programming and services using national and campus-wide benchmarking data along with internal/department-specific assessments.

1 METRIC: % of departments annually reviewing at least one relevant data source

100% of departments by Spring 2024

A relevant data source may be varied by department, sources include, University Climate Survey, NCHA, NSSE, and any other relevant benchmarking data sources

Annual review of a source would include the review and discussion of the data source during a staff meeting, staff retreat, program-specific planning meetings, etc.

1.C.3 Develop new ways to engage new students (first-time freshmen & transfer students) with the division during New Student Orientation and First-Year Seminars.

1.C.4 Implement and Utilize technology-based tracking systems across the division that captures involvement and meets applicable Council for the Advancement of Standards in Higher Education (CAS) standards of practice for co-curricular records.

1 METRIC: % of departments using tracking systems

100% use by Spring of 2024

Technology-based tracking system to be clarified and chosen by SALT and provide staff with written communication and guidelines for the use of this technology, (Shocker 360, Shocker Sync, Both?)

1.C.6 Each department will review previous student-centered events to accurately assess 1) which events they will continue to implement, 2) the resources required for the event, and 3) to determine the best campus and community partners.

1 DIVISIONAL METRIC: % of departments with a completed review

100% by 2024

1.D.1 Each department will determine if student staff and/or professional staffing changes are necessary by completing a staffing assessment

1 METRIC: % of departments who have completed a staffing assessment.

100% of departments by Spring 2024

SALT to create a staffing assessment guidance for departmental review of needs v. cost as related to staffing and staffing efficiency/efficacy.

1.D.3 Identify decision-making bodies within the division (groups, committees, task forces) that would benefit from the inclusion of student voices and assign/recruit students to roles within those bodies.

1 METRIC: # of students in decision-making bodies

10

2 METRIC: % of people on decision-making bodies who are students

40%

1.D.4 Implement training and curriculums for student leaders and student employees that promote the practice and development of critical thinking skills.

1 METRIC: # of training opportunities/materials currently offered

1

2 METRIC: Identify gaps in training and how gaps will be filled

completed by Spring 2023

3 METRIC: Curriculums developed (Yes or No)

Curriculums developed and implemented by Spring 2024.

RESEARCH AND SCHOLARSHIP: Assist in the acceleration and creation of new knowledge through research, scholarship, and assessment.

2.A.1 Participate in a grant application and implementation for research and assessment

2.A.3 Implement assessment strategies at the divisional and departmental level (EPPI)

1 METRIC: # of assessments

1 (create a hearing board assessment using questions in 1.B.1)

2 METRIC: # of assessment participants

10

2.B.1 Pursue scholarship (classes, publications, seminars, etc.) opportunities

1 METRIC: # of SA staff involved in scholarship

3

2.B.3 Showcase opportunity for SA employees to present their scholarship to the community

1 METRIC: showcase created

Maxient

2 METRIC: # of SA staff involved in the showcase

1

CAMPUS CULTURE: Empower students, faculty, staff, and the greater Wichita community to create a culture and experience that meets their ever-changing needs.

3.A.1 Departments assess and review current interactions with campus partners to determine strengths and/or potential issues and create a plan for strengthening relationships

1 METRIC: Creation of an evaluation guide by the Assessment Committee

Spring 2023

2 METRIC: # of formal campus partner interactions

10 – Athletics, Bias Incident Response Team, Care Team, General Counsel, International Education, OIEC, SEAL, Student Advocate, UPD, WSU Tech

3 METRIC: assessment completed (yes /No)

FALL 2023

5 METRIC: the creation of communication (Y/N)

SPRING 2024

3.A.2 Create and initiate opportunities for student staff, student leaders, and professional staff to proactively engage with members of the campus community to promote Student Affairs activities and objectives.

1 METRIC: opportunities initiated (Y/N)

Yes

2 METRIC: # of opportunities

2

3.A.3 Each department aligns with best practices for departmental functions as determined by CAS Professional Standards (or equivalent)

1 METRIC: Department completes CAS review

established by Assessment Committee

2 METRIC: % of departments started on CAS Action Plan

to be determined after baselines have been established.

3 METRIC: Departments reporting % of CAS Action Plan completed

100% by the date set by Assessment Committee

3.A.4 Each department will evaluate the current use of technology and training on technology to determine areas of improvement every three years.

1 METRIC: first evaluation completed (Y/N)

Yes

2 METRIC: evaluation results reported to Assessment Committee (Y/N)

Yes

3 METRIC: % of SA staff trained on Shocker 360

100%

4 METRIC: % of SA staff trained on Anthology/CampusLabs platforms

100%

5 METRIC: department-specific program/platform training created

Maxient

3.A.5 Attend relevant campus sessions/training that promote effective usage of campus resources.

2 METRIC: # of participants

3

3.B.3 Align student employee supervision to full-time staff supervision (i.e. formal evaluation process, employment manuals, defined onboarding protocol).

1 METRIC: 100% implementation

SPRING 2024

3.B.4 Provide training/professional development options to student employees.

2 METRIC: # of participants

1

3.B.5 Develop career readiness standards for all student leaders and student employees and promote career exploration for all students to prepare them to enter the workforce.

1 METRIC: standards developed

How does Hearing Board experience translate to a Resume?

How does being a graduate student translate to a Resume?

3.C.1 Work with Human Resources to annually review positions

1 METRIC: # of positions reviewed annually

2

2 METRIC: % of positions reviewed annually compared to all positions

100%

3.C.2 Develop strategies for providing equity raises

1 METRIC: strategies developed (Y/N)

Fall 2023

2 METRIC: 100% implementation

SPRING 2024

3.E.1 Review budget allocations to ensure appropriate budget management including funds in reserve accounts.

2 METRIC: \$ left at the end of the year (per department)

No more than 10% of allocated budget

3.E.2 Align all staff position descriptions with department needs and functions.

1 METRIC: 100% of position descriptions evaluated

Fall 2023

2 METRIC: All positions descriptions in alignment (Y/N)

by SPRING 2024

3.E.3 Evaluate departmental structure and operations to determine potential methods to reduce costs without sacrificing service.

1 METRIC: evaluation completed

By Spring 2024

3.E.4 Develop plans to effectively market to students and other customers.

3.E.5 Explore additional revenue sources to generate new income.

PARTNERSHIPS: Advance industry and community partnerships to provide quality educational opportunities and collaborations to satisfy rapidly evolving community and workforce needs.

4.A.1 Strengthen and grow university and community contacts to connect students to applied/experiential learning opportunities that relate to their program of study.

4 METRIC: # of students engaging w/ experiential learning opportunities each academic year

10 (Students in hearing boards)

4.B.1 Each department determines its primary area(s) of expertise and assigns staff members to serve as department experts.

1 METRIC: each department defines criteria for determining expertise

by SPRING 2024

2 METRIC: SA compiles a comprehensive list of experts

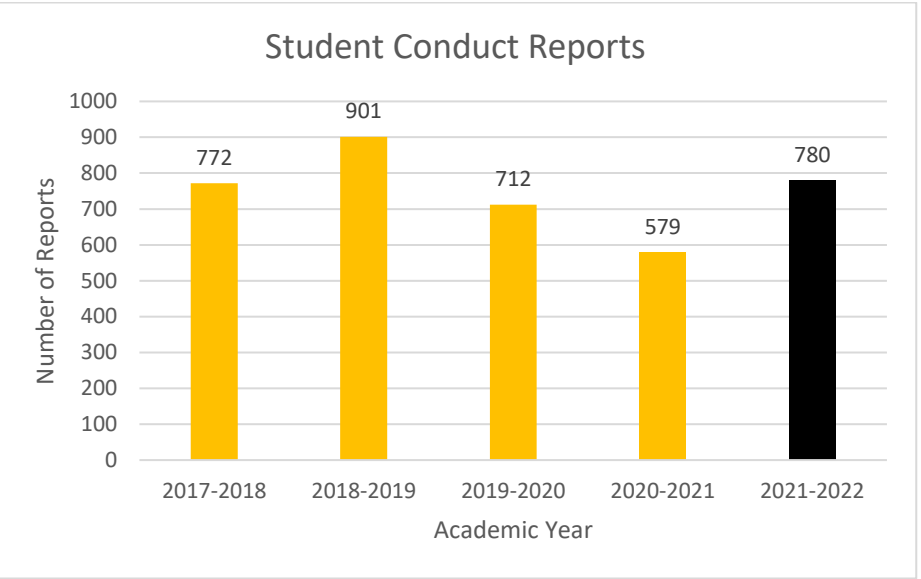
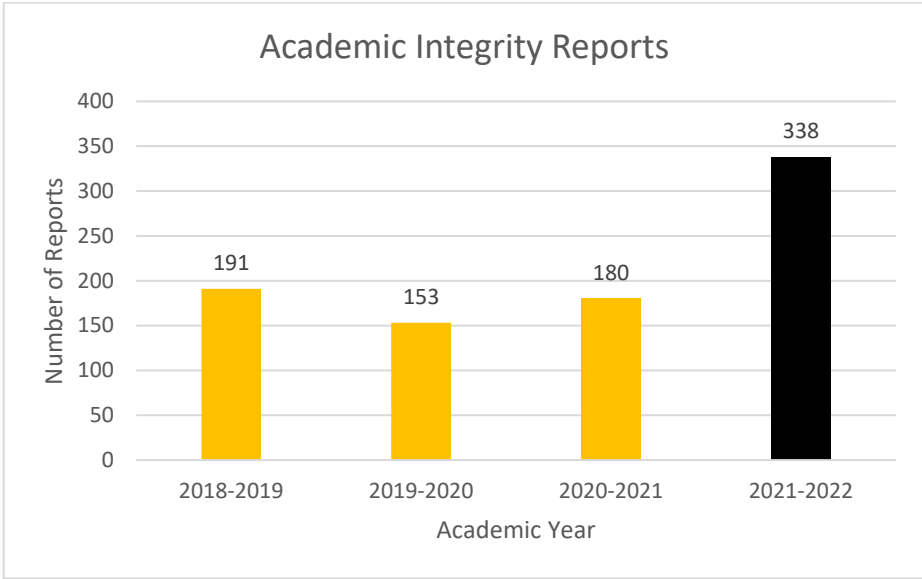
by SPRING 2024

INCLUSIVE EXCELLENCE: Be a campus that reflects and promotes – in all community members – the evolving diversity of society.

SCCS will follow the guidance provided by the Student Affairs Diversity, Equity, and Inclusion Committee.

At a Glance

1. Highlight any assessment initiatives & share key results



ACADEMIC INTEGRITY

Over the last four academic years, SCCS has seen an increasing trend in academic integrity cases. **Cases of academic integrity violations in 2021-2022 increased by 83.33% over the previous year.**

SCCS reviews every report we receive for potential outreach and/or violations and responds accordingly. Responses could include a conversation regarding reported behavior or the formal academic integrity process.

For the 2021-2022 Academic Year below are some key highlights of data points with Academic Integrity Cases:

- **228 cases** involved Plagiarism
- Freshman were involved in only **46 cases**
- Graduate Students were involved in **190 cases**
- Males were involved in **227 cases**
- International Students were involved in **234 cases**
- **228 cases** were resolved informally

For purposes of analysis, an academic year includes the dates between August 1 and July 31.

STUDENT CONDUCT

Over the last three academic years, SCCS has seen a decreasing trend in student conduct cases. **However, cases of Student Conduct violations in 2021-2022 increased by 34.54% over the previous year.**

SCCS reviews every report we receive and responds accordingly. The range of responses includes: warning letters or conversations regarding reported behavior, conflict mediation/resolution options, resources, or a formal conduct process. In reports where no policy violation was identified, SCCS may offer additional support, resources, or connections to other WSU offices to the reporting and/or reported parties.

For the 2020-2021 Academic Year below are some key highlights of data points with Student Conduct Cases:

- **234 cases** resulted in the assignment of Code of Conduct Charges
 - **159 of these cases** were resolved informally
- **50 cases** resulted in a housing warning and **73 cases** resulted in a disciplinary warning
- The **top 3 educational sanctions** that were assigned were
 - 1) completing an assigned Educational Module
 - 2) writing a Decision Making Paper
 - 3) attending the CHOICES course through Counseling and Prevention Services

For purposes of analysis, an academic year includes the dates between August 1 and July 31.

2. KPI Data

					2021						2022					
KPI	Measurement	Target	Prior Year	Variance	July	August	September	October	November	December	January	February	March	April	May	June
Days to move a case from creation to adjudication (includes all cases handled in the SCCS office)	# of calendar days (Use Analytic 7 in Maxient, and limit home office to SCCS)	10		Plan	10	10	10	10	10	10	10	10	10	10	10	10
				Actual	18.33	7.67	18.62	18.83	23.33	14.07	21.88	11.68	14.82	9.68	11.25	0
				+ / -	8.33	-2.33	8.62	8.83	13.33	4.07	11.88	1.68	4.82	-0.32	1.25	-10
				YTD +/-	8.33	3	8.24	8.47	10.03	9.03	9.11	8.63	8.06	7.49	7.1	7.06

Student indicates they were treated fairly by the SCCS offices	Overall average score of at least a 4 out of 5 on the scale administered in the Conduct Administrator Survey	4		Plan	4	4	4	4	4	4	4	4	4	4	4	4
				Actual	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4.8	4.67	4.6	4	N/A
				+ / -	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.8	0.67	0.6	0	N/A
				YTD +/-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.8	0.77	0.72	0.68	0.68
Student indicates they were treated fairly by the SCCS offices	Overall average score of at least a 4 out of 5 on the scale administered in the Academic Integrity Administrator Survey	4		Plan	4	4	4	4	4	4	4	4	4	4	4	4
				Actual	N/A	N/A	N/A	N/A	N/A	N/A	4.67	4.25	4.75	4.91	4.83	4.25
				+ / -	N/A	N/A	N/A	N/A	N/A	N/A	0.67	0.25	0.75	0.91	0.83	0.25
				YTD +/-	N/A	N/A	N/A	N/A	N/A	N/A	0.67	0.36	0.53	0.69	0.75	0.72
Recidivism rate: Alcohol/Drugs	# of students found responsible for multiple alcohol/drug violations (Use Analytic 64 in Maxient)	0		Plan	0	0	0	0	0	0	0	0	0	0	0	0
				Actual	0	1	0	1	0	0	0	0	0	0	0	0
				+ / -	0	1	0	1	0	0	0	0	0	0	0	0
				YTD +/-	0	1	1	2	2	2	2	2	2	2	2	2
		0		Plan	0	0	0	0	0	0	0	0	0	0	0	0

Recidivism rate: Academic Integrity	# of students found responsible for multiple academic integrity violations (Use Analytic 64 in Maxient)		Actual	1	0	7	6	2	0	0	3	2	0	0	0
			+ / -	1	0	7	6	2	0	0	3	2	0	0	0
			YTD +/-	1	1	8	13	15	15	15	18	20	20	20	20

3. Anything that would be reported in Student Affairs by the Numbers.

Total Number of cases processed through SCCS:

1,127 Cases (780 under Policy 8.05/Student Code of Conduct and 347 under Policy 2.17/Academic Integrity)

Maxient Report Ran: Analytic 1, SCCS and HRL Home Office

Academic Integrity Cases: Respondents Only

338 Cases

Maxient Report Ran: Analytic 1207

Conduct Cases: Respondents Only

190 Cases

Maxient Report Ran: Analytic 2, SCCS and HRL Home Office

Top 5 Charges:

1. VI.A.1. Academic Integrity
2. VI.B.1. Alcohol, Drugs, & Other Substances – Underage
3. HRL.I.1 - Cooking and Appliances: Cooking
4. HRL.J - Fire and Safety
5. VI.C.1. Damage and/or Destruction of Property

Department Highlights

1. SCCS added a data & analytics section to our website to be more transparent with the community about the types of concerns we handle as well as to help answer commonly asked questions from various stakeholders.
2. SCCS attended the Maxient Annual Conference (Maxfest) in July 2022 to gain valuable insight on new features, network with other Maxient schools, and improve operations within Maxient at WSU. SCCS oversees the entire Maxient database for WSU which several campus partners use, including but not limited to, CARE Team, Office of Institutional Equity and Compliance, Student Health Services, Student Government Association, and Housing and Residence Life.
3. SCCS attended the Association of Student Conduct Administrators (ASCA) Best of Annual Conference Virtual Edition in April 2022. Due to covid, SCCS could not attend the in-person annual conference in Washington DC, however, this virtual conference allowed us to see the best presentations from the annual conference, still participate in legislative updates and case law sessions, as well as connect with other colleagues from conduct offices across the nation.
4. Both Liz and Kyle attended the Kansas Leadership Conference to further develop our leadership skills. Kyle attended step 1: Your Leadership Edge and Liz attended Step 2: Lead for Change (as she had completed Step 1 at a previous institution).
5. SCCS received an office remodel in Shocker Hall at the beginning of the academic year. Our office has 3 office spaces, a lobby/waiting area, and a community kitchen with storage for all our office supplies.
6. SCCS hired a Graduate Coordinator for the 22-23 academic year. She will start in August of 2022.
7. SCCS has provided education and outreach through a variety of training sessions and presentations to multiple campus partners, including but not limited to: Housing and Residence Life Student and Professional Staff, English GTA's, Intensive English Students, International Education Orientation, Athletic Students, Faculty, Orientation sessions for Freshman and New Shockers (transfer/adult learners), Transition Mentors, Fraternity and Sorority Life, Study Abroad, UPD Officers, and a variety of Maxient Support training opportunities.

Mission & Vision

- **Mission:** The Office of Student Conduct and Community Standards (SCCS) at Wichita State University supports and enhances the personal, ethical, and intellectual growth of all students to become responsible, aware, and engaged citizens.
- **Vision:** Creating Responsible Shockers
- **Values:**
Accountability - SCCS encourages students to make responsible decisions in their personal and educational endeavors. When mistakes are made, students will utilize critical thinking skills and self-reflection as part of holding themselves accountable for their decisions.

Community - SCCS understands that students are more than just someone who potentially violated a policy. We collaborate with campus and community resources and services to meet students where they are, address student concerns and future needs, and take a student's whole experience into account.

Equity - SCCS intentionally values, understands, and centers students in the conduct process to create a fundamentally fair process.

Growth - SCCS creates intentional opportunities to enhance personal and professional development for all individuals who interact with our office.

Integrity - SCCS is committed to promoting honesty and honorable actions by all individuals, specifically through exemplifying them in the conduct process.

Respect - SCCS supports students showing positive regard for each other and for their larger communities. Additionally, we are committed to interacting with each student with the utmost respect.

Safety - SCCS is dedicated to ensuring safety for the WSU campus community.

Department Goals

1. What was accomplished over 2021-22?

SCCS further supported students by utilizing Shocker 360 for Student Conduct and Academic Integrity Hearing Boards, which provides a co-curricular transcript for involvement during a student's college career.

Through the CAS review completed in 2021, SCCS learned we needed to be more intentional about how we document our work. To be more transparent and intentional with data and analytics, we dedicated a section of our website to share that information with the campus community.

SCCS focused on building a more robust assessment plan to gain information on how students felt during the conduct and academic integrity process. Through Campus Baseline, SCCS was able to assess a variety of factors that take place during a meeting with one of our hearing offices, including but not limited to, was rapport built, did you understand your rights, did you understand the charges, and were you treated fairly. We then use this data to provide more robust training for hearing officers and for use in our KPIs.

SCCS successfully hired a Graduate Coordinator, allowing us to be fully staffed for the 2022-2023 academic year.

2. What are your goals for 2022-23?

SCCS will enhance and expand their applied learning opportunities through their training and increased student, staff, and faculty involvement on the hearing boards.

SCCS will decrease the average amount of time from case creation to resolution of academic integrity cases to a maximum of 14 calendar days. In the 21-22 academic year our average turnaround time for all academic integrity cases from creation to adjudication was 19.51 calendar days.

SCCS will develop a more robust assessment plan for all areas of our work. All these assessment strategies will align with university and divisional assessment goals.

SCCS will be more intentional with Academic Integrity Outreach initiatives to continue to educate students, staff, and faculty on academic integrity issues and the academic integrity process at WSU.

3. What are the priorities for the upcoming school year?
SCCS will continue to focus on developing our partnership with academic affairs, as well as educating students, staff, and faculty about academic integrity.

SCCS will continue to improve the utilization of Maxient across departments through training and support.

SCCS will continue to support campus partners through active participation in programming efforts, training, and other events such as residence hall “move-in” to enhance the student experience at WSU.

Staff Highlights

1. Retires/Hires/Promotions

Hired Liz Thornton as Coordinator, September 2021.

Promoted Kyle Wilson to Director, October 2021.

Hired Grace Henderson as the Graduate Coordinator, will start in August 2022.

2. Awards

Liz earned her master’s degree in “Higher Education: Student Affairs” from Purdue University Global.

3. Committee Involvement

Kyle serves on the University Care Team, Title IX Committee, Clery Committee, and Student Affairs Assessment Committee.

Liz serves on the Diversity Equity and Inclusion Committee, Prevention Services Advisory Board, Student Affairs Professional Development Committee, Student Affairs Events Committee, and Student Affairs Marketing Committee.

4. Student Employees

The Graduate Coordinator will start in August 2022

Learning Outcomes

1. Highlight any departmental and/or program specific outcomes. What are they and how were they assessed?
SCCS will utilize their “SCCS Hearing Administrator Survey – Academic Integrity” to assess hearing administrators’ ability to conduct informational meetings. The results of this survey will be used to inform policy changes as well as additional training and support for hearing administrators. The target is to receive a 4 out of 5 on each question asked.

SCCS will utilize their “SCCS Hearing Administrator Survey – Conduct” to assess hearing administrators’ ability to conduct informational meetings. The results of this survey will be used to inform policy changes as well as additional training and support for hearing administrators, especially those in Housing and Residence Life. The target is to receive a 4 out of 5 on each question asked.

SCCS will utilize the “SCCS Sanction survey” to determine the effectiveness of sanctions assigned to students throughout the Academic Integrity and Student Conduct Processes. These results will help determine what sanctions need to be re-worked and what sanctions have the greatest impact among students.

SCCS will support the Student Affairs Action Plan by providing the appropriate metrics for the initiatives we are required to report on. See “Summary/Narrative” section above for more details.

SCCS will obtain an average score of at least a 4 out of 5 on the scale administered in the Conduct Administrator Survey where a student indicates they were treated fairly by the SCCS office.

SCCS will obtain an average score of at least a 4 out of 5 on the scale administered in the Academic Integrity Administrator Survey where a student indicates they were treated fairly by the SCCS office.

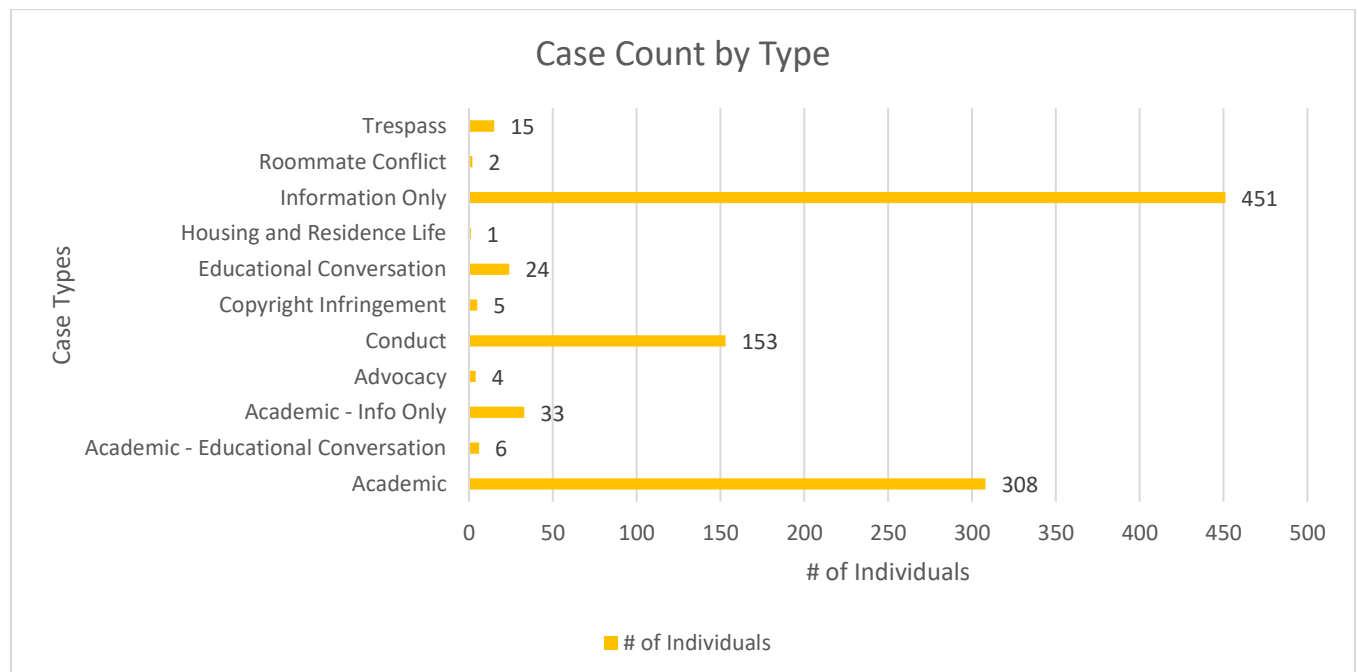
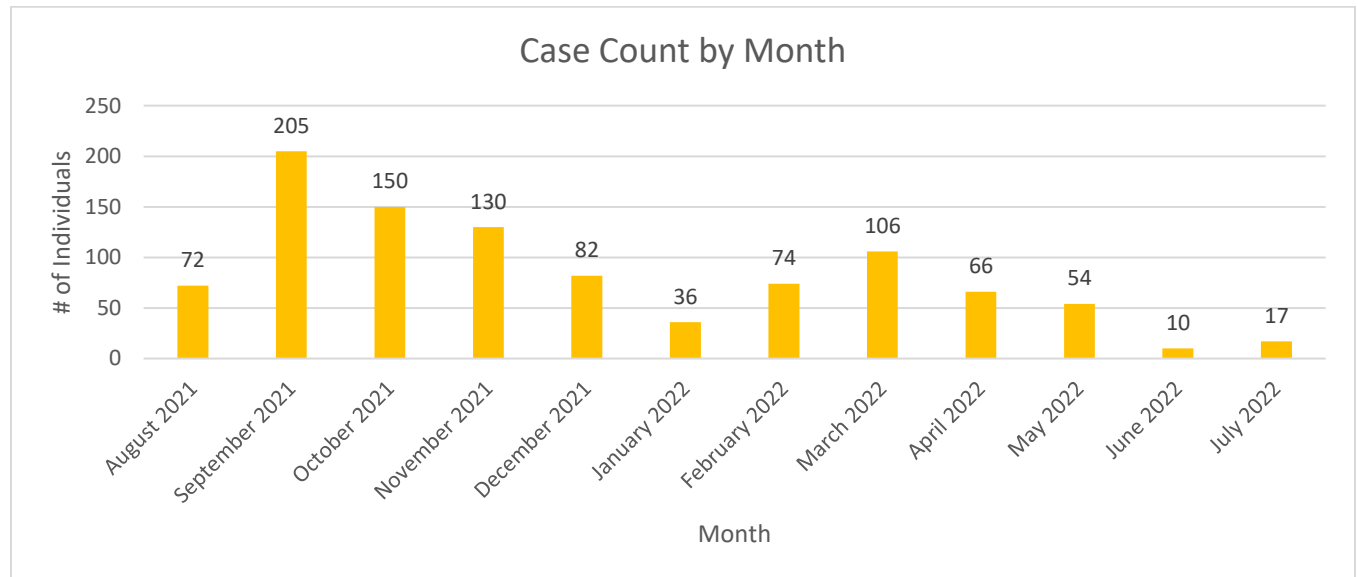
SCCS will track the Recidivism rate for Alcohol/Drugs charges through Maxient. The target is to have a 0% recidivism rate.

SCCS will track the Recidivism rate for Academic Integrity charges through Maxient. The target is to have a 0% recidivism rate.

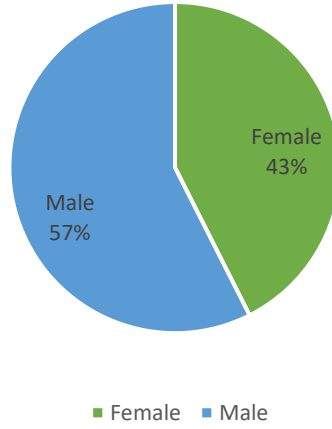
Impact

1. Detailed assessment results

DATA FOR ALL CASES HEARD IN STUDENT CONDUCT & COMMUNITY STANDARDS

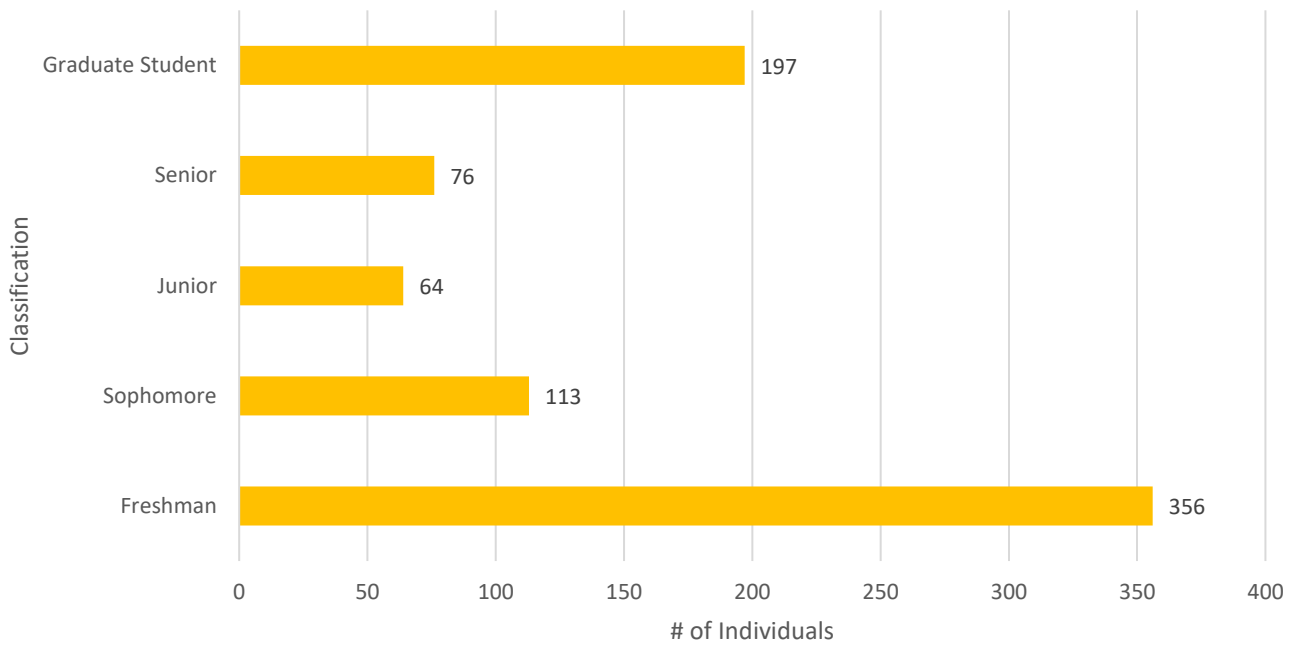


Gender

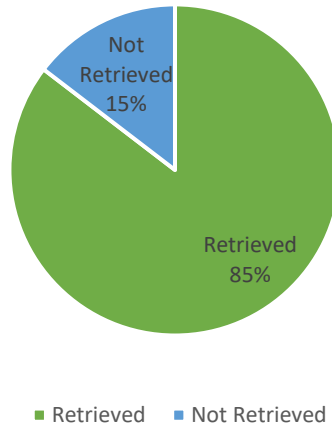


Gender - SCCS	# of Cases
Female	366
Male	494

Classification

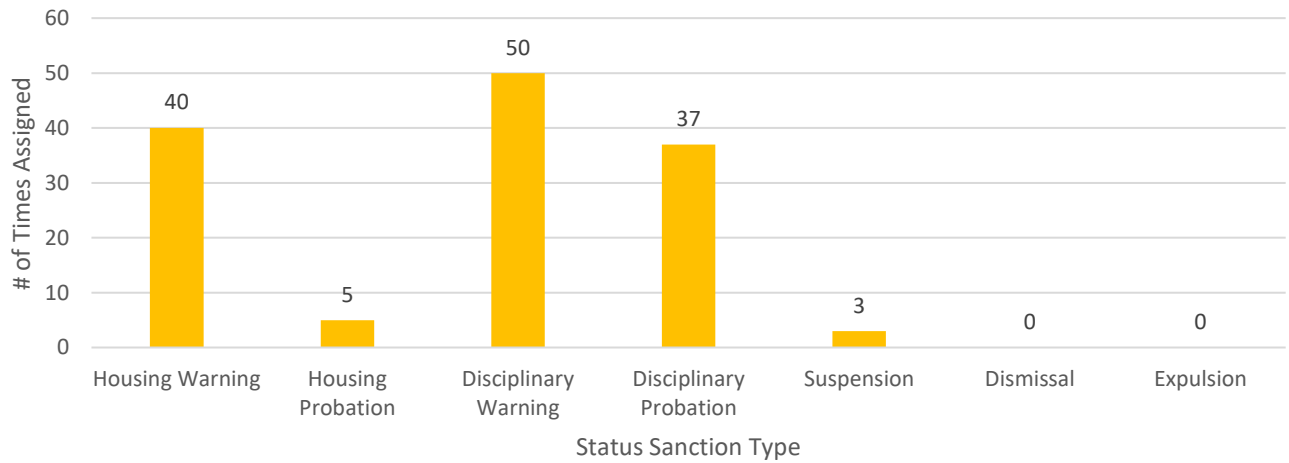


Maxient Letter Retrieval

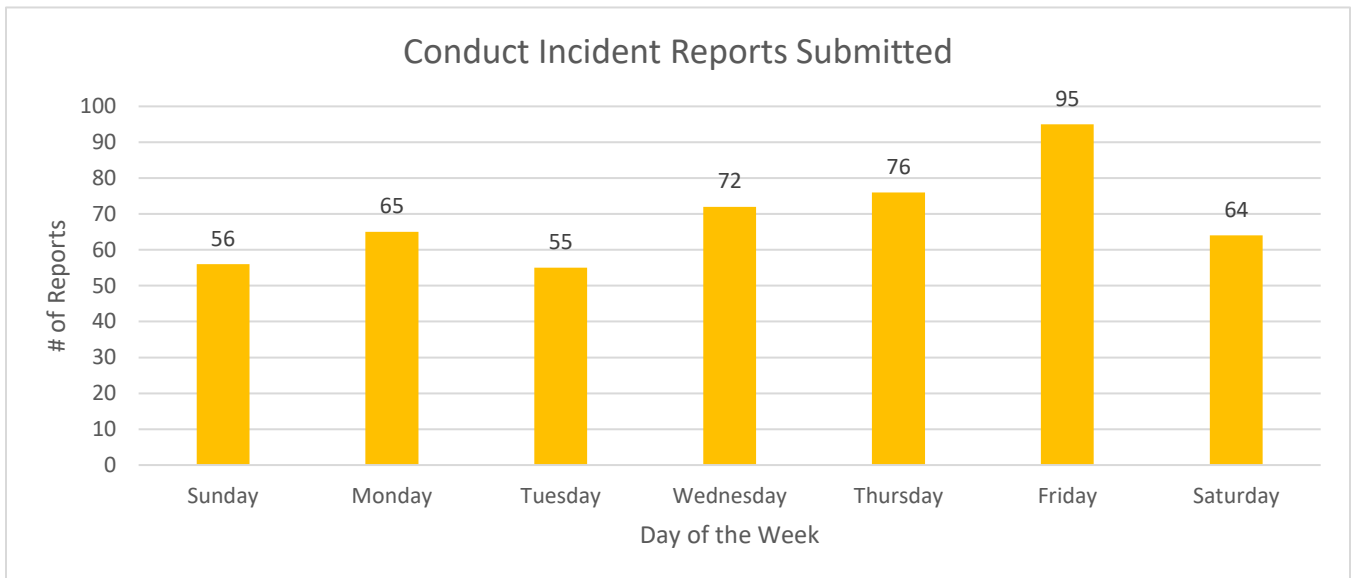
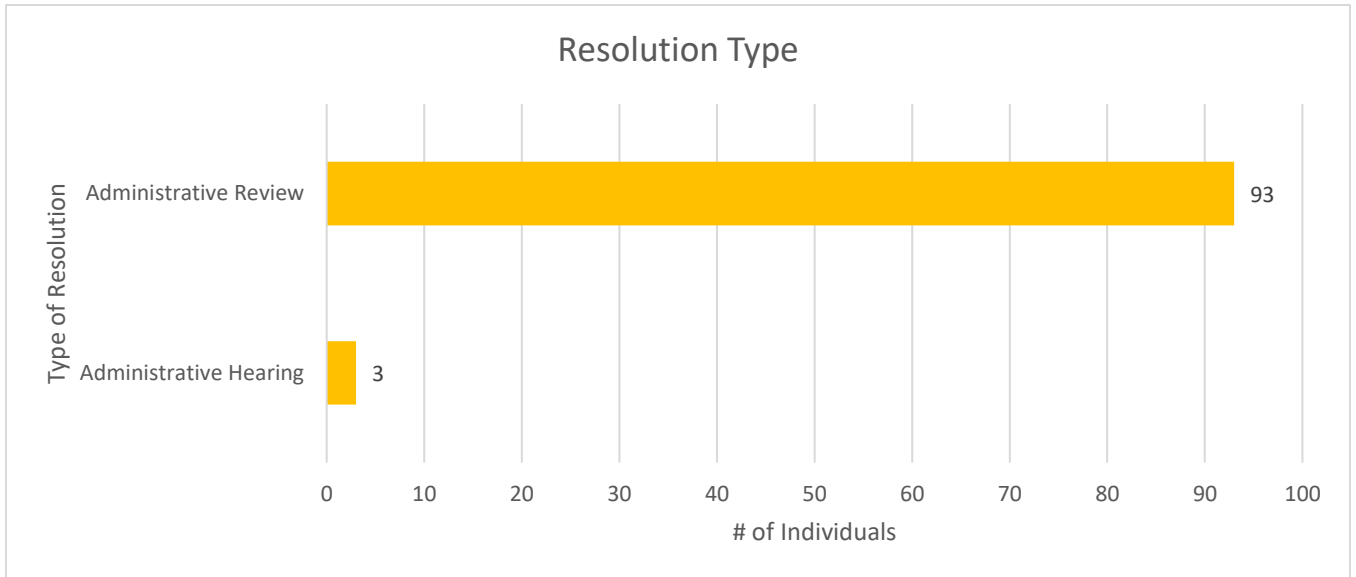


***Average pick up time for all retrieved letters is 0.777 days**

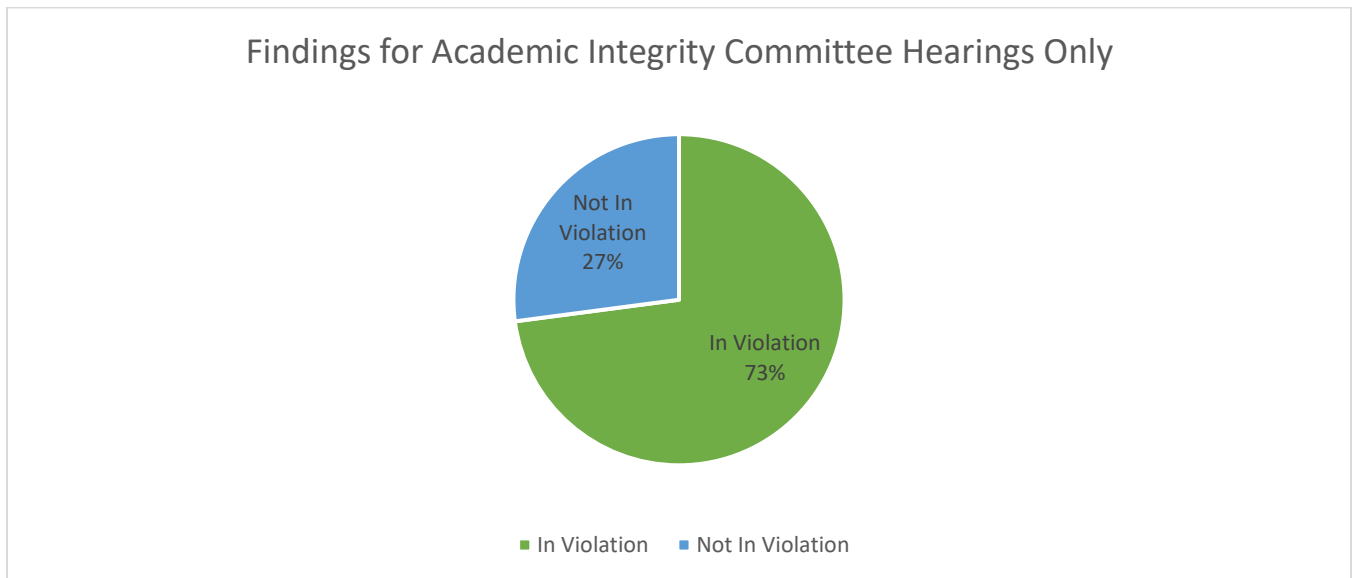
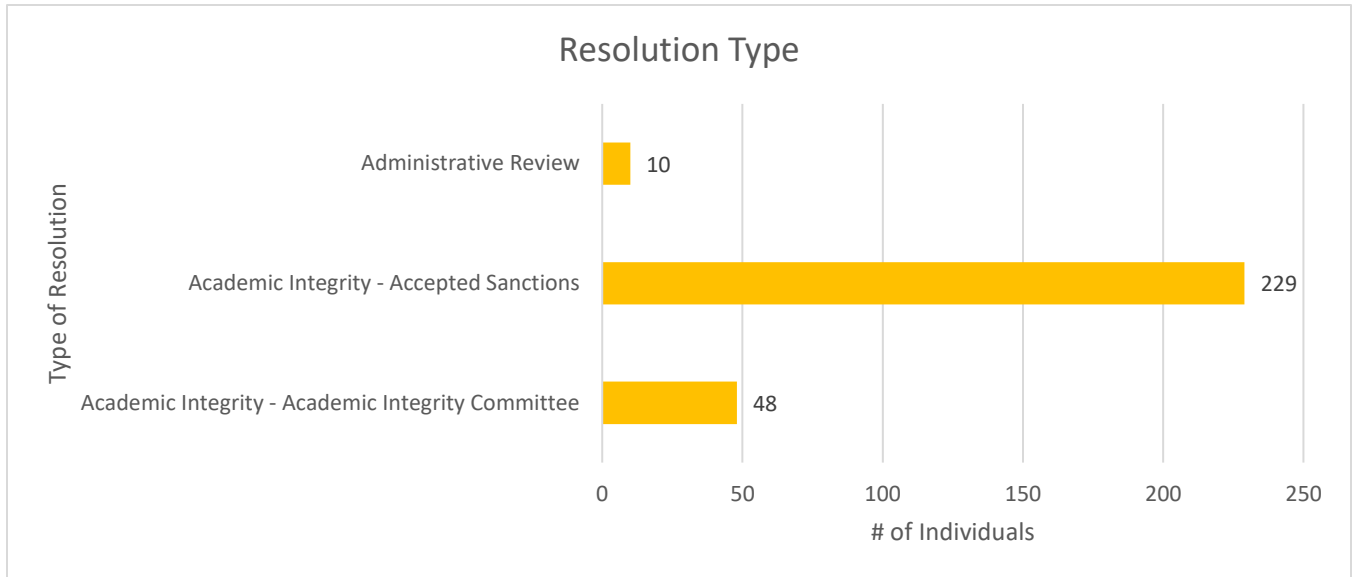
Status Outcomes Assigned by SCCS Staff



DATA FOR CONDUCT CASES ONLY (RESULTED IN A CHARGE FROM POLICY 8.05/STUDENT CODE OF CONDUCT)

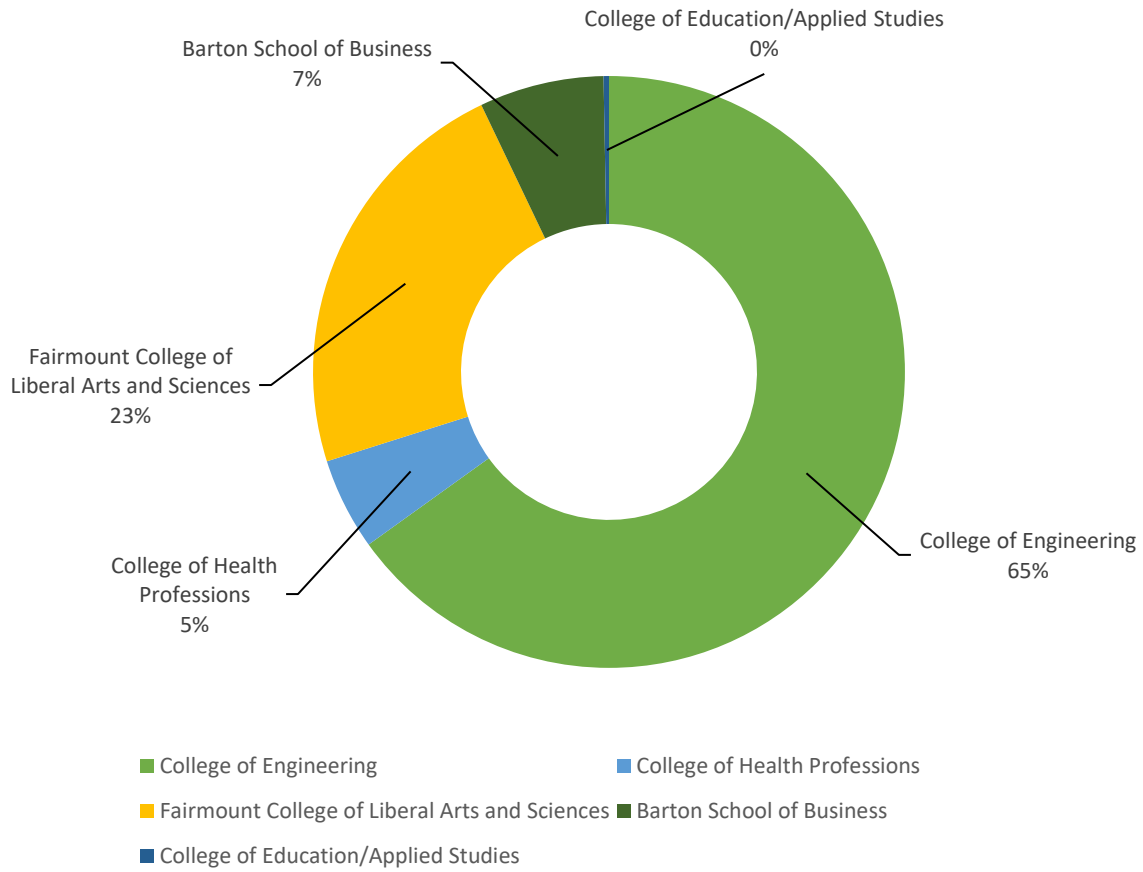


DATA FOR ACADEMIC CASES ONLY (RESULTED IN A CHARGE FROM POLICY 2.17/STUDENT ACADEMIC INTEGRITY)

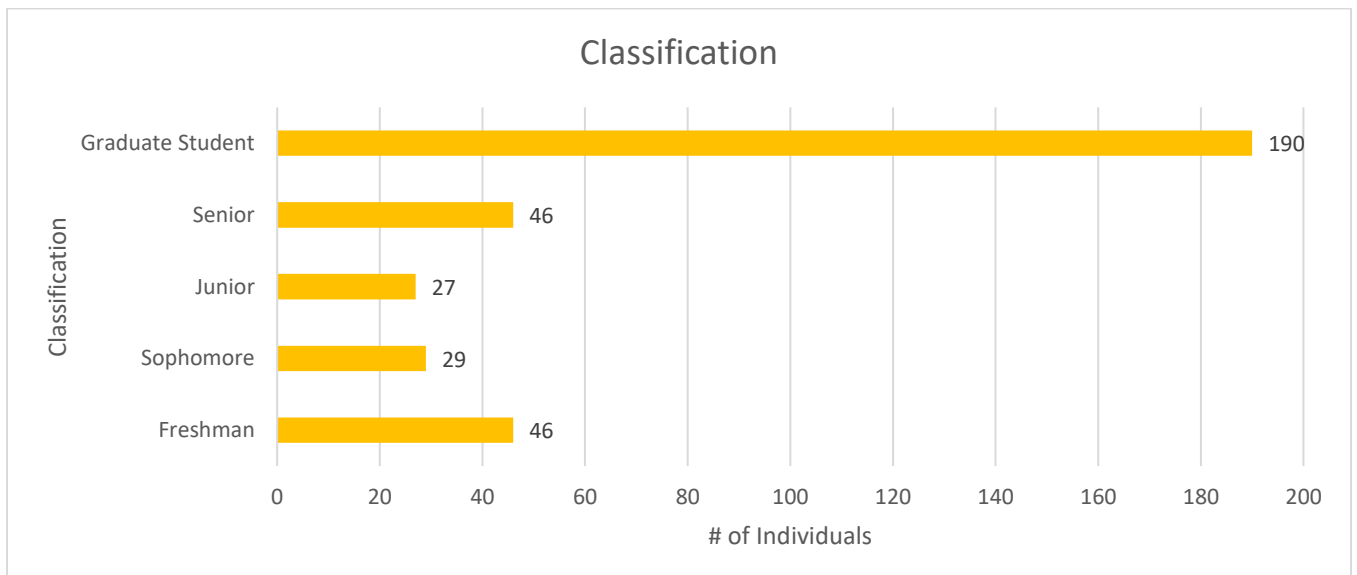


Academic (Committee Hearings)	# of Cases
In Violation	35
Not In Violation	13

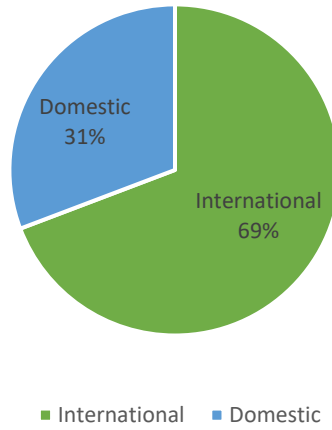
Where Academic Cases were Reported



Academic College	# of Cases
College of Engineering	220
College of Health Professions	17
Fairmount College of Liberal Arts and Sciences	77
Barton School of Business	23
College of Education/Applied Studies	1

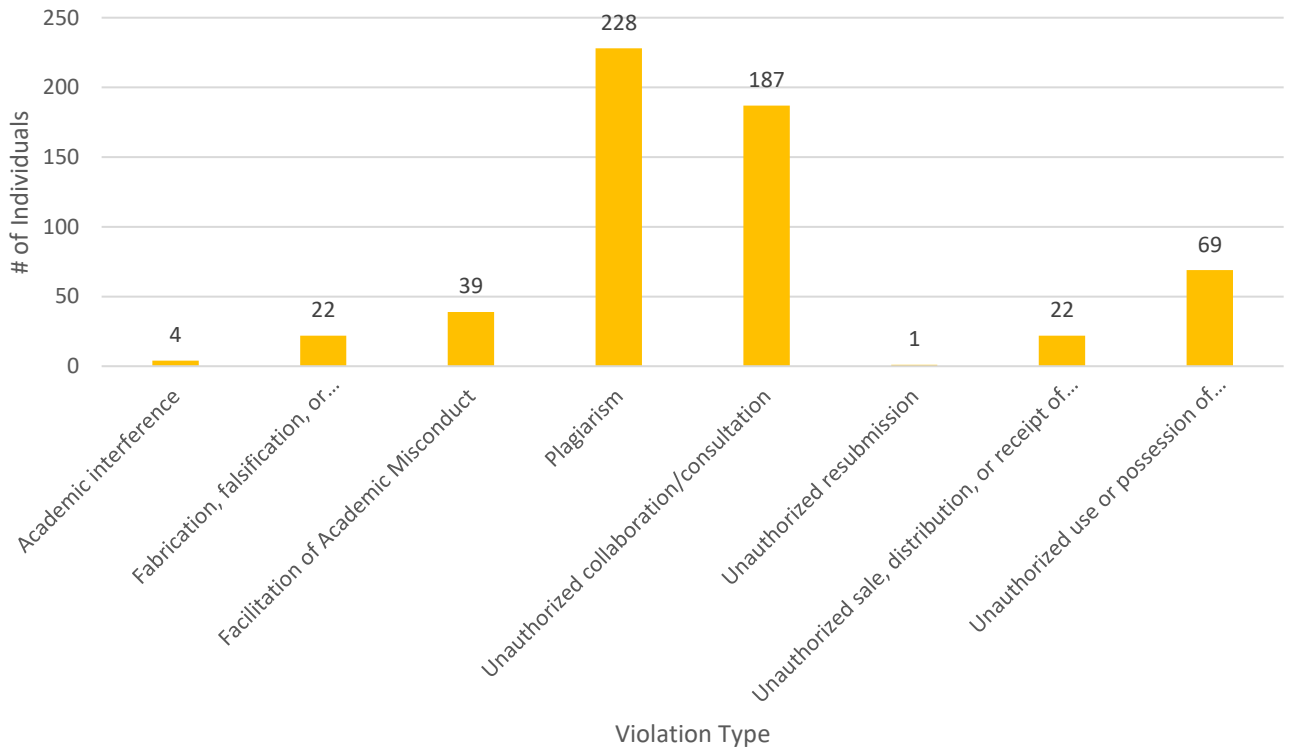


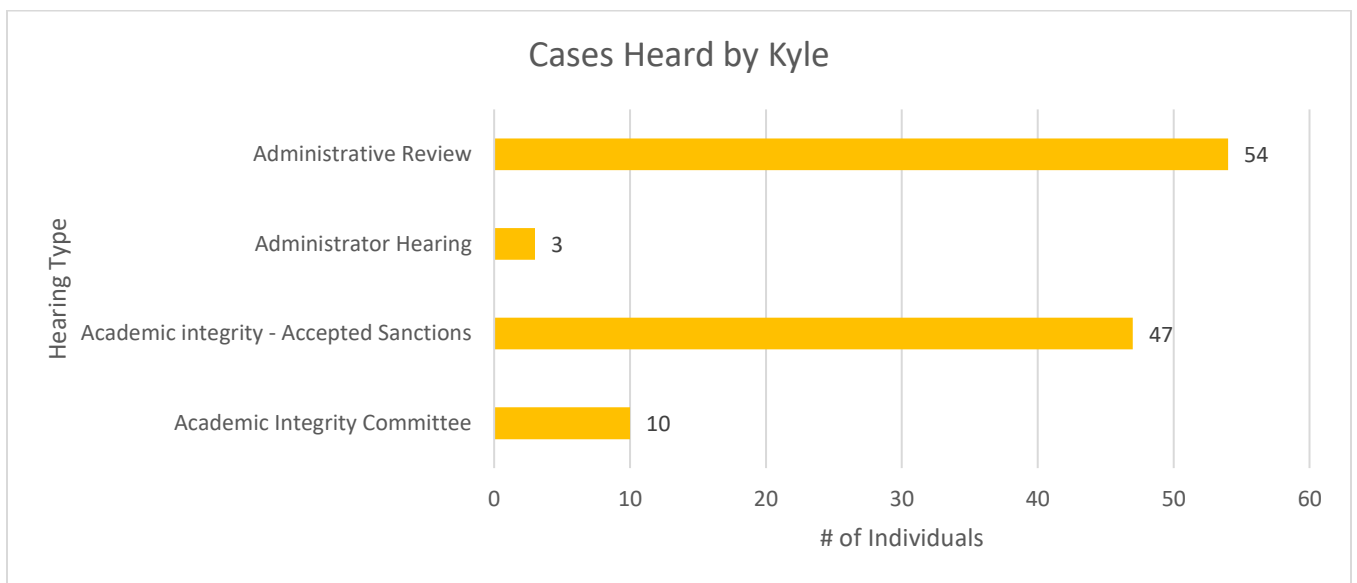
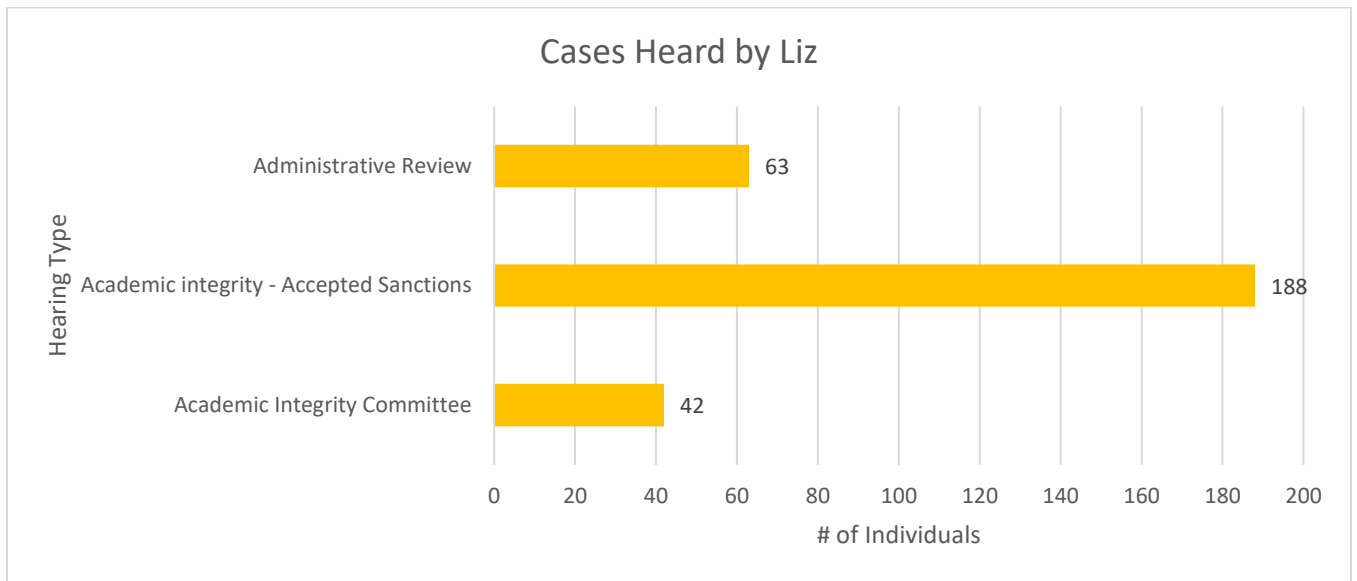
International vs Domestic Students



Student Type - Academic	# of Cases
International	234
Domestic	104

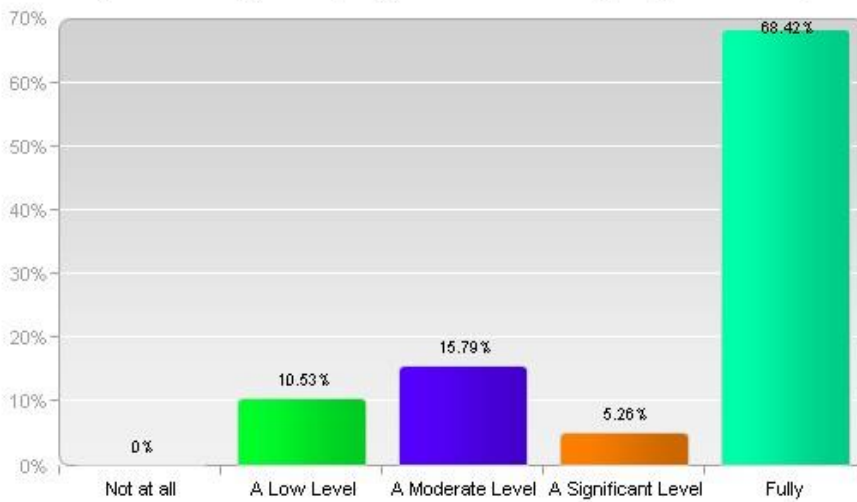
Types of Academic Violations



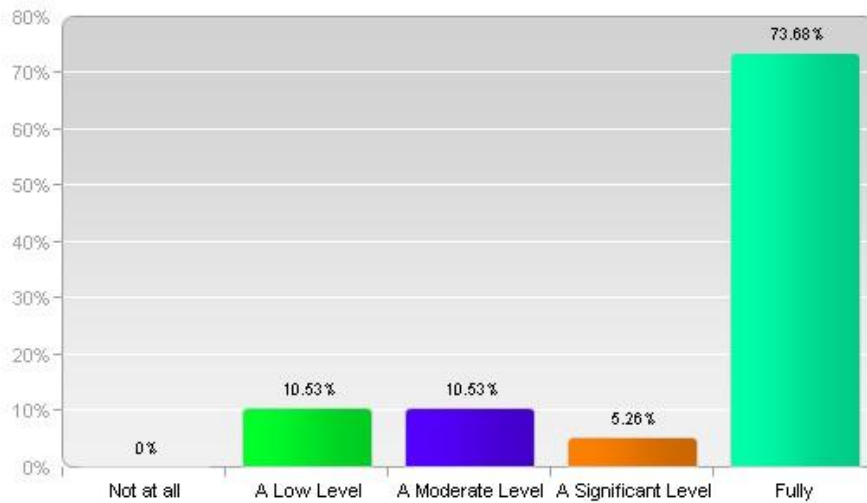


SCCS HEARING ADMINISTRATOR SURVEY RESULTS – CONDUCT CASES ONLY

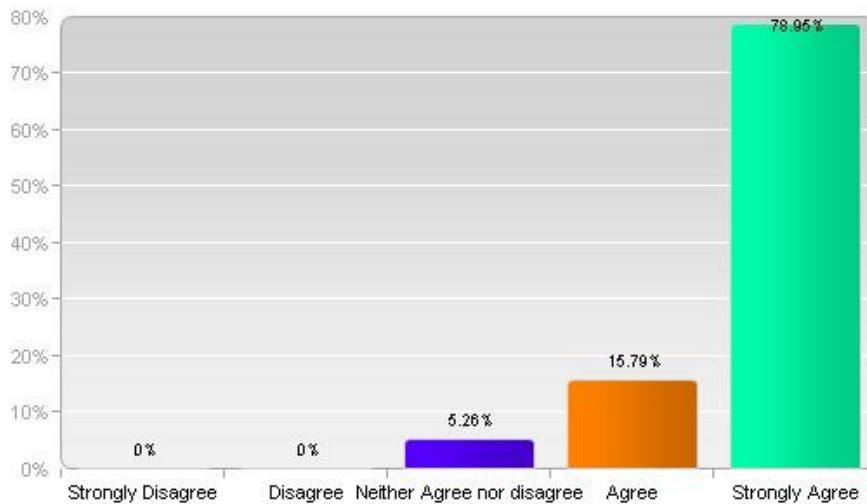
Q4. Thinking about your meeting with your hearing officer, how do you feel you understand the following? - What the applicable policy/policies were at the beginning of the meeting?



Q8. Thinking about your meeting with your hearing officer, how do you feel you understand the following? - What the applicable policy/policies were at the end of the meeting?

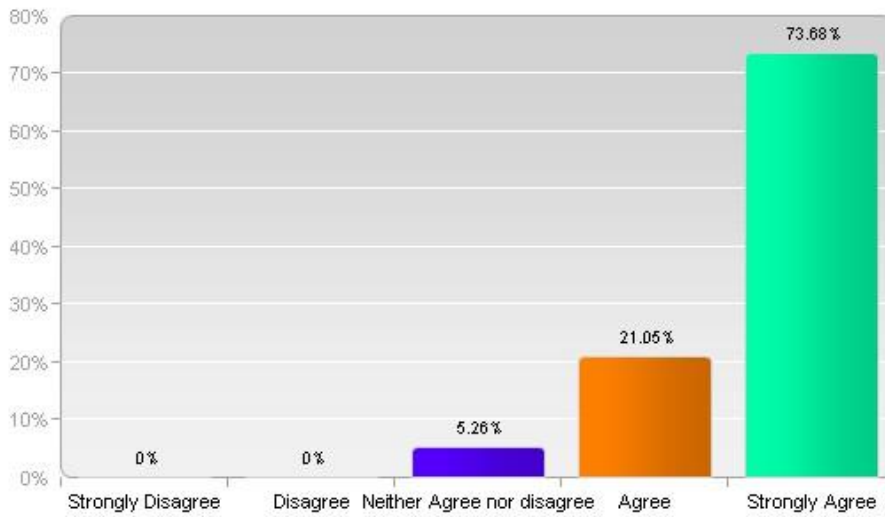


Q10. When thinking about your hearing officer do you feel they... - ...were able to explain the conduct process?

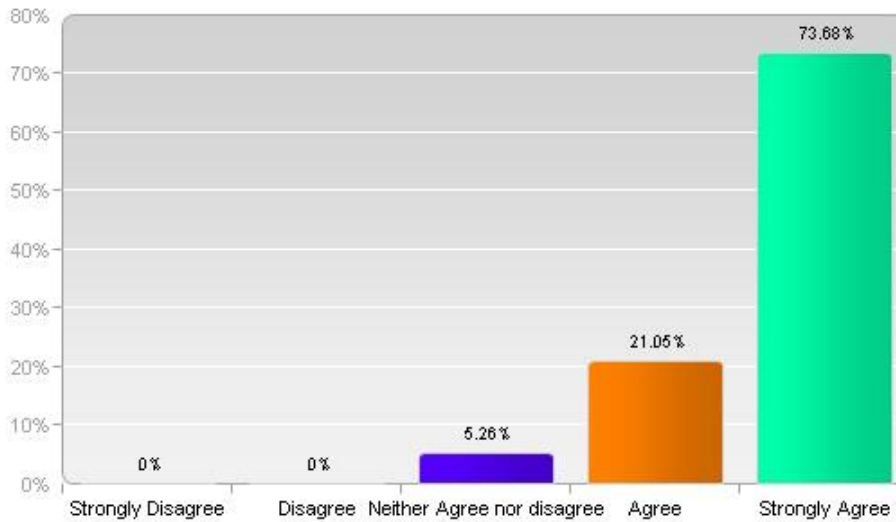


Pre and Post
Question Results

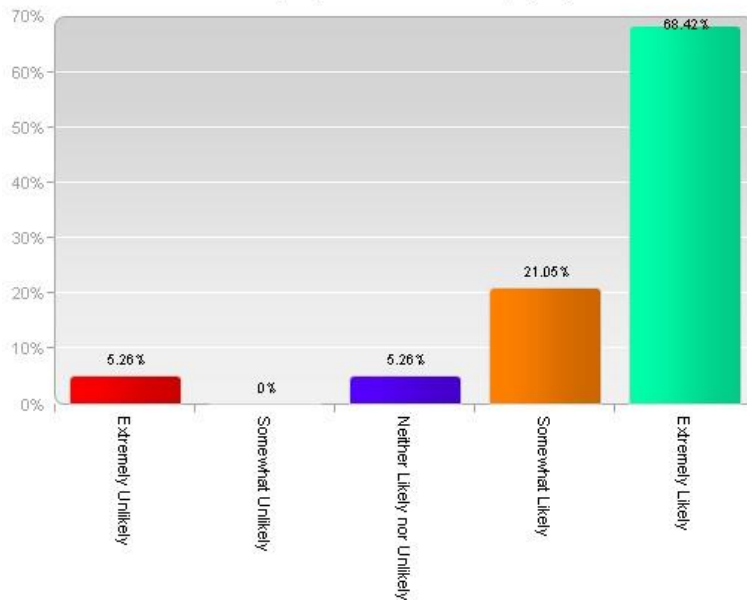
Q11. When thinking about your hearing officer do you feel they... - ...treated you fairly?



Q12. When thinking about your hearing officer do you feel they... - ...made sure your voice was heard?

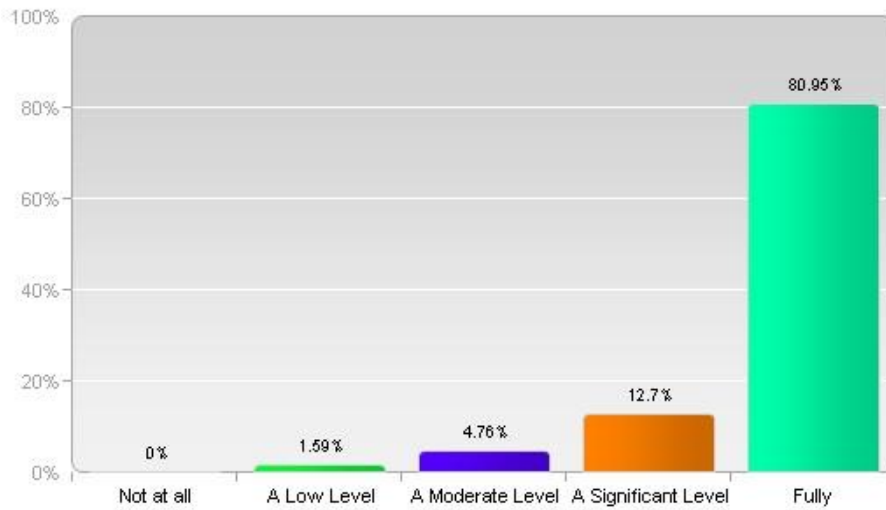


Q14. How likely is it your behavior will change going forward?

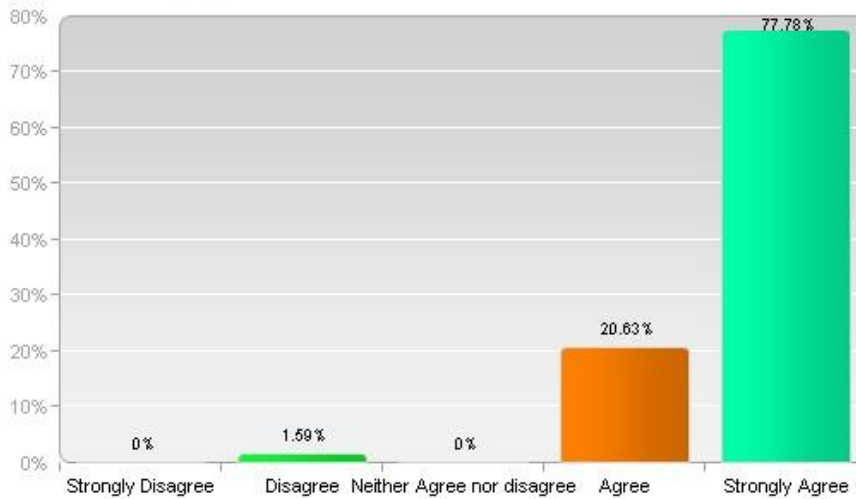


SCCS HEARING ADMINISTRATOR SURVEY RESULTS – ACADEMIC INTEGRITY CASES ONLY

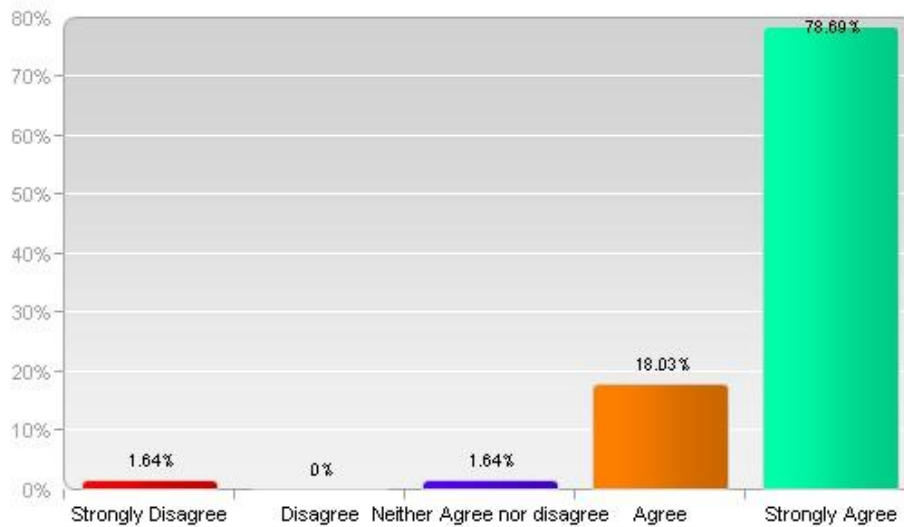
Q3. Thinking about your meeting with your hearing officer, how do you feel you understand the following? - The applicable Academic Integrity policies?



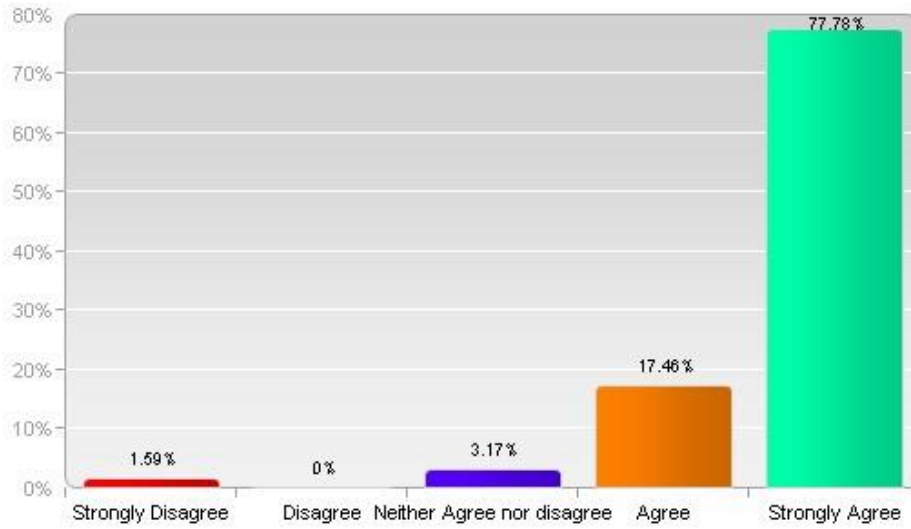
Q7. When thinking about your hearing officer do you feel they... - ...were able to explain the academic integrity process?



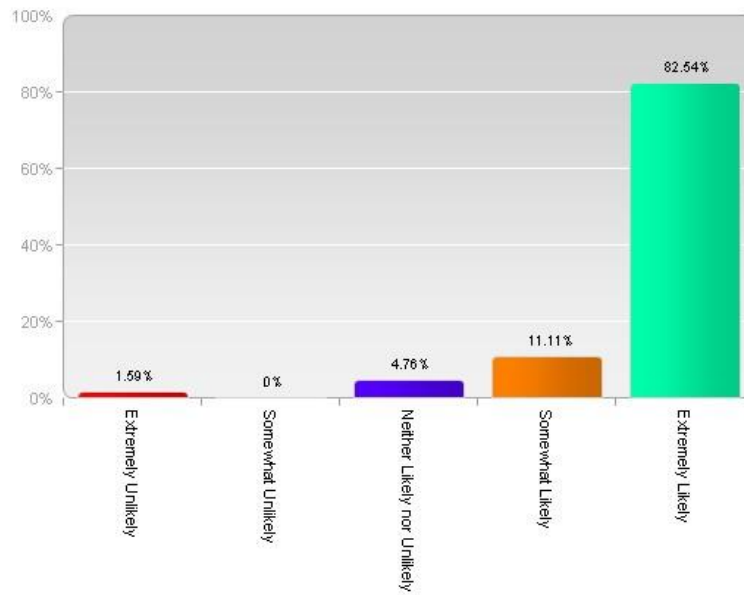
Q8. When thinking about your hearing officer do you feel they... - ...treated you fairly?



Q9. When thinking about your hearing officer do you feel they... - ...made sure your voice was heard?

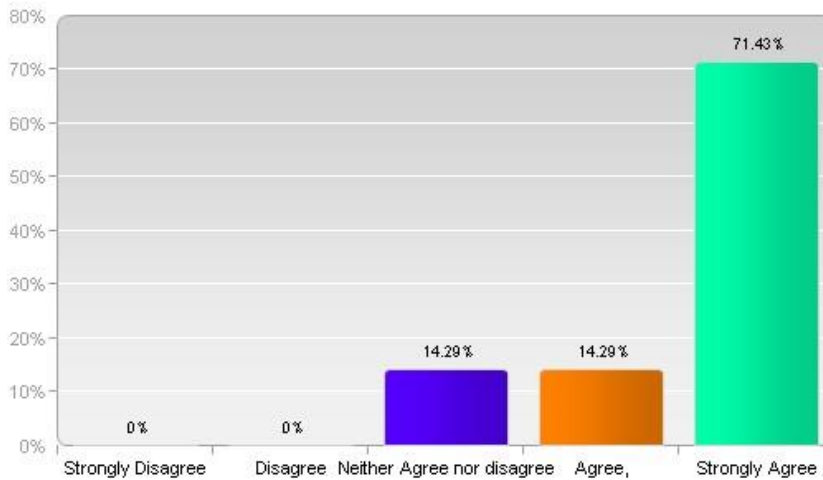


Q11. How likely is it your behavior will change going forward?

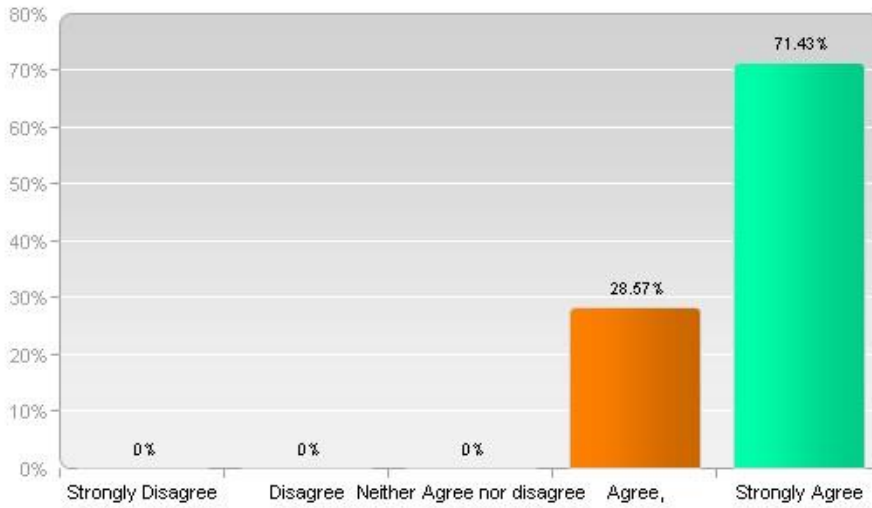


SANCTION SURVEY RESULTS

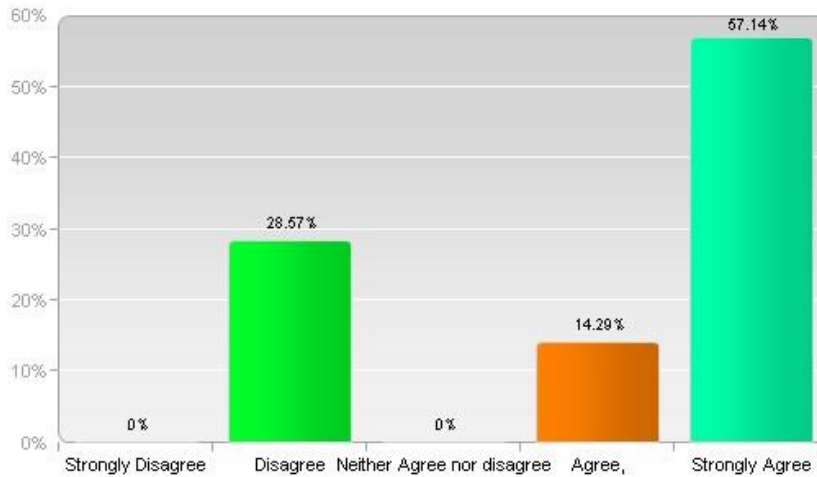
Q7. For your assigned Sanctions, please let us know how much you agree or disagree with following statements. - These sanctions helped me increase my knowledge of the topic and/or policy violation.



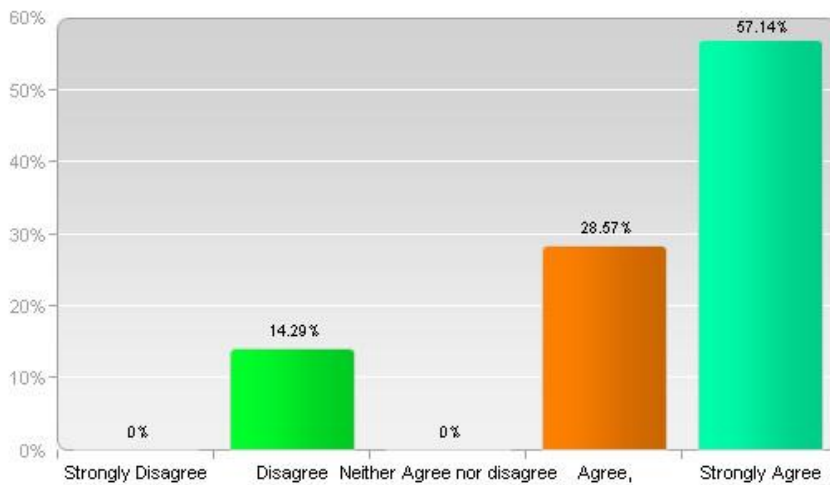
I. For your assigned Sanctions, please let us know how much you agree or disagree with following statements. - These sanctions helped me reflect on my choices and/or decision making proce

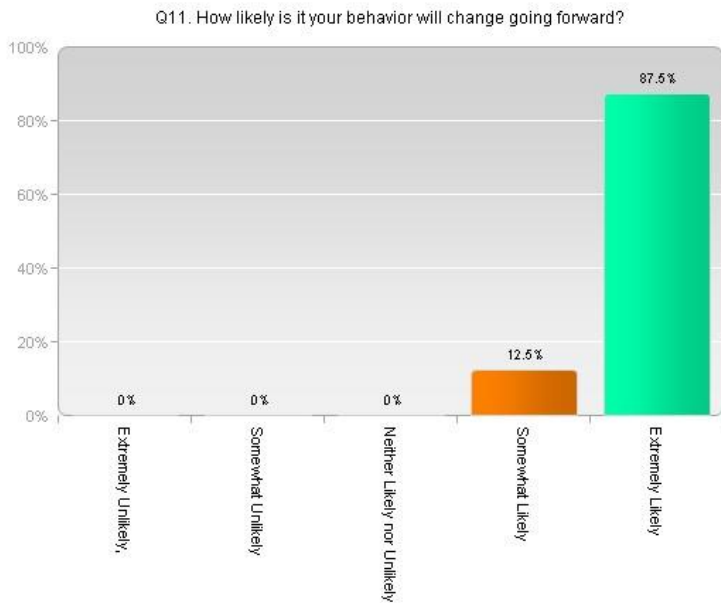


Q9. For your assigned Sanctions, please let us know how much you agree or disagree with following statements. - These sanctions helped me reflect on the impact my actions had on my personal wellness (social, emotional, financial, physical, academic, and/or environmental).



Q10. For your assigned Sanctions, please let us know how much you agree or disagree with following statements. - These sanctions helped me reflect on the impact my actions had on the communities I interact with (roommates, suitemates, residence hall, student organization, WSU, etc.)





2. Participation in National Benchmarking Surveys

Provided data for Wichita State University's submission to the University Benchmark Project

(<https://www.universitybenchmarking.org>)

Student Testimonials

Anonymous Student: "Liz was amazing! She was able to fully answer all of my questions and made me feel better about the whole situation. She spoke to me as an adult and was very helpful."

Anonymous Student: "I am really thankful to Liz Thornton during the meeting where I get to know more about the knowledge about academic integrity and get realization about my mistake. I got to know that even being a good student, it is necessary to be in discipline and obey rules and regulations."

Anonymous Student: "I appreciated the ease of this process and how thoroughly everything was explained"

Anonymous Student: "Liz Thornton seems like she is one of the best at what she does. She's there for us students in our most difficult times while educating us 100% on the course of our actions as well as answering anything that we ask her. Super friendly behavior and I am happy I did not get anyone else."