

*2008-2009 Blueprint for Service Excellence*

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**Office of Student Judicial Programs**

**&**

**Office of Academic Integrity**

*National Student Exchange*

*Division of Student Affairs*

**&**

*Department of Academic Support*

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# *Mission Statements*

## **Office of Student Judicial Programs**

*Promoting civility, integrity, and the ideals set forth in the Carolinian Creed to foster a better living and learning environment in the University Community*

## **Office of Academic Integrity**

*Promoting academic integrity, upholding the Honor Code, and supporting the ideals set forth in the Carolinian Creed to foster a better living and learning environment in the University Community.*

## **National Student Exchange**

*NSE provides students with affordable and practical opportunities to experience new and diverse settings in which to study and live.*

# *Strategic Goals*

## **Goal No. 1**

Increase awareness of services available to faculty and staff through the Office of Student Judicial Programs.

## **Goal No. 2**

Increase awareness of the Honor Code and its process.

## **Goal No. 3**

Ensure the accuracy and effectiveness of the judicial process.

## **Goal No. 4**

Increase awareness and utilization of the Behavioral Intervention (BIT) process.

## **Goal No. 5**

Foster a campus community that promotes integrity and character development through the Carolinian Creed.

## **Goal No. 6**

Develop and practice methods of research and assessment that guide improvements to the Office of Student Judicial Programs and the Office of Academic Integrity to enhance student success.

## **Goal No. 7**

Promote student engagement and development through participation in the National Student Exchange.

# *Goals, Initiatives, & Action Plans*

*Goal No. 1: Increase awareness of services available to faculty and staff through the Office of Student Judicial Programs*

**Supports Division Goals: 1, 2, 3, 7**

**Initiative #1(a): Develop marketing tools to promote Office of Student Judicial Programs services to faculty and staff.**

*Action Plans/Key Performance Indicators*

- Distribute new, high-quality publications to students and other key constituents on services available from the Office of Student Judicial Programs.
  - *Due to state budget cuts there were no publications or printing projects done by OSJP.*
- Enhance and maintain the judicial programs website that explains the judicial process, FAQs, resources for faculty and staff, and resources for students.
  - *Due to having two positions open, the website project was not implemented. However, an on-line incident report was created that is available to users across campus, and that increases efficiency with which each incident is processed and shared.*
- In conjunction with the Center for Teaching Excellence, host seminars and distribute resources for faculty describing classroom management.
  - *While 3 seminars addressed over 500 faculty and teaching assistants on classroom management, the Behavioral Intervention Protocol, and Academic Integrity, one specifically was through CTE. Positive feedback specifically regarding professionalism and usefulness of information was received from the Vice Provost of Faculty Development.*

**Initiative #1(b): Engage in outreach to faculty and staff on student behavior issues.**

*Action Plans/Key Performance Indicators*

- Develop and present programs on conduct and classroom behavior/management as it relates to conduct issues for faculty and staff.
  - *There were three presentations held for over 500 new faculty and staff.*
- Provide individual consultations for faculty on classroom management issues.
  - *Fewer than twenty consultations were given.*
- Present programs on conduct issues to faculty at Faculty Orientation and to graduate students at Teaching Assistant training.
  - *Programs were presented at both Faculty Orientations. Programs were presented at TA training/orientation.*

*Goal No. 2: Increase awareness of the Honor Code and its process*

**Supports Division Goals: 1, 2, 3, 7**

**Initiative #2(a): Develop marketing tools to promote Office of Academic Integrity and the Honor Code to the University Community.**

*Action Plans/Key Performance Indicators*

- Develop a communication plan and calendar for distribution of information to faculty, staff, and students.
  - *The communication plan was not developed this year.*
- Assess the Office of Academic Integrity including education, promotion, assessment and adjudication of the new honor code. The Office of Academic Integrity will educate and promote the Honor Code to faculty, staff and students as well as adjudicate violations and assess the process.
  - *Seven presentations were presented to faculty on the honor code process and 10 presentations were provided to students. There were 99 faculty consultations done as of April 29, 2009, all of which became case referrals (many involving more than one student). As of April 29, 2009, 83 students resolved their cases informally, 10 students resolved their cases through a Committee Hearing (formal), and 17 students have their cases pending. The Honor Code process was evaluated using a Studentvoice assessment tool online. The assessments were sent to faculty who referred students through the process and to students who were alleged in the process. They were sent out in December, March, and will be sent at the beginning of May.*
- Maintain an academic integrity website that explains the Honor Code, academic integrity process, on-line flow charts, FAQs, and additional resources.
  - *The website was reviewed between October and December and through many revisions, the user friendliness of the website was increased to make it easier to find and access resources.*
- Distribute new, high-quality publications to students and other key constituents on services available from the Office of Academic Integrity.
  - *The office created two publications this year, one for faculty and one for students. The faculty flier was created as a resource on preventing academic dishonesty and how to refer cases. The student brochure was created to inform students about the Honor Code, and consequences for violating it. Since they were created this year, they will not be updated until summer 2009 (budget allowing). Fliers were distributed at faculty orientation and faculty presentations. Student brochures were distributed at all student presentations.*

**Initiative #2(b): Provide proactive, educational measures to the university community about academic integrity.**

*Action Plans/Key Performance Indicators*

- In conjunction with the Center for Teaching Excellence, host seminars and distribute resources for faculty describing the Academic Integrity process.

- *The office was invited to present on issues of academic integrity at a TA Forum hosted by CTE. It was attended by teaching assistants and faculty. Positive feedback was received from the CTE program coordinator.*
- Provide presentations and distribute educational resources promoting the new honor code.
  - *Seven presentations were done for faculty at both faculty orientations, and at faculty meetings for the College of Social Work, the School of Music, Exercise Science, and Political Science. Faculty received the new Academic Integrity flier and the magnet listing web and phone resources. Additionally, 10 presentations were done for students in various classroom settings who received the student brochure and post-it notes with the Honor Code website listed.*
- Carolina Judicial Council will develop and present an academic integrity in-classroom presentation for students.
  - *The Carolina Judicial Council and the Office of Academic Integrity developed a presentation, “Cocky Never Cheats” during the summer of 2008, and it was refined during the Fall of 2008. It was presented to six University 101 classes.*
- Develop and present programs on conduct and classroom behavior/management as it relates to academic integrity for faculty and staff
  - *Seven presentations were done for faculty at both faculty orientations, and at faculty meetings for the College of Social Work, the School of Music, Exercise Science, and Political Science.*
- Explore and research potential online academic integrity tutorials for all new incoming students.
  - *Online tutorials on academic integrity were researched in the Fall of 2008, but due to budget cuts and staff time constraints, no further action was taken.*
- Create a new staff position in the Office of Academic Integrity to increase the availability of staff for educational outreach and improve the efficiency and timeliness of the honor code adjudication process to be in place for Fall 2009.
  - *An initiative request for this staff position was submitted in February of 2009, but no updated has been received on its status.*

**Initiative #2(c): Develop partnerships with campus offices and constituencies to assist with promotion of the Honor Code and the Office of Academic Integrity.**

*Action Plans/Key Performance Indicators*

- Further the partnership with University Libraries to include Honor Code information in University 101 Library presentations and provide Academic Integrity information on their website.
  - *Information was provided to the Library to include in University 101 presentations, but it is not certain if it was included. The libraries have included academic integrity information on their website via their “LibGuides” under the University 101 courses.*
- Continue the partnership with University 101 by providing optional academic integrity presentations to U101 classes and providing academic integrity information in *Transitions*.

- *The “Cocky Never Cheats” presentation, developed with the Carolina Judicial Council, was presented to six University 101 classes. Academic integrity was included as part of a chapter in Transitions.*
- Develop a partnership with Student Government to help promote the Honor Code and academic integrity to students.
  - *Initial discussions were held with Student Government and the Carolina Judicial Council about Honor Code promotion, but no action or progress was made.*
- Develop a partnership with the Student Success Center to help promote the Honor Code and academic integrity issues to supplemental instruction leaders and tutors.
  - *The office of Academic Integrity provided Honor code brochures for the supplemental instruction leaders and tutors, and also provided a FERPA presentation at their training that incorporated issues of academic integrity.*
- Develop a partnership with each dean or assistant/associate dean for each college and school within the university to help promote the Honor Code and the Office’s resources to faculty, and to establish a communication protocol for honor code case discussions.
  - *An email was sent to each Dean at the beginning of the academic year to introduce the office (again) and establish which associate or assistant dean would be the office’s contact for honor code cases. It also included the offer to come and present at any faculty meeting to go over the new process for referrals and how the office can be a resource for them and their faculty. Most communication protocols for cases were established in the early fall with 14 out of the 16 referral colleges and schools.*

*Goal No. 3: Ensure the accuracy and effectiveness of the judicial process*

**Supports Division Goal: 3**

**Initiative #3(a): Provide intensive training and regular reviews to improve and maintain the consistency and accuracy of the hearing process and database information.**

*Action Plans/Key Performance Indicators*

- Provide training on the judicial process to campus hearing officers to increase consistency in the hearing process and database use.
  - *Our office provided a half-day training in August that addressed topics such as appropriate sanctions and consistency, hearing etiquette, and proper database utilization. There were professional and graduate housing staff in attendance.*
- Provide Clery Act statistics to ensure compliance with federal laws
  - *In late summer our staff provided the statistics to the university's law enforcement agency.*
- Continue a confrontation skills and student judicial process training for residence life para-professional staff (Resident Mentors and Residence Hall Directors)
  - *In the fall of 2008, staff participated in Behind Closed Doors training that addressed individual and group confrontation skills. Additionally training was provided on the student judicial process including incident report writing, time line to case resolution, and confidentiality issues.*
- Develop In-service training on Hearing Skills for Residence Hall Directors and Residence Life Coordinators
  - *This was offered to assistant directors, but no requests were made.*

**Initiative #3(b): Review standard sanctions, training modules for hearing officers, and statistics to monitor relevance and cohesiveness of practices.**

*Action Plans/Key Performance Indicators*

- Organize a review of the Carolina Awareness of Alcohol Policies and Safety (CAAPS) workshop that is presented to over 550 students per year.
  - *The review was conducted in late summer of 2008. As a result of the review it was recommended that there be more interactive learning activities, more consistent training of facilitators, and a two-tiered assessment process. All recommendations were successfully implemented. Results from the first tier of assessments indicate that 94% of attendees agree with the statement that they "gained more knowledge about the effects of alcohol, a clearer understanding of USC policies and South Carolina laws, and the knowledge necessary to make more informed choices when consuming alcohol." Results for the second tier of assessment indicate that 46% of attendees agree with the statement that they "have increased their decision about not exceeding a set number of drinks before they go out."*
- Revise and conduct faculty/staff Carolina Judicial Council training.
  - *Revisions were made to the training to include the academic integrity process, sanctioning standards, and information on sexual assault cases. Over the course of four training sessions over 30 council members attended. A new evaluation tool was developed and implemented to guide future training content and effectiveness. Twenty three of the participants were new members.*

- Create a tracking mechanism for repeat offenders to determine if there are trends.
  - *A specialized report was created that allows the staff to review and finalize trends in repeat offenders. Another specialized report was created to identify students have completed our CAAPS class and track them to see if they have any future judicial incidents, specifically involving alcohol and/or drugs.*
- Utilize parental notification in the judicial process.
  - *Judicially, 33 parents have been notified, predominately via our parental notification letter.*

*Goal No. 4: Increase awareness and utilization of the Behavioral Intervention (BIT) process*

**Supports Division Goals: 2, 3, 7**

**Initiative #4(a): Develop a marketing and communication plan for the Behavioral Intervention Team**

*Action Plans/Key Performance Indicators*

- Enhance and maintain the Behavioral Intervention website that explains the BIT process, FAQs, a referral form, and resources for faculty, staff, and students.
  - *The web content was renovated to include direct information on how to generate an incident report and more in depth explanations of the purpose of BIT, its members, and outcomes of the process.*
- Distribute new, high-quality publications to students and other key constituents on services available via the Behavioral Intervention Team.
  - *A “Carolina Cares” card was developed for students but due to budget cuts was not able to be printed.*
- Develop and present programs on Behavioral Intervention for faculty and staff.
  - *Four presentations were conducted for key cross-campus stakeholders, all new teaching assistants, and student health services staff.*
- Share among University faculty and staff methods for reporting concerns about student behavioral problems
  - *The “Dealing with Distressing Student Behavior” file folder was created and distributed to over 6,500 faculty and staff members.*
- In conjunction with the Center for Teaching Excellence, host seminars and distribute resources for faculty describing the Behavioral Intervention Protocol.
  - *While 3 seminars addressed over 500 faculty and teaching assistants on classroom management, the Behavioral Intervention Protocol, and Academic Integrity, one specifically was through CTE. Positive feedback specifically regarding professionalism and usefulness of information was received from the Vice Provost of Faculty Development.*

**Initiative #4(b): Increase the utilization of the Behavioral Intervention process.**

*Action Plans/Key Performance Indicators*

- Utilize the Behavioral Intervention Protocols and Mental Health Disturbance Policies to address student situations requiring assistance
  - *BIT policies were publicized through the publication of “Dealing with Distressing Student Behavior” file and through the restructuring of the BIT website. Additionally, a BIT Advisory meeting was held at the beginning of the academic year with over 20 key academic and staff partners to be point persons for disseminating information within their respective areas. Staff have also presented to all new Teaching Assistants, all new faculty, and existing departments upon request. 106 students were referred through BIT. Seventy of those students were assessed. Thirty six students were referred to other service areas including the counseling center, off*

*campus professionals, and residence life staff. Only two students were referred to the BIT after completing the process for a prior incidence. In researching other institutions' referral methods there was limited information readily available for comparison. While cases vary from 1-8 hours, most cases take approximately 3-5 hours.*

- Track the number of students who are referred to process and their outcomes
  - *106 students were referred through BIT. 55 students were transported involuntarily to the hospital for substance use. 40 students were referred for erratic behavior. 11 students were referred for suicidal ideations or attempts. 60 students completed their assessments and/or groups.*
- Utilize parental notification in the BIT processes
  - *Parental notifications for BIT are determined in consultation with the entire team by case. The BIT chair calls the parents or relative. Eleven sets of parents have been contacted this academic year.*

*Goal No. 5: Foster a campus community that promotes integrity and character development through the Carolinian Creed*

**Supports Division Goals: 2, 3**

**Initiative #5(a): Enhance current Creed programming activities.**

*Action Plans/Key Performance Indicators*

- Coordinate and implement Carolinian Creed Day 2008 and Creed Week 2009
  - *A general email was sent to all student organization leaders to solicit interest for programming, and individually, Carolina Productions, Student Government, Residence Hall Association, the Roosevelt Institute, EMPOWER, Omicron Delta Kappa, and Carolina Service Council were contacted. Event posters, small fliers, table tents, ads in the Daily Gamecock, and ads on the University cable channel were used to advertise events. Creed Day had two large events, the Creed Breakfast and a program by Carolina Productions. Creed Week had 5 large programs hosted by Carolina Productions, Carolina Judicial Council, EMPOWER, Roosevelt Institute, and the Residence Hall Association.*
- Implement CJC Creed Week program as one of the cornerstone programs for the Week
  - *CJC sponsored Corey Ciochetti, a motivational speaker that had approximately 40 people in attendance.*
- Commit university funding to the support of Carolinian Creed Week.
  - *Creed Week was funded by Student Government, Residence Hall Association, and the Office of Academic Integrity. No proposal for permanent institutional funding was submitted.*

**Initiative #5(b) – Develop and coordinate marketing efforts, presentations, and programs that promote awareness of the Carolinian Creed.**

*Action Plans/Key Performance Indicators*

- The Office of Judicial Programs & Academic Integrity will promote a recognizable institutional presence to promote ethics through the use of the Carolinian Creed, Honor Code, and Carolina Judicial Council.
  - *Due to budget constraints and being down 2 full time staff members, there was no opportunity for new programs. Members of the office, however, continued to present U101 presentations including the Honesty Quiz and other informational presentation topics that included ethics and the Carolinian Creed as components. Marketing tools for the promotion of Carolinian Creed Day and Creed Week included advertisements in the Daily Gamecock and cost efficient table tents, posters and fliers. Carolina Judicial Council marketing occurred through word of mouth and advertisements expensed through student government funding.*
- Participate in New Student Orientation to promote and educate new students and parents about the Carolinian Creed.
  - *The office participated in New Student Orientation in summer 2008 at the resource fair for students and parents to promote the Carolinian Creed. For summer 2009,*

*office staff will assist with the Parents Session presentation to provide information about general university processes, and include information about the Creed.*

- Develop and present programs for faculty, staff, and students on issues of ethics and integrity and the Carolinian Creed.
  - *Due to budget constraints and being down 2 full time staff members, there was no opportunity for new programs. Members of the office, however, continued to present U101 presentations including the Honesty Quiz and other informational presentation topics that included ethics and the Carolinian Creed as components. 11 Honesty Quiz presentations were conducted.*
- Encourage the Division to develop, assess, and promote opportunities for students to learn about how to be responsible citizens in a technological world.
  - *In 25 U101 presentations on judicial affairs, technological responsibility and the repercussions of harassment via technology were addressed. Because it could be more efficiently encompassed into an already existing session/service, no new sessions were created.*

**Initiative #5(c): Recruit and train student and faculty/staff Carolina Judicial Council members reflect the values of the Creed and uphold the integrity of the judicial and honor code processes**

*Action Plans/Key Performance Indicators*

- Develop a coordinated effort to recruit high quality faculty to participate as Faculty Associates on the Judicial Council.
  - *Nomination letters were sent to qualified faculty members through Deans and Associate Deans. Of the 68 faculty participating on the council, over 30 are new.*
- Increase the diversity of the student applicant pool and membership of the Carolina Judicial Council (CJC).
  - *CJC held information sessions advertised in the Daily Gamecock and at the Organization Fair, participated in the Student Organization Fair and the Sophomore Initiative Fair, sent out emails to the presidents of all student organizations, and sent a memo to the Deans of all Colleges and Schools. 16 new students were selected to be on the Council out of 43 applicants. The applicant pool was more diverse in the class standing of applicants, which included graduate students, slightly more diverse in ethnicity, and while the pool overall was heavily female, the accepted applicants were evenly divided in terms of gender. The applicants were represented by various majors of study, but continue to be largely out of the College of Arts & Sciences.*
- Refine and improve the separate training class for the CJC student members focusing on “Hard Skills” (e.g., kinesics, questioning; statement analysis, sexual assault training) including developing competencies and a grading system.
  - *Due to staff shortages, the CJC training was not revised but was still provided for all new student members. An assessment of the training will be conducted May 6 and that information will be utilized in the revision of the training for the upcoming year.*
- Increase faculty and staff participation in CJC training activities by providing electronic reminders of weekly training sessions.
  - *Weekly reminders of CJC training were not sent to faculty and staff members, though they were provided with a schedule of the training for Spring 2009 at the beginning of the semester.*



*Goal No. 6: Develop and practice methods of research and assessment that guide improvements to the Office of Student Judicial Programs and the Office of Academic Integrity to enhance student success.*

**Supports Division Goals: 2, 4, 5**

**Initiative #6(a): Develop learning outcomes for services in the Office of Academic Integrity and the Office of Student Judicial Programs.**

*Action Plans/Key Performance Indicators*

- Develop learning outcomes for the student conduct process
  - *Learning outcomes were developed for the student conduct process, but are still being revised and have not been implemented or evaluated.*
- Develop learning outcomes for the honor code process
  - *Learning outcomes for the honor code process were developed and are still being revised. They were utilized in the development of the honor code process assessment tools for faculty and staff.*
- Develop learning outcomes for the Carolina Awareness on Alcohol Policies and Safety Class
  - *Learning outcomes for CAAPS were developed. They were utilized in the development of the two-tiered assessment tools for student participants.*
- Develop learning outcomes for the Academic Integrity Workshop.
  - *Learning outcomes were developed for the academic integrity workshop, but are still being revised and have not been implemented or evaluated.*

**Initiative #6(b): Develop and refine assessment tools used to measure effectiveness of programs and services.**

*Action Plans/Key Performance Indicators*

- Implement and utilize Student Voice to support Division assessment efforts and connect to Blueprint by developing assessment tools to measure Office of Student Judicial Programs and Office of Academic Integrity services
  - *OSJP utilizes student voice for over 400 student participants in the Carolina Awareness of Alcohol Policies and Safety class in two separate surveys: one to evaluate the session and a follow-up survey to measure behavioral change. Assessment findings are critical not only to improving our services but to our ability to explore future grant funding and programmatic efforts related to effective responses to campus alcohol issues.*
  - *OAI has used student voice to assess each student and faculty member who participates in the process. Surveys were sent out to faculty and students in December of 2008, March of 2009, and will be sent out in May 2009. Of the 60 faculty that were sent surveys, 25 responded. Of the 104 students that were sent surveys, 12 responded. Because it is a new process, results are utilized to identify any problem areas and evaluate the student and faculty experience.*
- Develop a graduate assistant evaluation tool to measure their performance and professional development during the year.
  - *The evaluation tool was developed with the assistance of a campus partner. It was used at the end of the fall semester for a mid-year review and will be used at the end*

*of the Spring semester for a final year end review. All current graduate assistance participated in this evaluation.*

**Initiative #6 (c): Review the effectiveness of the policies and processes within the Code of Conduct and Honor Code**

*Action Plans/Key Performance Indicators*

- Coordinate an extended campus wide open review process of the student Code of Conduct and Honor Code.
  - *OSJP intended to have a campus wide review of the conduct code, however, due to staff shortages, we were unable to conduct this review.*
  
- Coordinate the Academic Integrity Advisory Committee to guide and assess the functions of the Office of Academic Integrity.
  - *The committee was comprised of 12 people including the Student Government President, the Graduate Student Association President, the Carolina Judicial Council President, the Carolina Judicial Council Vice President, the Director of University 101, the Dean of the Libraries, the Assistant Dean of Academic Affairs and Advising for the College of Arts and Sciences, the Senior Associate Dean of Research and Academics in the Moore School of Business, the Chair of the University Committee on Academic Responsibility, the Assistant Vice Provost for Student Engagement, and the Vice Provost for Academic Affairs and Dean of Undergraduate Studies. Three meetings were held to explore ways to promote the Honor Code and academic integrity across campus utilizing other campus partners.*

**Initiative #6(d): Support office staff professional development to enhance services to students.**

*Action Plans/Key Performance Indicators*

- Increase the number of professional staff members who complete the Individual Development Plans (IDP) process.
  - *The offices' participation rate is 100%*
- Increase the number of individuals whose EPMS reviews are completed annually.
  - *Staff members of OAI and OSJP are current with their reviews.*
- Utilize available training and development opportunities through the Department, the Division, the University, as well as through community, State, and national agencies
  - *Staff members attended budget related training offered thru the Universities' Human Resources Division. Staff also attended numerous professional development team events.*

*Goal No. 7: Promote student engagement and development through participation in the National Student Exchange*

**Supports Division Goals: 3**

**Initiative #7(a): Foster student engagement through enriching educational experiences in the National Student Exchange.**

*Action Plans/Key Performance Indicators*

- Develop, promote, and assess opportunities that encourage students to participate in the National Student Exchange
    - *How is the National Student Exchange promoted? How is the satisfaction of participants assessed?*
  - Increase the number of student applicants for the National Student Exchange at USC.
    - *What was the increase of applications from 2007-2008 to 2008-2009?*
  - Develop an assessment tool for outgoing and incoming USC National Student Exchange Students.
    - *What was developed? Was Student Voice utilized in the development of this tool? When was the tool given to students? What was the outcome?*
  - Assess financial structure of USC National Student Exchange (especially application and acceptance fees).
    - *How was the financial structure assessed? What benchmarks were utilized? Who was involved in this process? What was the outcome of this assessment?*
- *NOTE: The National Student Exchange Office was relocated to the Office of Student Engagement in February 2009.*