

Office of Community Standards 2017 Program Review

Office of Community Standards Mission Statement

The Office of Community Standards at Pepperdine University promotes and enforces behavioral standards and Christian ideals, encouraging individual responsibility, personal growth, campus safety, and community development.

Office of Community Standards Goals

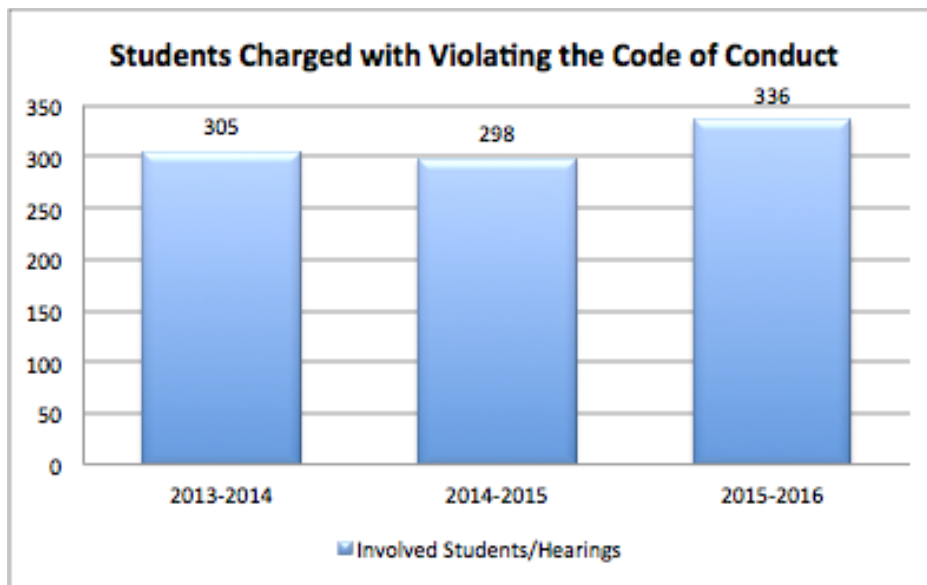
To maintain a Christian environment on campus; to enforce the Code of Conduct; to help students learn from their mistakes through a fair and reasonable process.

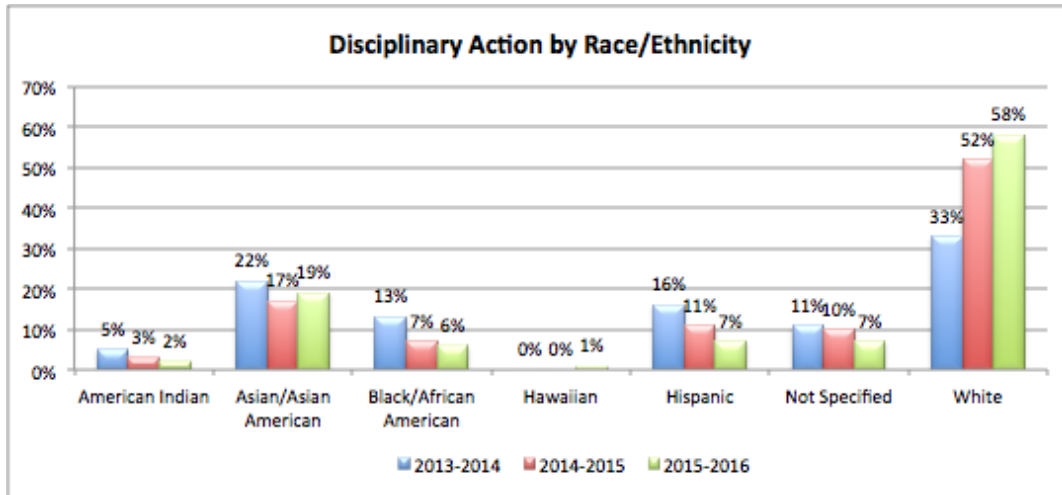
Office Staff

Sharon Beard, Associate Dean of Student Affairs for Community Standards

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The Office of Community Standards (OCS) is responsible for overseeing the student discipline process for all undergraduates and residential graduate students at Pepperdine University's Malibu Campus. Although the entire campus community benefits from the University's Code of Conduct, OCS walks alongside approximately 10 percent of students as they participate in the student discipline process for possible violations of the Code of Conduct. The department's goals serve as a framework for how it interfaces with students, and while the various policy violations adjudicated are no different than those seen at a public university, the response by OCS is informed by Pepperdine's Christian mission.





The national spotlight continues to focus on the prevalence of sexual violence on college campuses. OCS strives to approach these cases with the seriousness they deserve, and in an effort to ensure compliance with the ever-changing federal regulations, OCS, in partnership with the Title IX coordinator for students, focuses on all aspects of Title IX regulations, training, and implementation. Additionally, the associate dean of student affairs for community standards accepted a new appointment last year to oversee all sexual misconduct cases across the University. The goals for centralizing the conduct process for all five schools are consistency and efficiency. Given the recent focus on Title IX cases, the department's external reviewer focused on the Title IX adjudication process.

Since the last program review in 2011, the following goals from the QIP were achieved:

1. **Recruiting more students to serve on the Student Disciplinary Committee.** The department consistently has two students (the maximum) serve on the non Title IX cases. Previously, there was often one student (the minimum) creating undue pressure on the student representative present.
2. **The department will follow its assessment plan for the next four years.** Each year since the last review, the assessment plan was followed. For three of the years, students' reflection papers were assigned with writing prompts and a rubric was used to determine student learning. See appendix for the evaluation of the reflection papers. Additionally, after the resident advisors (RA's) presented the various student policies, a post-test was administered to determine if students understood University policies.
3. **Expand the training for Student Disciplinary Members.** Members of the committee are trained as they join the committee, but the Title IX guidance indicates that we must conduct yearly training for the Title IX adjudicators. Initially OCS relied on an outside law firm to provide training, and while it was thorough, it was also expensive. As a result, OCS partnered with the Title IX coordinator for students to provide in-house training. The first training was a success with 15 participants. The training will be repeated during the summer and fall semesters. Based on

feedback our external reviewer received from our student representatives who serve on non Title IX cases, there is a desire for more ongoing training, so a more comprehensive training will be created for non Title IX cases.

4. **Change policy and practice of allowing attorneys to attend disciplinary hearings.** Attorneys are no longer allowed to attend hearings for non Title IX matters. The policy was changed and now students are allowed to have an advisor present at the hearing that must be someone from the Pepperdine community who was not involved in the incident. An exception to this policy exists in all Title IX cases, as the guidance states that students on either side shall be allowed to have any advisor, including an attorney. The policy reflects this exception.
5. **Review Good Samaritan policy and determine if name of policy needs to be changed.** A service leadership student consulting team partnered with the department to survey students regarding the Good Samaritan policy. The team surveyed students about the policy to determine how well known it is. The survey results indicated that a majority of first-year students are aware of the policy, and most of these students learned of the policy during New Student Orientation. As a result of this survey, it was decided to keep the name the same.

Benchmarking information that informed change to department policy:

Develop alternative sanctions for students with first-time marijuana violations

Rationale: Previously, the standard sanction for a first-time marijuana violation is suspension for at least one semester. OCS seeks to ensure that the sanctions assigned to students result in learning for the individual student and protection of the greater University community. As such, OCS assigns sanctions that are consistent with best practices within the student conduct profession.

Strategies: OCS contacted other universities to determine how they adjudicate marijuana violations and to see if they have any data on the effectiveness of those sanctions. Concurrently, OCS collaborated with the Counseling Center to develop a plan for possible alternative sanctions for marijuana violations and determine when these types of sanctions should be implemented.

Assessment: OCS contacted the following universities to ascertain what their standard sanctions are for marijuana possession and use:

Abilene Christian University (ACU)
Harding University
Lubbock Christian University
Loyola Marymount University
University of Mary Washington
Loyola University, Chicago
Westmont

Surprisingly, ACU often assigns probation for the first drug violation, and Lubbock assigns probation and drug testing if the student comes forward and admits use before being caught. Loyola Marymount also assigns probation for a first violation, and the rest of the universities listed suspend students for a first-time violation. Some of the other institutions call

probation “suspended suspension” and some institutions advertise that if a student comes forward and admits the violation before being caught, then a much lesser sanction is assigned. OCS was unable to identify any unique type of sanction already implemented at another university, and the Pepperdine Counseling Center researched the impact of sanctions and discovered a lack of extensive research in this area.

Since OCS conducted this benchmarking, we have repeatedly set aside the standard sanction for marijuana violations of suspension and assigned probation and drug testing, as well as research papers on the harmful effects of marijuana. One of the students in violation who was given probation (instead of the standard sanction of suspension) stopped by the office and was extremely grateful for the “second chance,” and said the experience has positively changed his life. This same student met his other sanction deadlines and committed to not using marijuana again. Unfortunately, another student given probation did not meet any of his deadlines and was required to come to a second hearing for failing to comply with sanctions imposed, and he was suspended. After consulting with the counseling center, our two departments both agreed that the standard sanction of suspension should remain the advertised standard, but we will continue to review each case to see if a lesser sanction is effective. We also discussed the importance of doing more drug testing, and giving more weight to whether a student is honest during the documentation.

Community Standards Student Learning Outcomes

A student who participates in the Office of Community Standards program should be able to:

- Engage in self-reflection to demonstrate increased self-awareness.
- Understand the role faith plays in developing personal values and behaviors.
- Appraise and enhance relationships with an increased understanding of how personal choices and behaviors impact others.
- Build leadership skills in community living, including effective communication of community standards/policies and consequences.

Office of Community Standards Curriculum Map

Curriculum Map: Programs	SLO 1	SLO 2	SLO 3	SLO 4
Hearings	x	x	X	x
Interventions/Sanctions	x	x	X	x
Training student leaders (RAs, SLAs, NSO leaders)		x		

Detailed Outreach & Prevention Curriculum Map

	SLO 1	SLO 2	SLO 3	SLO 4
Intervention				
Alcohol EDU	x			x
Essays	x		x	
Mentors	x			x
Training Leaders				
RA's/SLA's	x	x		x
Committee members	x			x
NSO Leaders	x	x		x

Assessment PLAN

Assessment Plan

Year	SLO	Program
	SLO 1	Rubric used to develop reflection
2	SLO 2	Pre/post survey of RA's to show understanding of community standards/policies. Show Evidence that student body is aware of community standards
3	SLO 3	Develop rubric to show focus on relationship with God/Christ
4	SLO 4	Develop rubric to show student is focused on how behavior impacts others

Student Learning Outcome Assessment:

Since the last review, OCS evaluated the SLO of building leadership development with the Resident Advisors (RA's) and effectively communicating the community standards to our students. During New Student Orientation, two residence halls were identified to evaluate how the community standards are presented to our students. A hardcopy survey was also created by Housing and Residence Life and distributed to the new students. The RA's conducted presentations to their own new residents regarding the University's community standards on alcohol and drugs and the consequences for violating the community standards. Following the presentation, surveys were administered to the students to test what they learned from the presentation. Additionally, two of the RA's presentations were recorded to evaluate how they were presenting the information to the new residents. The results of the surveys were disappointing. Although the surveys were distributed immediately following the RA's presentations, the majority of students did not know the consequences for violating the alcohol policy. After reviewing the videos, it was evident that the RA

presentations lacked the necessary formality and the residents present were not engaged in the process.

Closing the Loop At the conclusion of an academic year, the associate dean of students met with the student representatives of the SDC to obtain feedback on how we can address the training of RA's, as well as how the community standards could be better communicated to new students. This feedback was significant because the majority of SDC student representatives also serve as RA's. The SDC student representatives reported that the timing of the presentation is a barrier to effective communication. New students are distracted because they are tired from the first day of orientation and are restless because they are focused on the social activities that are following the RA's presentation. It was also reported that there is no consistency in how the information is presented. The RA's follow a checklist, but are not required to present the information in any specific way. The student representatives unanimously agreed that the development of a video where the information is presented in a relevant way would more effectively communicate the community standards to the new students. The associate dean of students met with HRL and a video was created to present to all new students. To appeal to the new students, the video includes humor but also clearly explains the community standards and the standard sanctions for violating the standards. OCS will continue to survey the students after the video presentation to determine if learning is occurring.

The following is a comprehensive review of the reflection papers students wrote as a result of their sanctions. After reviewing the reflection papers each year, OCS evaluated if the writing prompts needed to be changed or if different book assignments would enhance the students' reflection experience.

APPENDIX: COMMUNITY STANDARDS - INTEGRITY ESSAYS REVIEW

For reflection papers assigned as a part of sanctions for various types of violations (e.g. dishonesty, drug use), students were asked to include the following components in their papers:

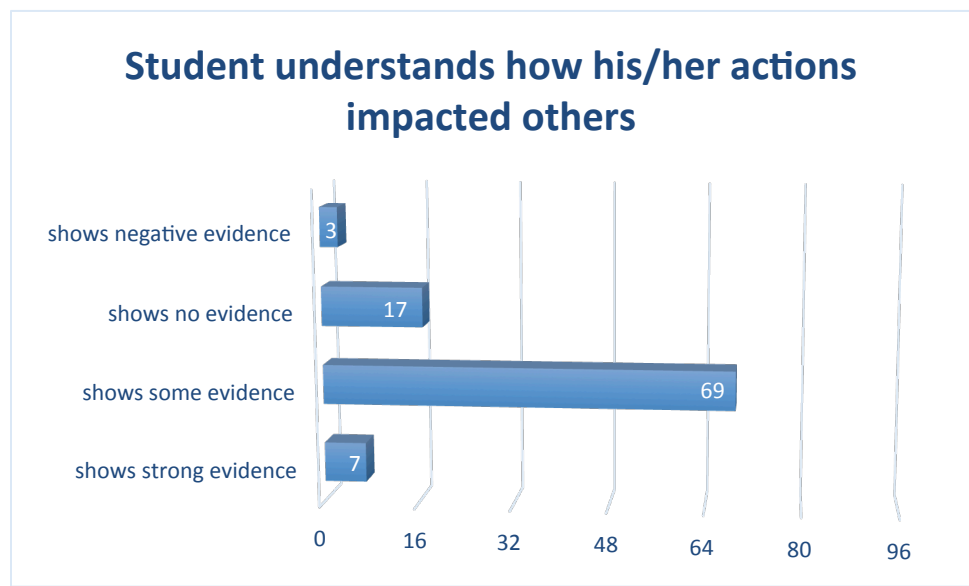
- a) What you have learned about yourself; b) How your actions impacted others; c) What you are planning to change; d) How you will stay committed to these changes; and e) What role your faith played in this experience.

There were 96 essays submitted in total. Tables below describe the data collected from these essays.

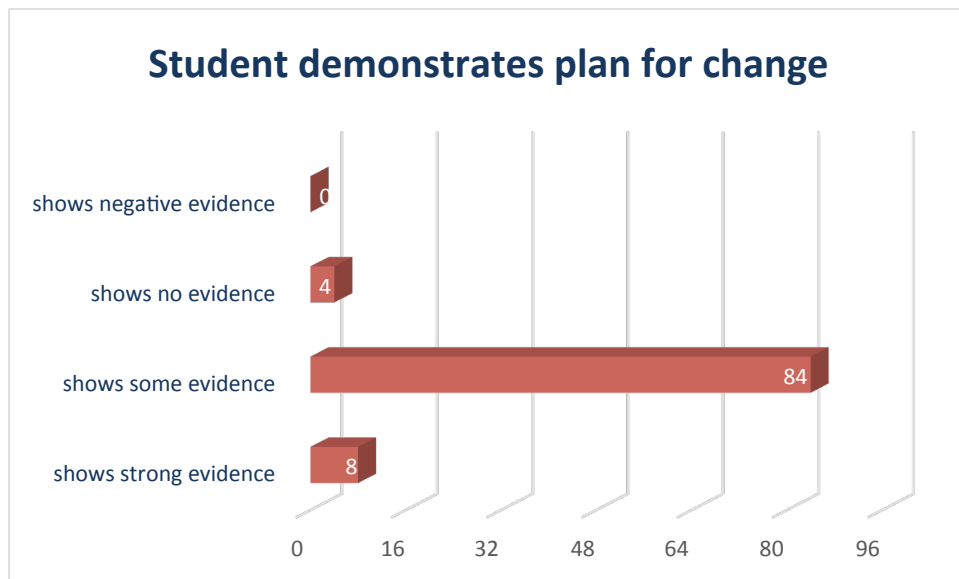
Gender/Years	2011	2012	2013	2014	2015	2016	Total
Male	2	8	9	9	28	10	66
Female	7	8	7	5	1	2	30

Students were specifically asked to reflect in their essays **how their actions impacted others**. They were scored according to the following rubric. The score is from 5-1 (five is strongest).

Reflection Paper Prompts	Shows Strong Evidence 5	Shows Some Evidence 3-4	Shows no Evidence 2	Shows Negative Evidence 1				
Student understands how his/her actions impacted others	Student recognizes and discusses at length how actions impacted others.	Student recognizes and discusses some detail of how actions impacted others.	Does not recognize/identify impacts on others	Student indicates that his/her actions have no impact on others.				
Number of students' responses	7		69		17		3	
	Male	Female	Male	Female	Male	Female	Male	Female
	3	4	45	24	15	2	3	0

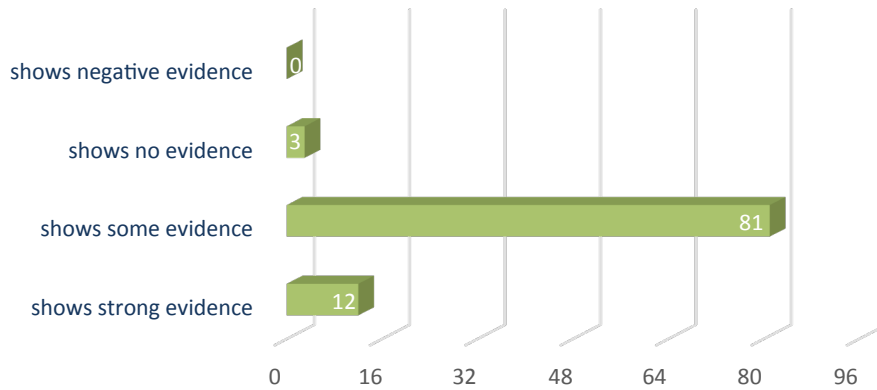


Reflection Paper Prompts	Shows Strong Evidence 5	Shows Some Evidence 3-4	Shows no Evidence 2	Shows Negative Evidence 1				
Student demonstrates plan for change	Student acknowledges need for change and gives more than one example of how he/she will change.	Student gives at least one action item for change	Student makes no mention of any plan for change.	Student indicates that change is unnecessary				
Number of students' responses	8		84		4		0	
	Male	Female	Male	Female	Male	Female	Male	Female
	5	0	60	24	3	1	0	0



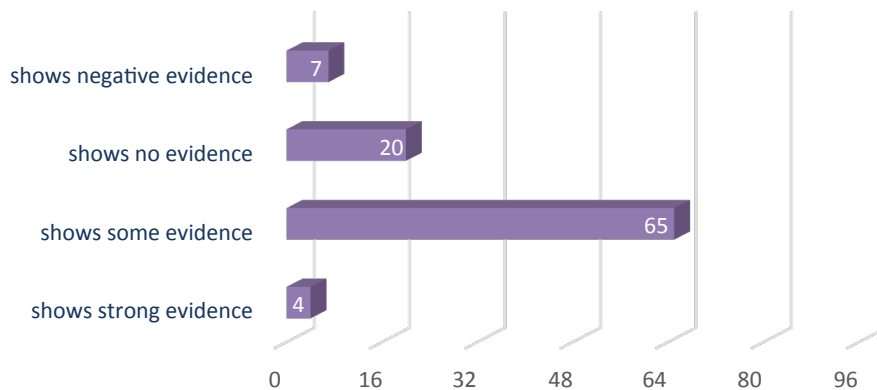
Reflection Paper Prompts	Shows Strong Evidence 5	Shows Some Evidence 3-4	Shows no Evidence 2	Shows Negative Evidence 1				
Student demonstrates ongoing commitment to making changes	Student discusses at length his/her commitment to making changes.	Student makes mention that he/she is committed to change, but does not explain.	Student makes no mention of any ongoing commitment to change.	Student indicates he/she is not committed to changing behavior				
Number of students' responses	12		81		3		0	
	Male	Female	Male	Female	Male	Female	Male	Female
	4	8	55	26	3	0	0	0

Student demonstrates ongoing commitment to making changes

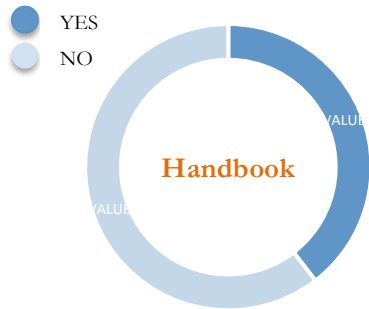


Reflection Paper Prompts	Shows Strong Evidence 5	Shows Some Evidence 3-4	Shows no Evidence 2	Shows Negative Evidence 1				
Student demonstrates how faith plays a role in experience	Identifies as a person of faith and discusses extensively how faith impacts decision-making	Identifies as a person of faith and gives at least one example of how faith impacts decision-making	Student makes no mention of faith or role it plays in experience/decision-making	Identifies as a person of faith but indicates that faith has no role in decision-making				
Number of students' responses	4		65		20		7	
	Male	Female	Male	Female	Male	Female	Male	Female
	3	1	38	27	20	0	4	2

Student demonstrates how faith plays a role in experience

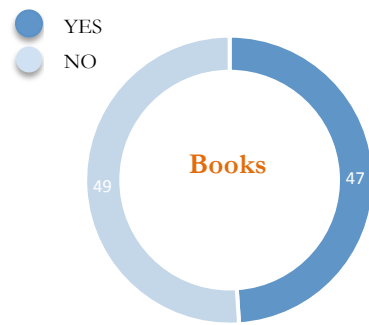


On the question “**what have you learned about yourself**” many students replied that they understood their violation and took some responsibility only after reading the Student’s University Handbook, books such as “Anatomy of a Lie” and “Defining Moments”, and also through mentorship from the spiritual advisors.



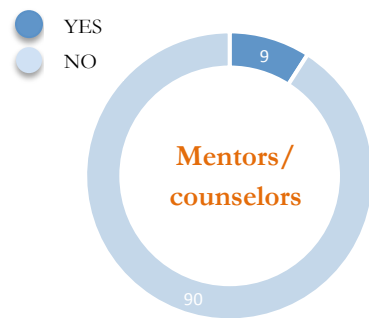
38 students used definitions of Student Handbook, California Laws and other regulations in their essay reflection. Most of the students that quoted from the Handbook and Laws were required to look for specific definitions, especially for hazing.

Used Student Handbook	Did not used the Handbook
38	58



47 students claimed that the books “Anatomy of a lie,” and “Defining moments” were helpful for their reflection. Students were assigned to read the books as part of their sanction. Both books were considered very useful for their reflection.

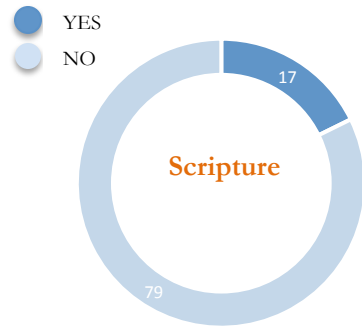
Assigned to read the books	Not assigned to read the books
47	49



9 students claimed that they received help from counseling center, or spiritual mentors (chaplains, pastors). Students asked for help from their mentors and counseling center and considered it very effective for their reflection.

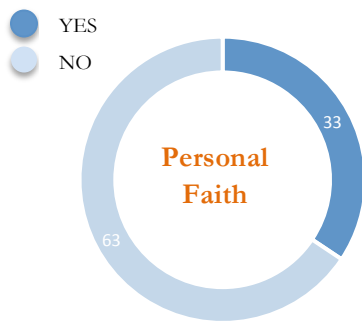
Asked for help from mentors/counseling	Did not ask for help from mentors/counseling
9	90

Students were asked “**what role your faith played in this experience**”. In their essays they expressed that faith played an important role during their reflection and helped in their specific situation to understand God’s role in their life.



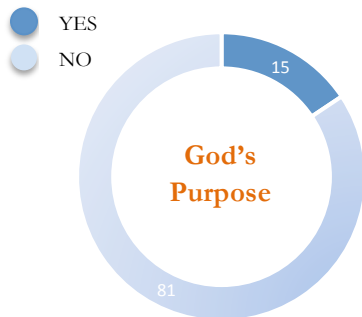
17 students quoted Bible verses in their essays’ reflection to support their integrity concern. Quotations were used to find strength or God’s answer related to the event.

Used Bible verses in their essays as part of reflection	Did not used any Scripture quotations
17	79



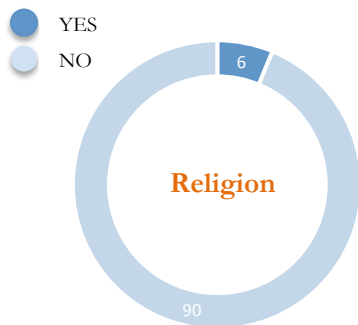
33 students claimed that their reflection came from personal faith experiences. Students wrote about previous experiences where their faith played a significant role in the outcome of the event.

Claimed personal faith helped for reflection	Did not mention their personal faith in essays
33	63



15 students considered the outcome of the event as God’s purpose to help them learn more. Students during their reflection considered the event as a test from God, or a purposefully lesson for their growth and maturity.

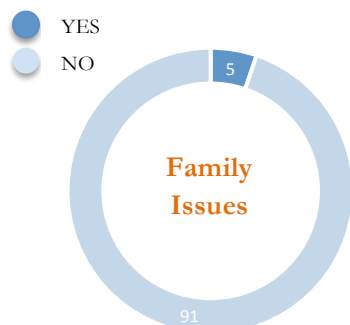
Considered the event as God’s test	Did not connect the event with God’s purpose
15	63



6 students claimed that not being religious before affected their judgement during the event. These students expressed that they were not in contact with any religion before, and this factor played a role in their judgement during the violation event.

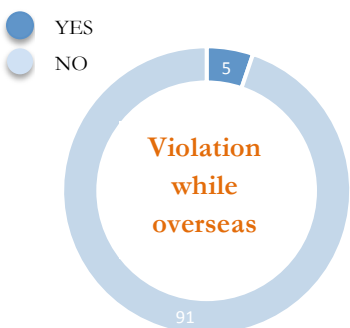
Did not have any religious background before	Were aware of the religious responsibilities
6	90

Other data that were discovered in these essays are as following:



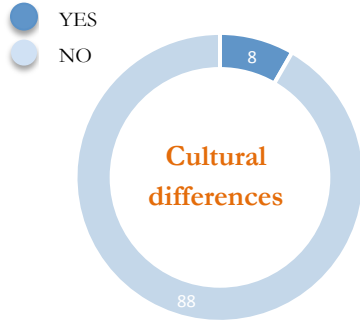
5 students claimed that prior family issues affected their judgement during the violations.

Family issues were a factor on the violation	Not mentioned any family issues
5	91



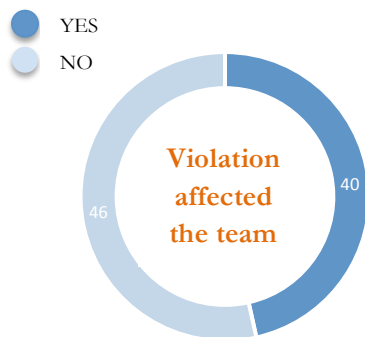
5 students reported that their violation happened while studying abroad.

Violations that happened while studying abroad	Violations that happened in the states
5	91



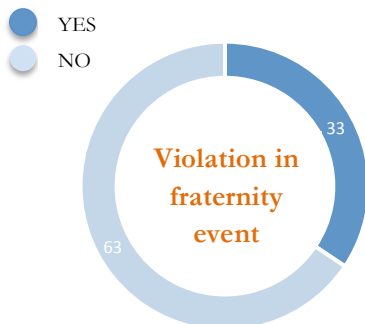
8 students reported that because of their ethnicity were not aware of cultural differences or that were in violation during the event.

Not aware of cultural differences	Did not mentioned any cultural differences
8	88



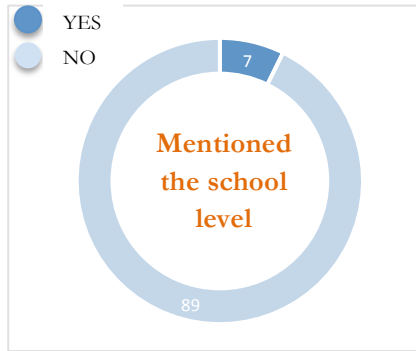
40 students reported that they were part of a team and their violation affected other members of the team (sports).

Violation affected the rest of the team	Did not mentioned any team connection to the event
40	46



33 students reported that the violation happened during a sorority/fraternity event.

Violation happened during a sorority/fraternity event	Did not happen during a sorority/fraternity event
33	63



7 students mentioned their school level in their reflection paper as significant for their continuation of the studies.

Mentioned the school level (senior, junior...etc.)	Did not mentioned the school level
7	89

Based on the reflection essays the violations were as in the table below:

Essays related to violation of:	Male	Female	Total
Alcohol	4	7	11
Drug usage	8	1	9
Hazing	31	0	31
Confrontation	3	0	3
Lying	12	20	32
Other	8	2	10