

# Office of Student Conduct Rights and Responsibilities (OSCRR)

## Program Goals and Outcomes

**Mission:** Creating a more humane and just world starts with one's personal commitment to responsible behavior within his/her own community. The Office of Student Conduct, Rights and Responsibilities at the University of San Francisco fosters an educational and developmental environment for students, staff and faculty to engage in opportunities resulting in socially responsible interactions.

### I. PROGRAM GOAL

**Goal 1:** Reduce high-risk drinking and related harm in first-year student populations at the University of San Francisco.

**Goal 2:** After a student violates a University policy and goes through the conduct process they will be less likely to violate policy.

**Goal 3:** Members of the Student Conduct Board (SCB) will be able to articulate the rationale for the Code of Conduct/ORL Policies to peers that violate policy.

### LEARNING OUTCOMES

1a. Students will increase their knowledge of the dangers of alcohol and will be less likely to engage in high risk drinking (defined as five or more drinks, one or more times in the last two weeks.)

1b. Reduce alcohol-related harmful consequences (such as injuring self, injuring others, unprotected sex, regretted actions, forgetting actions, etc.) among first-year residential students by 10%.

1c. Increase number of conversations between trained BMI facilitators and students regarding high-risk drinking behaviors and plans for change.

1d. Increase in accurate student knowledge of enforcement processes.

2a. After a student is transported due to an alcohol or drug violation and meets and follows up with OSCRR staff, they will increase their knowledge of the dangers of alcohol resulting in a reduction in his/her likelihood for repeat violation of the University's Drug Free policy.

2b. After a student is held responsible for stealing from the market and meets and follows up with OSCRR staff, they will increase their knowledge about the effects of their behavior resulting in a reduction in their likelihood for a repeat violation of the University's Theft Policy

3a. Students who participate in the SCB process will exhibit comprehension and the ability to articulate the effects their activities have on the community.

3b. Members of the SCB will exhibit the skills and competency in leading conduct meeting procedures while engaging others in meaningful cross-cultural dialogue.

## II. ASSESSMENT METHOD

Outcome	Very Poor Achievement of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
1. Reduce high-risk drinking and related harm in first-year student populations at the University of San Francisco.					
1a. Students will increase their knowledge of the dangers of alcohol and will be less likely to engage in high risk drinking (defined as five or more drinks, one or more times in the last two weeks.)	Reduced high-risk drinking by 0%	Reduced high-risk drinking by 1%	Reduced high-risk drinking by 2-3%	Reduced high-risk drinking by 4%	Reduced high-risk drinking by 5%
1b. Reduce alcohol-related harmful consequences (such as injuring self, injuring others, unprotected sex, regretted actions, forgetting actions, etc.) among first-year residential students by 10%.	Reduced harmful consequences by 0 %	Reduced harmful consequences by 1-3 %	Reduced harmful consequences by 5 %	Reduced harmful consequences by 7 %	Reduced harmful consequences by 10 %
1c. Increase number of conversations between trained BMI facilitators and students regarding high-risk drinking behaviors and plans for change.	Increased conversations by 0 %	Increased conversations by 5 %	Increased conversations by 10 %	Increased conversations by 15 %	Increased conversations by 20 %
1d. Increase in accurate student knowledge of enforcement processes.	Students cannot articulate the student conduct process.	Students can define one of the phases of Seyle's General Adaptation Syndrome.	Students can define two of the phases of Seyle's General Adaptation Syndrome.	Students can define three of the phases of Seyle's General Adaptation Syndrome.	Students can define all three phases of Seyle's General Adaptation Syndrome and give an example of each phase.
After a student violates a University policy and goes through the judicial process they will be less likely to violate policy.					

2a. After a student is transported due to an alcohol violation they will be less likely to violate the University's drug free policy.	Student continues to violate the Drug Free Policy.		Student does not violate the Drug Free Policy but is charged with violation of other USF codes of conduct and policies.		Student does not violate the Drug Free Policy or any other USF codes of conduct or policies.
2b. After a student is held responsible for stealing from the market and meets and follows up with OSCRR staff, they will increase their knowledge about the effects of their behavior resulting in a reduction in their likelihood for a repeat violation of the University's Theft Policy	Student continues to violate the Theft Policy.		Student does not violate the Theft Policy but is charged with violation of other USF codes of conduct and policies.		Student does not violate the Theft Policy or any other USF codes of conduct or policies.
Members of the Student Conduct Board (SCB) will be able to articulate the rationale for the Code of Conduct/ORL Policies to peers that violate policy.					
3a. Students who participate in the SCB process will exhibit comprehension and the ability to articulate the effects their activities have on the community.	Students cannot articulate the effects their actions have on the community		Students are somewhat able to articulate the effects their actions have on the community		Students are able to articulate the effects their actions have on the community
3b. Members of the SCB will exhibit the skills and competency in leading conduct meeting procedures while engaging others in meaningful cross-cultural dialogue.	SCB Members demonstrate incoherence and inefficiency in leading meeting procedures		SCB Members demonstrate moderate coherency and efficiency in leading meeting procedures		SCB Members demonstrate coherency and efficiency in leading meeting procedures.

### III. TIME FRAME

#### 2010-2011

**Goal 1:** Reduce high-risk drinking and related harm in first-year student populations at the University of San Francisco.

1a. Students will increase their knowledge of the dangers of alcohol and will be less likely to engage in high risk drinking (defined as five or more drinks, one or more times in the last two weeks.)

1b. Reduce alcohol-related harmful consequences (such as injuring self, injuring others, unprotected sex, regretted actions, forgetting actions, etc.) among first-year residential students by 10%.

1c. Increase number of conversations between trained BMI facilitators and students regarding high-risk drinking behaviors and plans for change.

1d. Increase in accurate student knowledge of enforcement processes.

#### 2009-2010

**Goal 3:** Members of the Student Conduct Board (SCB) will be able to articulate the rationale for the Code of Conduct/ORL Policies to peers that violate policy.

3a. Students who participate in the SCB process will exhibit comprehension and the ability to articulate the effects their activities have on the community.

3b. Members of the SCB will exhibit the skills and competency in leading conduct meeting procedures while engaging others in meaningful cross-cultural dialogue.

#### 2008-09

**Goal 2:** After a student violates a University policy and goes through the judicial process they will be less likely to violate policy.

2a. After a student is transported due to an alcohol violation they will be less likely to violate the University's drug free policy.

2b. After a student is held responsible for stealing from the market and meets and follows up with OSCRR staff, they will increase their knowledge about the effects of their behavior resulting in a reduction in their likelihood for a repeat violation of the University's Theft Policy

#### IV. **ASSESSMENT IMPLEMENTOR(S)**

Julie Orio, Assistant Dean, with support from designated OSCRR staff team members as noted:

- Goal 1: Florentina Dobrin and Susan Prion
- Goal 2: Ryan Garcia
- Goal 2: Ryan Garcia

#### V. **DATA**

- The data is reviewed on an annual basis to implement program-specific modifications (e.g., review conduct process and program development)
- The data is used to assist in determining changes to allocation of funds for the next fiscal year
- The data is compiled for inclusion in the UL annual report
- The data is included as a critical part of the office program review (on a seven year cycle)