

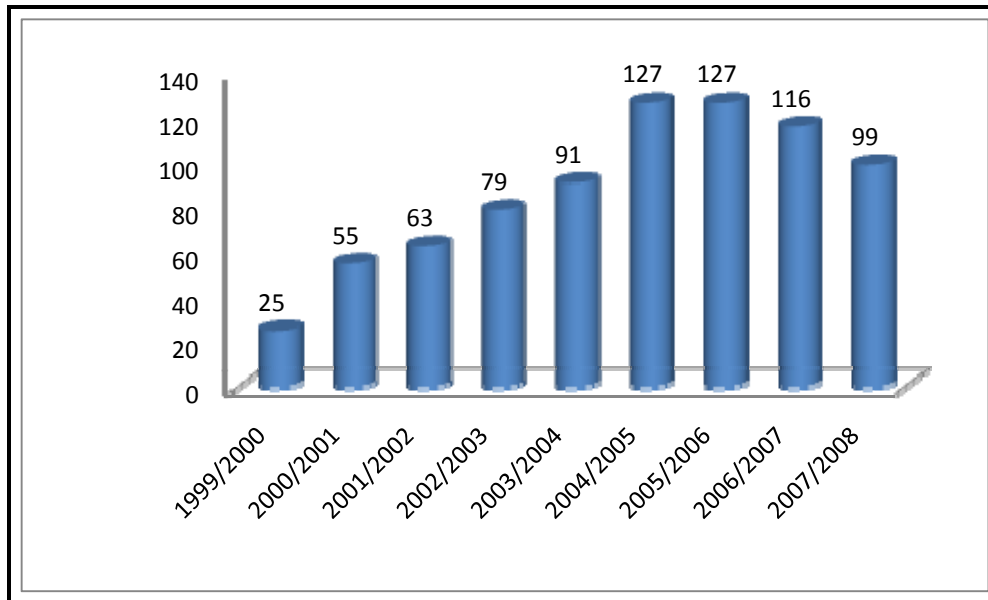
**ATTACHMENT 1**  
**KANSAS STATE UNIVERSITY**  
**HONOR & INTEGRITY SYSTEM**  
**Annual Report**  
**2007-2008**

Article VI of the *Constitution* requires the Honor System Director provide a report to Student Senate, Faculty Senate and the Provost annually. This report summarizes the activities of the Honor System for the 2007/2008 academic year.

The primary purpose of the Honor & Integrity System is to promote academic integrity as a standard of expectation within the university community. With this purpose in mind, the Honor & Integrity System seeks to promote academic integrity through both education and adjudication. This report will emphasize both of those missions as well as provide a report of the system changes and administrative activities of the Director and Honor Council during the reporting period.

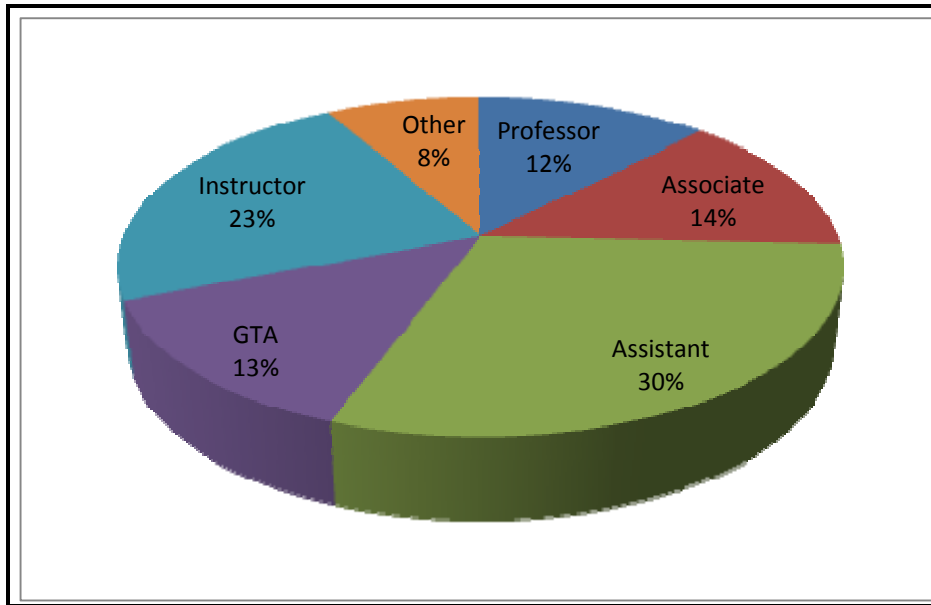
**ADJUDICATION:**

The Honor & Integrity System has processed 99 Honor Pledge Violation reports during the reporting period. The following graph represents the number of cases handled by the Honor & Integrity System since its inception in 1999. In 2007-2008 the number of reports received by the office decreased for the second straight year.

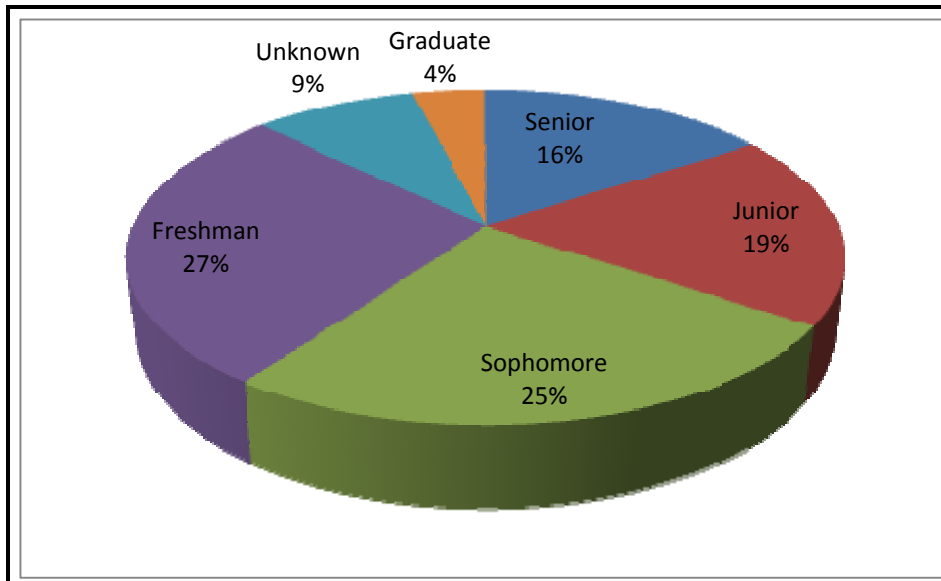


K-State Faculty members have two options when filing reports. Option 1 allows the faculty member to conduct her/his own investigation and identify the specific sanction for the violation. In this situation, Alleged Violators may contest only the allegation. If they do so, the case is turned over to the Honor System for investigation and adjudication. Under Option 2 the faculty member turns the case over to the Honor System for investigation and adjudication, however the faculty member may recommend a sanction. Alleged Violators may contest the allegation and propose an alternate sanction during the adjudication phase, but the Honor Council Hearing Panel makes the final sanction determination. During the reporting period 94 reports were filed using Option 1 while five reports were filed using Option 2.

Reports were received from all levels of teaching faculty. Tenure track faculty constituted 57% of the violation reports received while instructors accounted for 23%. Graduate Teaching Assistants filed 13% of the reports and 8% of the reports were filed by administrative personnel including Associate Deans and Department Heads.



For the 2007-2008 academic year 127 students were reported to the Honor & Integrity System. Of these 80 students were male and 47 were female. Of the 127 students 116 were sanctioned for violations. The remaining 11 students were involved in cases which were either dismissed during the investigation process or were found not responsible by a hearing panel. The chart below identifies the breakdown by student classification.



Of the 116 students sanctioned two had previously been reported to the Honor & Integrity System. The first student was reported during the summer of 2007 and again during the fall 2007. The student contested the first violation and was found responsible by a Hearing Panel. The student was required to enroll in and complete the Development and Integrity course. The student did not contest the allegation from the second violation report and decided to leave the K-State to attend a more “student friendly university where I will not have to deal with these issues”. The student completed the new on-line version of the DI course and is currently attending another university. The second student previously completed the DI course to remove the XF resulting from the first violation. However, a subsequent violation report was filed during the semester immediately following the student’s completion of the course. The student elected not to contest the allegations and is awaiting a hearing to determine if additional sanctions are warranted.

The Honor Council conducted 18 case investigations during the reporting period. Case Investigators recommended dismissing two of the cases for lack of information. The Director, acting upon these recommendations, closed both cases. Additionally, in three cases the Case Investigators recommended the Director act as a mediator between the Reporter and the Alleged Violator. All three cases were successfully mediated in such a way that all parties were satisfied with the outcome. I should note, these cases were not dismissed but resolved so that sanctions were still imposed upon the student however the student no longer contested the allegations. Mediation of violation reports is used when students do not agree with severity of the sanctions or do not understand the allegations from the instructor. A student in this situation will typically contest the allegation regardless of the available information indicating that a violation did occur.

One additional case was mediated prior to the investigation process. Upon receiving the report I contacted all parties and was successful in resolving the conflict prior to advancing to the adjudication process. Following the mediation between two faculty members the reporting faculty member elected to withdraw the violation report. As Director, I have found benefit to involve all parties in a joint discussion related to the allegation and subsequent sanctions. This typically alleviates the need for a lengthy hearing process. When the mediation process fails to bring about a satisfactory conclusion for all parties the case is forwarded to an investigation team or delivered to a hearing panel for adjudication.

The Honor Council conducted 11 hearings during the reporting period. Eight investigations and subsequent hearings were initiated based upon the students' desire to contest the violation reports. Five of these cases resulted in the Hearing Panel finding sufficient information to hold the students accountable for a violation of academic integrity. In three of the cases the Hearing Panel felt sufficient information was not provided to find the students responsible. In two of the three cases the reporter concurred with the hearing panel's decision stating that the investigation had provided enough clarification from the students and witness to assure the faculty member that a violation did not occur. However, in the third situation the faculty member and college level administration disagreed with the findings of the panel. The panel found what they perceived to be an inconsistent application of collaboration statements across courses within the college. This inconsistency presented students with a set of ambiguous expectations that created an environment not conducive to student success. The panel provided recommendations to the college which were acted upon during the summer months. While this was a potentially volatile situation, the college and Honor Council acted in the best interest of students and were able to create an environment in which students can be successful.

Three investigations were the result of faculty members filing violation reports seeking investigations. In each of the reports the faculty member clearly indicates his/her belief a violation has occurred but each case involved complicated issues that were better dealt with by the Honor Council. The first case involved a situation in which multiple students in a class approached the instructor to report another student who was seen using notes during an exam. The instructor did not witness the act and therefore submitted the report to the Honor System. Upon confirmation of these actions through multiple interviews, the Case Investigators submitted the report recommending a hearing. The student admitted to using the notes but denied knowledge that the testing instructions prohibited the use of notes. The panel found the student responsible and assigned an XF and a requirement to complete the Development and Integrity course. These sanctions were consistent with that which was recommended by the faculty reporter.

A second case reported under an Option 2 involved ten students working in three separate groups. When final projects were submitted the contents of a portion of the projects were nearly identical. The reporter was unable to determine who was responsible for a violation and submitted a request of an investigation to the Honor & Integrity System Director. Following the investigation, the Case Investigators were able to narrow the infraction down to one group of three students. Subsequently, the other students were released from responsibility by the Director. A hearing was conducted to consider the information discovered by the Case Investigators. During the hearing the information indicated the violation was the product of one of the students having access to

information left on the desktop of a computer by the two other groups. Using this information the student prepared a statement which summarized ideas generated by the other groups and submitted the statement as a part of the group project. Computer records were identified indicating when the information was placed upon the desktop, which desktop computers were used by which groups, log in times for all students in each of the groups, and document creation times. In addition, project submission times were acquired through KSOL which left very little doubt regarding opportunity. Two of the students were found not responsible and the third student was found to be solely responsible for the breach of academic integrity. The Hearing Panel sanctioned the student with an XF and the requirement to complete the Development and Integrity course. This sanction was recommended by the faculty reporter.

Finally, an administrator filed a report indicating a belief that a violation had occurred in a course. Due in part to his position, the reporter sought to have the Honor Council adjudicate the suspected violation. This action was taken to alleviate any perception of bias on the part of the reporter. Following the investigation the panel found sufficient information did exist to support the allegations and acting upon the recommendation of the faculty member sanctioned the student with a zero on the assignment and required the student to enroll in and successfully complete the Development and Integrity course.

During the fall semester of 2007, two cases were adjudicated from the 2006-2007 semester. Both cases were reported during the summer of 2007 and were not completed by the time the annual report was compiled. In both instances a hearing panel found the students responsible for violations. In the first case a student was participating in a distance education course. The instructor of the course was informed by the Division of Continuing Education that discrepancies had been noticed in the signatures on proctoring forms. After attempting to resolve the issue without success, the instructor submitted the violation to the Honor Council for investigation. The Case Investigators engaged in a very lengthy investigation which resulted in multiple interviews with those involved. As the investigation progressed it became apparent that the falsification of the proctoring information was only the initial violation related to this course. It was later discovered that the handwriting on the proctoring information was almost an exact match to the handwriting on the assignments submitted for grading. At a glance one would assume the student simply falsified the proctor's signature. However, upon closer inspection it was determined that the submitted homework and the proctor signature was not a match to the student's handwriting. While the Case Investigators realize they are not handwriting experts, the signatures and homework clearly did not match the handwriting on assignments previously submitted by the student. Given this information the hearing panel found the student responsible for a violation, specifically, falsifying proctor documentation. The student chose not to attend the hearing but did submit a written statement. Following the hearing, in future correspondence, a signature was acquired by one of the student's family members. Upon checking that family member's signature against that of the proctor information a reasonable person would identify the signature and subsequent written statements as matching that of the handwriting on assignments submitted for grading and that which was on the proctor signature line. While this information was not presented to the panel for deliberation, knowledge of this information does provide support for finding the student responsible. I should note at this point this student was one of the students mentioned earlier in the report who engaged in a second violation following the conclusion of the hearing. This student, as reported earlier, has left the university to attend school at another institution.

The other case concluded following the presentation of the annual report for 2006-2007 involved a tutor who was alleged to have prepared written work for multiple students to be submitted for grading. The student failed to respond to all correspondence and did not participate in the adjudication process. The student was a graduate student and worked as a tutor. The Hearing Panel found the student responsible for four instances of providing completed work for undergraduate students. The information provided was gained by accessing records and files on university owned computers. Base upon the nature of the case and the seriousness of the violations, the Hearing Panel recommended to the Provost the student be permanently separated from the university. The Provost concurred and the student was expelled during the fall semester of 2007.

As with past years, the largest form of Honor Pledge Violations involved plagiarism (60 cases). Many of these incidents were linked to internet sources. The second largest form of academic dishonesty involves engaging in unauthorized collaboration (34 cases) which includes the giving or receiving of information on test, quizzes, or assignments. Additional reports (21 cases) were filed alleging the use of unauthorized aid. The use of unauthorized aids relates to using textbooks, notes, or electronic devices when such aid is expressly prohibited by the instructor. Four cases were reported involving falsification. Falsification is the deliberate concealment of the true origin of data, forgery of signatures (scantron sheets or doctor notes) or submitting tests, quizzes, or assignments under false pretenses.

An examination of the sanctions assigned by either Reporters or Hearing Panels indicates that most students received multiple sanctions. During the reporting period 20 XFs were assigned. In addition, 65 students were required to enroll in the Development and Integrity course. A grade of zero was assigned to 33 students and 14 students received reduced grades on assignments. Instructors sanctioned ten students by placing a cap on the course grade and twenty warnings were given. Additionally, 12 students were required to redo assignments or papers. Finally, two students were required to develop and deliver presentations to a class related to the importance of academic integrity within the university system and two students were required to write letters of apology. Hearing panels did not make any recommendations for suspension but did recommend the aforementioned expulsion.

At the time of this report the Honor Council currently has one hearing pending from the spring semester. Additionally, two cases will begin the investigation process during the fall semester. Both reports were filed after the final exam dates in the spring and were postponed until the fall semester. Two cases filed during the summer months have yet to be resolved. The students have not responded to requests for contact but it is anticipated these students will not contest the allegations and the cases will be closed shortly after the beginning of the new semester. A case by case summary can be found on the Honor & Integrity System website at <http://www.k-state.edu/honor/honorsystem/violations07.htm>.

#### **EDUCATION:**

A primary goal of the Honor & Integrity System is to promote academic integrity through education. In previous years this has been the responsibility of the Associate Director. In December I accepted the resignation of Dr. Helene Marcoux, who had been in the position of Associate Director for several years. Dr. Marcoux had made significant contributions to the forward momentum of the Honor & Integrity System and will be missed.

A search was conducted during the spring semester and Dr. Camilla Roberts was hired as the Assistant Director of the Honor & Integrity System. Her primary responsibilities will be to provide educational opportunities for the university community, to facilitate the delivery of the Development and Integrity course, and advise the Honor and Integrity Peer Educator (HIPE) student group. Dr. Roberts has already begun to prepare for the upcoming year and will be a great contributing member in this role with the Honor & Integrity System.

From August through November of last year, Dr. Marcoux presented twenty-six separate presentations related to academic integrity issues. Following her resignation I asked two faculty members, Assistant Professor Amy Hubble, Department of Modern Languages/Honor Council Member, and Assistant Professor Christy Moran, Department of Special Education, Counseling, and Student Affairs/Honor Council Chair, to help support the educational initiatives currently underway within the Honor System. Dr. Hubble assumed the duties related to campus presentations and the HIPE group. Additionally, Dawn Lesperance, an experienced honor council member and undergraduate student assisted Dr. Hubble with the presentation schedule and student organization. Dr. Moran assumed responsibility for the delivery of the Development and Integrity course both in a classroom and on-line setting. Dr. Moran coordinated the delivery with two graduate students who were working with the Honor System through a practicum experience.

The Development & Integrity Course is a course offered through the Honor & Integrity System. The course is designed as an educational sanction and is presented by the Assistant/Associate Director through the College of Education. During the reporting timeframe, seven separate sections were offered to accommodate the students sanctioned with the course. During the reporting period 59 students successfully completed the course. An on-line version of the course has been developed to meet the needs of distance students. Dr. Moran successfully piloted this course during the spring semester. Dr. Roberts, in her role as Assistant Director will be adjusting the course and will offer it again during the fall semester. The on-line course was designed to meet the needs of students attending K-State via a distance media or for students who are no longer attending the institution but need to have the course to meet sanctioning requirements applied by either instructors or hearing panels. The on-line version is not designed as a convenient method for students to avoid face-to-face interaction with an instructor. The interaction associated with this course is a vital component to helping influence the decision making process of student violators. While we will continue to develop the course it is not assumed that the course will be opened to all honor system violators in the future.

#### **ADMINISTRATIVE:**

The Honor Council continues to monitor and review the Investigation and Adjudication Procedures which govern the process by which this office conducts the business associated with the receipt of violation reports. During the reporting period one change was made to the I&A procedures. Upon reviewing the appeals process and comparing the timeline to other judicial systems at the university a proposed amendment was submitted to the Honor Council to match the appeals timeline found in Article XI Section 9 of the Kansas State University Student Governing Association By-Laws to the Constitution. The following change was proposed to the Honor Council and approved by a 2/3 vote of the seated members as required by the Honor & Integrity System Constitution.

#### F. Appeal of a Hearing Panel Decision

Appeals are to be based on procedural irregularities or substantial new information. ~~Appeals based on procedural irregularities must be presented in writing to the Director within 15 days of an Honor Council Hearing Panel decision. Appeals based on substantial new information must be presented in writing to the Director within one year from the date of an Honor Council Hearing Panel decision.~~ A written appeal shall be filed with the Director of the Honor and Integrity System by 5:00 PM, within three class days following written notification of the decision to the Reporter and Violator. A maximum of three additional class days may be granted at the discretion of the Director if warranted by unusual circumstances. The Director determines whether an appeal based on substantial new information or procedural irregularities might have impacted the investigation or adjudication procedure. Following this determination, the Director may:

1. reconvene the Hearing Panel to hear new information, or
2. appoint a new Hearing Panel and conduct a new hearing, or
3. appoint new Case Investigators and a new Hearing Panel, or
4. take such other action as the Director feels appropriate.

The Director then notifies the Faculty Reporter and Alleged Violator in writing of the decision and the process to be followed.

During the reporting period the Honor Council Chair organized two working groups to examine Honor Council issues. The first group was charged with examining consistency in sanctioning across the university and the other group was charged with examining issues surrounding unauthorized collaboration and tutoring.

The Consistency Committee examined all violations and corresponding sanctions from 1999 through the summer semester of 2007. The committee's goal was to determine if sanctions assigned by faculty members were consistent across rank and violation given that no controls were in place for consistency of sanctioning. Table 1 & 2 indicate the number of each type of sanction by rank and by violation. Figure 1 & 2 represent the percentage of each sanction out of 100%. The committee believes the data demonstrates a natural consistency across types of violation with no significant differences across instructor rank. The committee indicated this information should be utilized by the Honor System when educating teaching faculty regarding reporting procedures and emphasized the information would be most significant when addressing new faculty. The committee did identify a sharp decline in the use of educational community service as a sanction and would like to see resurgence in the use of this form of sanctioning. The committee intends to continue this work during the 2008-2009 academic year by examining other factors involved in sanctioning.

**Table 1: Sanctions Assigned by Violation Type**

VIOLATIONS	SANCTIONS (1999-2007)									
	DI	XF	Comm. Service	Fail	Zero	Reduce	Redo	Suspend	Expel	TOTAL Students*
Falsification	18	16	1	0	4	4	0	2	0	<b>30</b>
Fabrication	6	4	0	0	3	1	0	0	0	<b>7</b>
Forgery	8	5	0	0	2	0	0	0	2	<b>9</b>
Internet Plagiarism	27	20	0	2	13	8	5	1	0	<b>51</b>
Plagiarism	241	213	16	5	126	45	32	7	2	<b>394</b>
Theft	1	1	0	0	0	0	0	0	1	<b>1</b>
Unauthorized aide	110	42	3	2	39	18	1	0	0	<b>160</b>
Unauthorized collaboration	88	26	4	0	120	39	4	0	1	<b>223</b>

**Table 2: Sanctions Assigned by Reporter Rank**

REPORTER RANKINGS	SANCTIONS (1999-2007)									
	DI	XF	Comm. Service	Fail	Zero	Reduce	Redo	Suspend	Expel	TOTAL Students*
Associate	110	58	4	0	60	35	12	4	2	<b>197</b>
Assistant	111	47	4	8	68	41	10	2	0	<b>203</b>
Instructor	100	50	12	0	88	19	5	0	1	<b>182</b>
GTA	125	43	2	0	61	17	11	3	0	<b>191</b>
Professor	48	28	2	1	25	12	1	1	2	<b>91</b>
Dir. Labs	3	2	0	0	1	0	1	0	0	<b>9</b>
Coord	0	1	0	0	0	0	0	0	1	<b>1</b>

\*Total students represent the number of students reported for a violation. Note many students received multiple sanctions.

Figure 1: Percentage of Sanctions by Violation Type

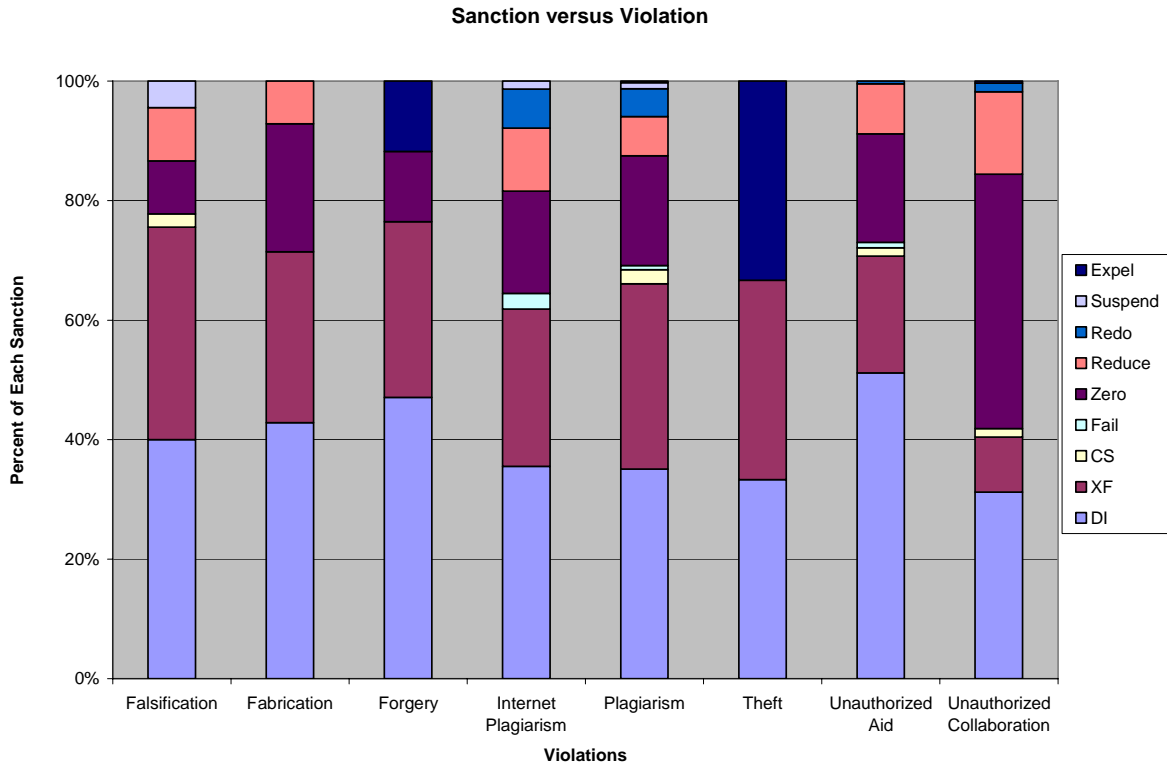
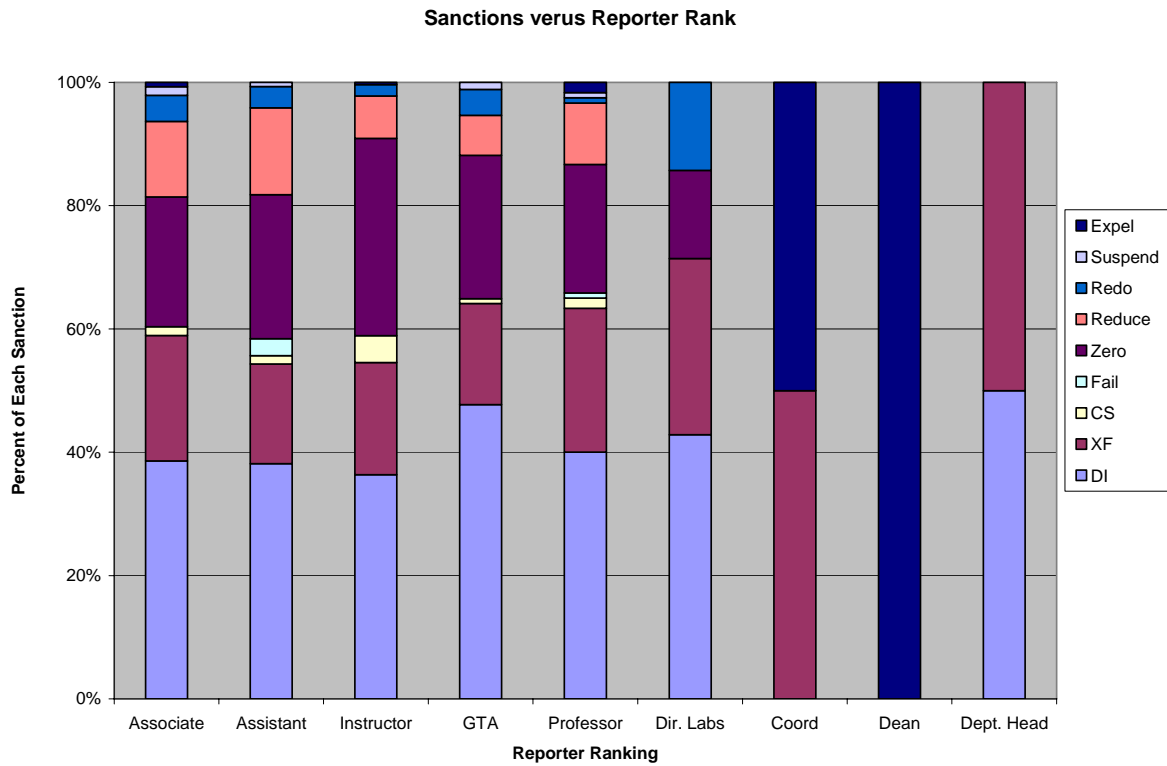


Figure 2: Percentage of Sanctions by Rank





The second committee was organized to address issues surrounding specific violations reported to the Honor System during the previous academic year. In recent years several violations have been reported to the system involving unauthorized collaborations and inappropriate tutoring assistance. The committee met several times during the fall and spring semesters to examine these cases and discuss potential actions to reduce instances of these violations. During the spring semester of 2008, draft copies of two documents were presented to the Honor Council. The first of these (Appendix A) deals directly with the issue of collaboration. The Honor Council's goal is to provide helpful suggestions for instructors when talking with students about collaboration guidelines. **This is not intended to be a mandate from the Honor Council but is intended as a set of helpful suggestions that could help in decreasing the number of violation reports related to unauthorized aid.** We have found, when dealing with situations in which students are reported for collaboration a large percentage of the students are engaging in practices which are acceptable in other courses but are prohibited within the course of violation. This document is intended to emphasize the need for both faculty and students to engage in these discussions.

The second document (see Appendix B) addresses a number of concerns arising from students who are engaged in tutoring programs. The Honor System has received a number of violation reports related to inappropriate assistance given to students by other students employed as tutors, either privately or through the university. Through the committee discussions the group was able to dialogue with numerous tutoring programs across the university. The committee prepared a document containing questions that both tutors and students should address as they engage in the tutoring relationship. Again **these are only suggestions and are not intended to be mandates handed down by the Honor Council.** The purpose of the document is to provide the campus community with issues to consider when engaged in tutoring sessions.

Finally, during the past year questions have been raised about the use of the Development and Integrity course as a sanction assigned by the Honor Council. The Honor & Integrity System Investigation and Adjudication Procedures states, "The standard sanction for an Honor Pledge violation shall be the assignment of an XF on the student's transcript. The XF denotes failure in the course due to academic dishonesty – an Honor Pledge violation." Given this statement the faculty member questioned the disproportionate number of violators assigned the Development and Integrity class versus the much smaller number who were assigned an XF as a sanction. The data provided in Appendix C shows the number of instances the Development and Integrity course and the XF were assigned as a sanction by both faculty and hearing panels. The Development and Integrity course was assigned 595 times and 266 grades of XF were given. This trend seems to be related to the significance both faculty and hearing panels place on education as an important component in sanctioning decisions. Given that the notion of a standard sanction as reported in the Investigation and Adjudication process is not consistent with the actual practice of faculty across campus. I will be proposing an amendment this fall to redefine the concept of standard sanction.

Dr. David S. Allen  
Honor & Integrity System Director  
August 15, 2008

## **Appendix A**

### **Discussing Collaboration with Students: Suggestions for Instructors**

A vital component of the Honor & Integrity System at Kansas State University is the inclusion of the Honor Pledge that applies to students' work on all assignments, examinations, or other coursework. The Honor Pledge is implied, whether or not it is stated: "*On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.*" This means that all academic work should be accomplished individually, unless the permission of the instructor is given in advance. Though this statement is in the Honor Pledge, many students find it difficult to know how much collaboration is too much when the instructor has given them permission to work together. It would be helpful to clarify with the students how much collaboration, if any, is permitted or expected when working on assignments, projects, papers, or exams. Though different academic disciplines often have unique expectations concerning collaboration due to the nature of the academic work in each, the following are sample questions that could apply to most academic disciplines and that can be discussed in class with your students in order to communicate your parameters for collaboration:

#### Written Papers and Projects

- A) Is it okay for students to receive assistance from others with the organization of a paper?
- B) Is it okay for students to receive assistance from others with the ideas/content of a paper?
- C) Is it okay for others to correct the grammar and/or spelling in a student's paper? If so, how much of the grammar and spelling may they correct?
- D) Is it okay for others to help students identify sources/references for a paper or project?

#### Homework Assignments

- A) Is it okay for students to work with others to determine their responses on assignments?
- B) Is it okay for students to share responses to assignment questions with each other after having completed the assignments individually?
- C) Is it okay for others to let students know when one or more of the responses to assignment questions are incorrect? If so, is it okay for them to let students know exactly which ones are incorrect or to give the correct answers?
- D) Is it okay for others to share former or current assignments with students to use as study guides?

#### Take-Home Exams

- A) Is it okay for students to work with others to determine their responses on take-home exams?
- B) Is it okay for others to assist students with take-home exams by helping them understand the terminology used in the questions?
- C) Is it okay for others to assist students in identifying course material relevant to the answers of the exam (e.g., the answer to that question is in the textbook on page 68.)?

See the Honor & Integrity System website (<http://www.ksu.edu/honor>) for more information.



## Appendix B Strategies for Tutoring Students

### Honor Pledge

A vital component of the Honor & Integrity System at Kansas State University is the inclusion of the Honor Pledge which applies to students' work on all assignments, examinations, or other coursework. The Honor Pledge is implied, whether or not it is stated: *"On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."* This means that all academic work should be accomplished individually, unless the permission of the instructor is given in advance.

### Suggestions for Tutors

\* In general, if you are asked to do something that you feel is wrong or unethical, it probably is. Aiding someone in committing an academically dishonest act is just as serious as receiving the aid.

\* As often as possible, read the instructor's syllabus to determine how much collaboration, if any, is permitted or expected on assignments, projects, papers, or exams. If, after doing so, you are still unsure of how to appropriately help the student, the following are some questions that you should ask the instructor of the course for which you are tutoring:

- A) Is it okay to help the student with the organization of a paper?
- B) Is it okay to help the student with the ideas/content of a paper?
- C) Is it okay to let the student know that one or more of the responses to assignment questions is incorrect? If so, is it okay to let the student know exactly which ones are incorrect or to give them the correct answers?
- D) Is it okay for me to let the student know the types of questions that were on the exam when I took this particular course?
- E) Is it okay to assist the student with take-home exams by explaining terminology in the questions?
- F) Is it okay to help identify sources/references for a student's paper or project?
- G) Is it okay to share former or current assignments, projects, papers, or exams with students to use as study guides?
- H) Is it okay to systematically correct a student's grammar in a paper or other written assignment?
- I) Is it okay to write directly on a student's work when making suggestions during the tutoring session?

\* If you suspect a student of academic dishonesty, it is your obligation to immediately contact that student's instructor or your supervisor.

\* See the Honor & Integrity System website (<http://www.ksu.edu/honor>) for more information and guidance.

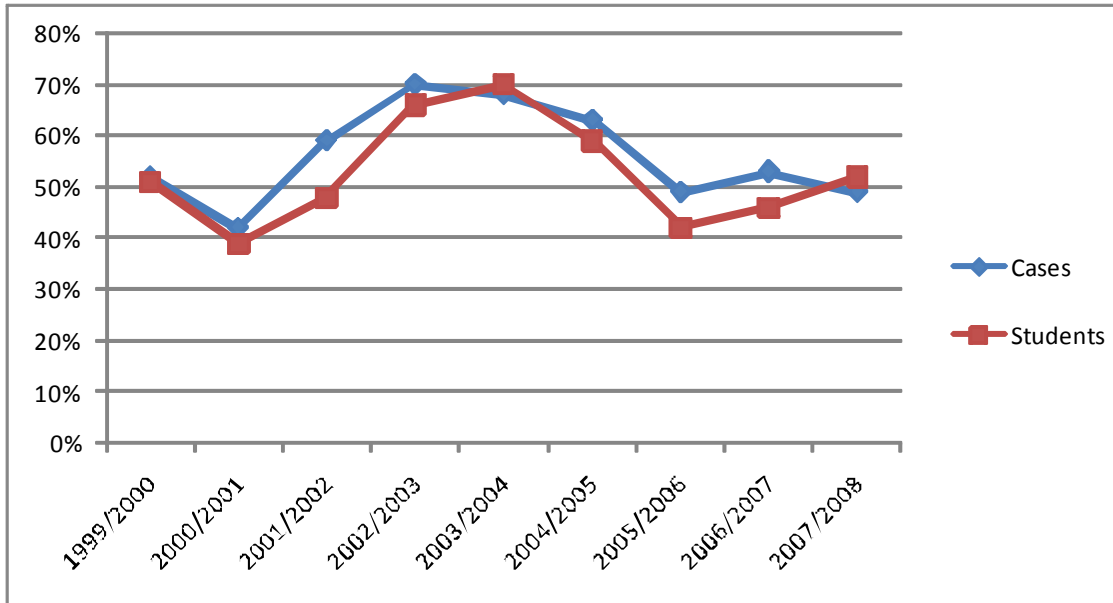


Appendix C  
Development and Integrity Course  
Statistics (1999-2008)

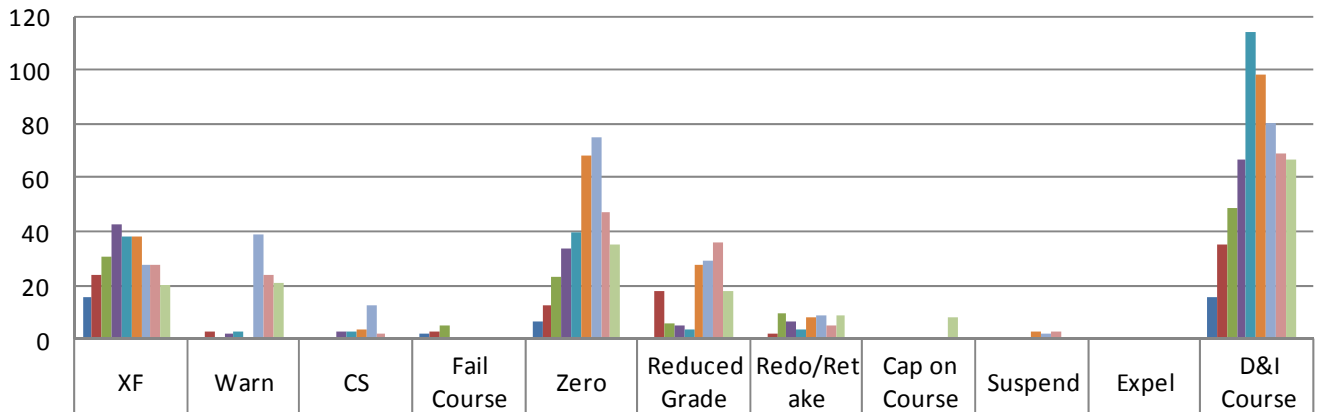
1999-2000	2004-2005
Reporter Assigned= 9 Hearing Panel Assigned=7 Total=16 Of the 25 cases 13 were assigned the D&I course Of the 31 students 16 were assigned the D&I course <b>XF=16 Warn=0 CS=0 Fail Course=2 Zero=7 Reduced Grade=1 Redo/Retake=1 Suspension=0 Expulsion=1</b>	Reporter Assigned =86 Hearing Panel Assigned =12 Total=98 Of the 127 cases 80 were assigned the D&I course Of the 165 students 98 were assigned the D&I course <b>XF=38 Warn=1 CS=4 Fail Course=0 Zero=68 Reduced Grade=28 Redo/Retake=8 Suspension=3 Expulsion=1</b>
2000-2001	2005-2006
Reporter Assigned =20 Hearing Panel Assigned =15 Total=35 Of the 55 cases 23 were assigned the D&I course Of the 90 students 35 were assigned the D&I course <b>XF=24 Warn=3 CS=0 Fail Course=3 Zero=13 Reduced Grade=18 Redo/Retake=2 Suspension=1 Expulsion=1</b>	Reporter Assigned =69 Hearing Panel Assigned =10 AD=1 Total=80 Of the 127 cases 62 were assigned the D&I course Of the 190 students 80 were assigned the D&I course <b>XF=28 Warn=39 CS=13 Fail Course=0 Zero=75 Reduced Grade=29 Redo/Retake=9 Suspension=2 Expulsion=0</b>
2001-2002	2006-2007
Reporter Assigned =20 Hearing Panel Assigned =29 Total=49 Of the 63 cases 37 were assigned the D&I course Of the 103 students 49 were assigned the D&I course <b>XF=31 Warn=0 CS=0 Fail Course=5 Zero=23 Reduced Grade=6 Redo/Retake=10 Suspension=0 Expulsion=1</b>	Reporter Assigned =61 Hearing Panel Assigned =8 Total=69 Of the 118 cases 62 were assigned the D&I course Of the 150 students 69 were assigned the D&I course <b>XF=28 Warn=24 CS=2 Fail Course=0 Zero=47 Reduced Grade=36 Redo/Retake=5 Suspension=3 Expulsion=1</b>
2002-2003	2007-2008
Reporter Assigned =54 Hearing Panel Assigned =13 Total=67 Of the 79 cases 55 were assigned the D&I course Of the 102 students 67 were assigned the D&I course <b>XF=43 Warn=2 CS=3 Fail Course=0 Zero=34 Reduced Grade=5 Redo/Retake=7 Suspension=1 Expulsion=0</b>	Reporter Assigned =64 Hearing Panel Assigned =3 Total=67 Of the 99 cases 49 were assigned the D&I course Of the 128 students 67 were assigned the D&I course <b>XF=20 Warn=21 CS=0 Fail Course=0 Zero=35 Reduced Grade=18 Redo/Retake=9 Suspension=0 Expulsion=0 Cap on Course Grade=8</b>
2001-2002	
Reporter Assigned =82 Hearing Panel Assigned =32 Total=114 Of the 91 cases 62 were assigned the D&I course Of the 163 students 114 were assigned the D&I course <b>XF=38 Warn=3 CS=3 Fail Course=0 Zero=40 Reduced Grade=4 Redo/Retake=4 Suspension=1 Expulsion=1</b>	

**Note: CS refers to Community Service. This generally takes the form of student presentations to peer groups but can also include community service hours working with the Honor & Integrity System.**

Appendix C (cont)  
 Development and Integrity Course  
 Statistics (1999-2008)



### Sanctions



Year	XF	Warn	CS	Fail Course	Zero	Reduced Grade	Redo/Retake	Cap on Course	Suspend	Expel	D&I Course
1999/2000	16	0	0	2	7	1	1	0	0	1	16
2000/2001	24	3	0	3	13	18	2	0	1	1	35
2001/2002	31	0	0	5	23	6	10	0	0	1	49
2002/2003	43	2	3	0	34	5	7	0	1	0	67
2003/2004	38	3	3	0	40	4	4	0	1	1	114
2004/2005	38	1	4	0	68	28	8	0	3	1	98
2005/2006	28	39	13	0	75	29	9	0	2	0	80
2006/2007	28	24	2	0	47	36	5	0	3	1	69
2007/2008	20	21	0	0	35	18	9	8	0	0	67
<b>Total</b>	<b>266</b>	<b>9</b>	<b>25</b>	<b>10</b>	<b>342</b>	<b>145</b>	<b>55</b>	<b>8</b>	<b>11</b>	<b>6</b>	<b>595</b>