

# 2015-2016 Student Affairs Assessment Plan

Department: Student Conduct and Community Standards

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## **Student Learning During an Administrative Hearing**

### **Divisional Mission**

To engage the KU community in services and programs that complement academic goals and enhance quality of life.

### **Departmental Mission**

The Office of Student Conduct and Community Standards is responsible for addressing incident of non-academic misconduct on campus and educating students about the Code of Student Rights and Responsibilities through formal and informal hearings. The office seeks to foster a holistic learning environment through education focused on community membership and standards.

### **Departmental Student Learning Outcomes**

Students who utilize or interact with services and programs provided by Student Conduct and Community Standards will be able to...

1. Describe the campus and community expectations for behavior.
2. Apply campus and community expectations for their behavior in their interaction with the community.
3. Evaluate the congruence between their personal and community values.
4. Explain how their actions (including the use of alcohol and drugs) impact their academic success at KU, other students in the community, and members of the larger KU/Lawrence community.

### **Description of Service/Program Area**

Student who have alleged violated the Code of Student Rights and Responsibilities (the “Code”) will be referred to the non-academic misconduct process. Specifically, alleged violations that, upon review of the initial information, do not rise to the level of suspension or

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expulsion may be resolved through an informal, administrative hearing. An administrative hearing is a meeting with a University Hearing Officer to inform the student of their rights within the non-academic misconduct process, share the information the university is aware of regarding the alleged violations of the Code, allows the student to respond to the alleged violations and provide further information that is relevant to the case, and, if the student is in violation of the Code, discuss the appropriate sanctions that serve to educate the student and repair any harm to the community.

### **Service/Program Student Learning Outcome(s)**

Students participating in an administrative hearing with a University Hearing Officer will be able to...

- Explain the Code of Student Rights and Responsibilities and the reason for its existence. (Department Learning Outcomes 1)
- Describe the Non-Academic Misconduct Procedures and the reason for its existence. (Department Learning Outcomes 1)
- Analyze how their behaviors impact the KU community. (Department Learning Outcomes 1 & 3)
- Contrast their personal values with their actions during the incident. (Department Learning Outcome 2)
- Articulate why their actions may be inconsistent with KU's expectations (Department Learning Outcome 1)
- Identify how their behaviors impact their personal and academic success at KU. (Department Learning Outcome 3)
- Develop strategies that prevent future behaviors from occurring and how to repair harm to the community. (Department Learning Outcome 1 & 4)

### **Divisional Student Learning Outcomes:** *Check all that apply*

Knowledge Acquisition

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- Cognitive Complexity
- Intrapersonal Development
- Interpersonal Competence
- Humanitarianism & Civic Engagement
- Practical Competence

## Project Specifics

### **Project Title:**

Assessing Student Learning During an Administrative Hearing

### **Purpose of the project:**

Assessing student conduct learning outcomes can be challenging since the student population that is being assessed does not initially see the value in the service and education you provide. In order to render rich assessment data, we must consider what students discuss with us in our informal administrative hearings. The student conduct practice at the University of Kansas embraces the impactful nature of the conversation and learning that occurs during these meetings and, as such, seeks to evaluate them in “real time.” Through an assessment that occurs during that meeting, we will be evaluate student’s learning that occurred prior to the meeting and while participating in the meeting. This immediate feedback would allow for more holistic results than what are currently being rendered by a survey that occurs after the hearing has concluded and an outcome letter is sent. It is our hope, however, to use the survey data to compare the learning that occurs during the hearing to what is reported after.

### **Assessment method(s):**

A rubric will be created that will be managed by the University Hearing Officer in the Office of Student Conduct and Community Standards (SCCS). When staff member meets with the student, they will have prepared questions that they will ask the student throughout the meeting that would be recorded on the rubric and then evaluated by the hearing officer when the student leaves their office. This rubric would seek to assess (including, but not limited to):

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- Whether the student is aware of the Code of Student Rights and Responsibilities
- What actions have they engaged in since the incident to change their behavior
- How they view their actions impacts on the community
- What they see are possible solutions to change and repair harm to the community

### **Staff contact(s):**

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### **Timeline/frequency:**

The rubric will be developed over Winter Break and be used during the Spring Semester by staff members in SCCS. Though there are more hearing officers at the university, a small group that can execute allows for a higher reliability on results.

### **Population/Sample:**

The sample will include any student referred to SCCS that does not potentially face suspension or expulsion. This will average to approximately 150 individuals.

### **Special challenges to this assessment:**

This will be the initial attempt in implementing a rubric during a conduct meeting. There is a need for intensive training on how to effectively use it and for it to not feel unnatural. Also, we will need to consider how to have interrater reliability. Further, it will not be indicative of the entire conduct process, as it only assesses meetings with SCCS staff and not all University Hearing Officers.

### **Use to inform current practice:**

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Based on the information gained from the assessment, we can consider how we are reaching students within our administrative hearings. Based on students comprehension, application, and evaluation results, we will be able to:

- Consider training practices and develop strategies to address learning gaps in the hearings
- In the hearing, it causes the hearing officer to be intentional with their questions and subsequent follow up (an immediate benefit of solely adding the rubric)
- Evaluate the non-academic misconduct hearing process holistically to ensure we are meeting our educational goals

### **Plans for reporting results:**

Beyond participating in the Student Affairs Impact report, we would use data in training to discuss how we are impacting learning. Further, we would seek to publish information regarding learning on our website. Finally, should substantial information about learning be gained, we would consider presenting our assessment data at the Association for Student Conduct Administration's Annual Conference.

**CampusLabs Used:**  Yes  No

- We will use it to input the rubric data so that we may be able to use the statistical functions of the system.