

2016-2017 Student Affairs Assessment Plan

Department: Student Conduct and Community Standards

Considering Impact, Behavior, and Values: Assessing 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 addresses incidents of non-academic misconduct on campus and educating students about the *Code of Student Rights and Responsibilities*. 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

Students who have allegedly 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 expulsion may be resolved through an informal, administrative hearing. An administrative

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hearing is a meeting with a 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, allow the student to respond to the allegations and provide further, relevant information, 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...

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

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Project Specifics

Project Title:

Considering Impact, Behavior, and Values: Assessing Student Learning During an Administrative Hearing

Purpose of the project:

Assessing student conduct learning outcomes can be challenging since the student population 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 learning occurring prior to the meeting and while participating in the meeting. This immediate feedback renders richer data which can be used for ongoing training for Hearing Officers and allow an in depth evaluation of our administrative hearing practices.

Assessment method(s):

A standardized set of questions will be developed that the three Hearing Officers in Student Conduct and Community Standards will ask in every Administrative Hearing that does not involve potential suspension. The responses will be entered into a CampusLabs survey (for records retention purposes) and coded periodically. The questions asked in the hearing would seek to assess:

- Student understanding of the Administrative Hearing processes
- Self-Evaluation of the impact of their behavior (including academic success)
- Reflecting on the impact of their behaviors on others (including the university community)
- Reflection on their personal values
- Comparing and contrasting their personal values to their behaviors
- Discuss the changes to their behavior they have made immediately
- Articulate plans for long term behavioral change

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Timeline/frequency:

The questions are currently in final development stage and the plan is to begin the September 6, 2016 and run through May 12, 2017.

Population/Sample:

The sample will include any student referred to SCCS that does not potentially face suspension or expulsion. This will average to approximately 200 individuals.

Special challenges to this assessment:

The goal is, partly, to have some longitudinal data since a similar project was completed last academic year. However, the initial rubric from the previous year was clunky and not user friendly, causing for a complete redesign (including new questions). With this newest iteration, it has new questions (but still seeking to assess the same learning outcomes) that will lead to this assessment not being completely comparable to the previous. Also, there is always the concern of the timeframe and reliability of coding. Finally, since the survey is only administered through Student Conduct and Community Standards staff to students they meet with, it will only encompass a small number of meetings rather than the larger system (which is administered by hearing officers in Student Housing).

Use to inform current practice:

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With two years of relatively similar data, we will may use the data to:

- Continue evaluating training practices and see competency gaps that can be remedied.
- Evaluate the non-academic misconduct hearing process thoroughly.
- Inform educational outreach around community standards.
- Influence restorative sanctions that are educationally sound and community focused.

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 as a depository for our answers and work with CampusLabs to see if there are coding features we may use.