

2019-2020 Assessment Final Report

Department: Student Conduct and Community Standards

Student Learning in Administrative Hearings for Non-Academic Misconduct Allegations

Introduction

Assessment Project Description

Students who have allegedly violated the *Code of Student Rights and Responsibilities* (the “Code”) are 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 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. When a student faces potential suspension or expulsion, they are given the choice to engage in an informal, administrative hearing or a formal hearing.

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 provided. In order to render rich assessment data, SCCS must consider what students discuss in 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 assessment that occurs before, during, and after that meeting, SCCS evaluated student learning that occurred prior to the meeting and while participating in the meeting. This immediate feedback provided rich data, which will be used for ongoing training for Hearing Officers and in-depth evaluation of administrative hearing practices.

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Service/Program Student Learning Outcome(s)

Department 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.

Project Learning Outcomes: 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)

Population/Sample:

This project involved two sample populations. First, the pre-hearing self-assessment and post-hearing assessment by a hearing officer was administered to any student assigned to meet with Student Conduct and Community Standards hearing officers. This included students who allegedly violated the *Code of Student Rights and*

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Responsibilities, but whom did not face suspension or expulsion charges. Typical charges include drug and alcohol violations, fake ID use, and minor violence, disruption, or harassment charges. Students who violated housing policies and met solely with a housing hearing officer did not participate in this phase of the assessment project, due to scalability issues. SCCS initially estimated the number to be 500 people in the academic year. Due to a number of factors, the final number was 101 completed assessments, roughly 20% of the hearings conducted by SCCS team members.

Additionally, all students who meet with a Student Conduct and Community Standards or KU Student Housing hearing officer received the post-hearing assessment. The assessment was sent in the student's outcome letter. Approximately 2050 students received this survey, with only 66 students returning the survey. This is a response rate of roughly 3.2%, as compared to a 22.78% response rate last year.

Assessment Method(s):

The project consisted of three phases:

- Pre-hearing student self-assessment: this is conducted prior to every administrative hearing in Student Conduct and Community Standards that does not have the potential for suspension or expulsion. Students complete a paper assessment with seven questions prior to their meeting with a hearing officer. The hearing officer collects the survey for future use. Students are asked to reflect upon whether they know the purpose of the meeting, their awareness of the *Code of Student Rights and Responsibilities* and the Jayhawk Values, the impact their behavior had on themselves and the community, and the alignment between their behavior and personal values. Students are told that the survey is for assessment purposes and has no bearing on the outcome of their hearing.
- Post-hearing assessment by the hearing officer: this is conducted after every administrative hearing in Student Conduct and Community Standards that does not have the potential for suspension or expulsion. The hearing officer accesses a survey on survey.ku.edu to enter the student's pre-hearing self-assessment data. The hearing officer then completes a similar set of questions to document whether the student was able to articulate the impact of their behavior,

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opportunities for change, alignment with personal and university values and expectations, etc. This is particularly useful in assessing student learning, rather than simply relying on students' self-reported data.

- Post-hearing assessment by the student: this is applicable to students who meet with Student Conduct and Community Standards or with KU Student Housing for their administrative hearing. All students who participate in a student conduct hearing receive an outcome letter following their hearing. The outcome letter identifies the hearing officer's decision (either responsible or not responsible) for all alleged policy violations and the rationale for their decision. If the student is found responsible for the policy violation(s), the outcome letter includes the required sanctions and the hearing officer's rationale for assigning the sanctions. The outcome letter is delivered electronically and includes an invitation to complete a survey about their experience in the conduct process.

The survey, administered through Campus Labs, asks students to identify any actions they took to prepare for the conduct hearing, their understanding of the process, their perception of the hearing officer's respect for them, their understanding of their rights, and their belief about whether the conduct process as outlined in university procedures was followed. Additionally, the survey asks students to reflect upon their learning as a result of the experience and their understanding of the rationale and sanctions, regardless of whether they agreed with the decision.

The survey contains 30 multiple choice questions and one open-ended question for any additional information students wish to share.

Summary of Key Findings/Results

Results were somewhat limited due to the COVID-19 pandemic, transition to remote operations, and perceived student fatigue with emails and surveys. While limited in scope, the assessment project yielded important information and areas of future

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growth. Key raw data points for each phase of the assessment project are provided below.

In particular, the project highlights the need for further explanation and education on the impact students have on others. Students widely report understanding why their actions were problematic and not aligned with personal or university values. Many students accepted responsibility reported having changed their behavior as a result of the incident. However, the majority were unable to articulate fully how their actions were a problem for their peers or the broader community. Often, they articulated feelings that no one but themselves was impacted by the incident. This highlights a significant need for further education, both before alleged violations take place and throughout the hearing process. While there is much to be done with regard to preventative education, this highlights a need to help hearing officers engage in more intentional discussions about the impact of students' behavior (not just the policy violations). These lessons will be incorporated into upcoming hearing officer trainings and ongoing professional development, as well as SCCS outreach and education programs.

Pre-Hearing Student Assessment:

1. I understand why I have been asked to attend this meeting.

Answer	%	Count
Strongly agree	65.31%	64
Somewhat agree	26.53%	26
Neither agree nor disagree	3.06%	3
Somewhat disagree	4.08%	4
Strongly disagree	1.02%	1

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2. Prior to this incident, I was aware of the Code of Student Rights and Responsibilities.

Answer	%	Count
Strongly agree	21.43%	21
Somewhat agree	46.94%	46
Neither agree nor disagree	21.43%	21
Somewhat disagree	7.14%	7
Strongly disagree	3.06%	3
Total	100%	98

3. Prior to this incident, I was aware of the Jayhawk Values.

Answer	%	Count
Strongly agree	15.31%	15
Somewhat agree	46.94%	46
Neither agree nor disagree	20.41%	20
Somewhat disagree	16.33%	16
Strongly disagree	1.02%	1
Total	100%	98

4. My behavior had an impact the KU community.

Answer	%	Count
Strongly agree	9.18%	9
Somewhat agree	29.59%	29
Neither agree nor disagree	28.57%	28
Somewhat disagree	25.51%	25
Strongly disagree	7.14%	7

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Total	100%	98
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5. My actions that led to this meeting are representative of my personal values.

Answer	%	Count
Strongly agree	1.03%	1
Somewhat agree	4.12%	4
Neither agree nor disagree	16.49%	16
Somewhat disagree	37.11%	36
Strongly disagree	41.24%	40
Total	100%	97

6. My behaviors that led to this meeting align with KU's expectations.

Answer	%	Count
Strongly agree	1.02%	1
Somewhat agree	8.16%	8
Neither agree nor disagree	12.24%	12
Somewhat disagree	45.92%	45
Strongly disagree	32.65%	32
Total	100%	98

7. I was negatively affected by my decisions.

Answer	%	Count
Extremely positive	26.53%	26
Somewhat positive	28.57%	28
Neither positive nor negative	13.27%	13
Somewhat negative	16.33%	16

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Extremely negative	15.31%	15
Total	100%	98

8. My behavior has changed as a result of the incident that led me here today.

Answer	%	Count
Strongly agree	55.10%	54
Somewhat agree	24.49%	24
Neither agree nor disagree	11.22%	11
Somewhat disagree	5.10%	5
Strongly disagree	4.08%	4
Total	100%	98

Post-Hearing Hearing Officer Assessment:

1. Was the student found responsible?

Answer	%	Count
Yes, for all alleged violations	59.38%	57
For some but not all of the alleged violations	21.88%	21
No, for none of the alleged violations	18.75%	18
Total	100%	96

2. The student was able to analyze how their behaviors impact the KU community

Answer	%	Count
- Meets Expectation: Student is able to recognize and explain how their behaviors impact the KU community	46.59%	41

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- Needs Improvement: Student is able to recognize how their behaviors impact the KU community, but needs additional prompting from hearing officer	32.95%	29
- Inadequate: Student is unable to recognize or explain how their behaviors impact the KU community; disagrees that behaviors impact the KU community	17.05%	15
- Not applicable/not discussed during meeting	3.41%	3
Total	100%	88

3. The student was able to contrast their personal values with their actions during the incident.

Answer	%	Count
- Meets Expectation: Student is able to explain the relationship between their personal values and actions during the incident	72.73%	64
- Needs Improvement: Student is able to explain the relationship between their personal values and actions during the incident, but needs additional prompting from hearing officer	19.32%	17
- Inadequate: Student is unable to explain the relationship between their personal values and actions during the incident	4.55%	4
- Not applicable/not discussed during meeting	3.41%	3
Total	100%	88

4. The student was able to articulate why their actions may be inconsistent with KU's expectations

Answer	%	Count
- Meets Expectation: Student is able to recognize and articulate how their actions are inconsistent with KU's expectations	69.32%	61
- Needs Improvement: Student is able to recognize and articulate how their actions are inconsistent with KU's expectations, but needs additional prompting from hearing officer	20.45%	18
- Inadequate: Student is unable to recognize or articulate how their actions are inconsistent with KU's expectations; disagrees that actions are inconsistent with KU's expectations	5.68%	5

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- Not applicable/not discussed during meeting	4.55%	4
Total	100%	88

5. The student was able to identify how their behaviors impact their personal and academic success at KU

Answer	%	Count
- Meets Expectation: Student is able to identify and explain how their behaviors impact their personal and academic success at KU	73.86%	65
- Needs Improvement: Student is able to recognize how their behaviors impact their personal and academic success at KU, but needs additional prompting from hearing officer	14.77%	13
- Inadequate: Student is unable to identify how their behaviors impact their personal and academic success at KU; disagrees that their behaviors impact their personal and academic success at KU	6.82%	6
- Not applicable/not discussed during meeting	4.55%	4
Total	100%	88

6. The student was able to develop strategies that prevent future behaviors from occurring and how to repair harm to the community.

Answer	%	Count
- Meets Expectation: Student is able to explain strategies or steps taken to prevent behaviors from repeating in the future and repair harm to the community	76.14%	67
- Needs Improvement: Student is able to explain strategies or steps taken to prevent behaviors from repeating in the future and repair harm to the community, but needs additional prompting from hearing officer	14.77%	13
- Inadequate: Student does not see the need to develop strategies to prevent behaviors from repeating in the future or repair harm to the community; does not see a need for a change in behavior	5.68%	5
- Not applicable/not discussed during meeting	3.41%	3

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Total | 100% | 88

Post-Hearing Student Assessment:

Q1. How many times have you been referred through the conduct process?

Count	Percent	
53	80.30%	1 time
8	12.12%	2 times
1	1.52%	3 times
1	1.52%	4 times
3	4.55%	More than 4 times
66	Respondents	

Q2. Prior to the student conduct meeting: (Check all that apply)

Count	Respondent %	Response %	
36	54.55%	15.93%	I read the Code of Student Rights and Responsibilities
26	39.39%	11.50%	I did not read the Code of Student Rights and Responsibilities
33	50.00%	14.60%	I read the Student Housing Handbook
23	34.85%	10.18%	I did not read the Student Housing Handbook
34	51.52%	15.04%	Changed my behavior related to the alleged violation
13	19.70%	5.75%	Did not change by behavior related to the alleged violation
31	46.97%	13.72%	Believed my behavior was a violation of policy
30	45.45%	13.27%	Did not believe my behavior was a violation of policy

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Q2. Prior to the student conduct meeting: (Check all that apply)

Count	Respondent %	Response
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66	Respondents	
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226	Responses	
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Q3. Please indicate your level of agreement with the following statements:

As a result of participating in the conduct process/conduct hearing . . . - I understand the conduct process.

Count	Percent	
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33	62.26%	Strongly agree
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13	24.53%	Agree
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4	7.55%	Disagree
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2	3.77%	Strongly disagree
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1	1.89%	Not applicable
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53	Respondents	
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Q4. Please indicate your level of agreement with the following statements:

As a result of participating in the conduct process/conduct hearing . . . - The conduct process was clearly explained to me.

Count	Percent	
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28	52.83%	Strongly agree
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20	37.74%	Agree
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3	5.66%	Disagree
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1	1.89%	Strongly disagree
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Q4. Please indicate your level of agreement with the following statements:

As a result of participating in the conduct process/conduct hearing . . . - The conduct process was clearly explained to me.

Count	Percent	
1	1.89%	Not applicable

53 Respondents

Q5. Please indicate your level of agreement with the following statements:

As a result of participating in the conduct process/conduct hearing . . . - I was treated with respect.

Count	Percent	
34	64.15%	Strongly agree
14	26.42%	Agree
2	3.77%	Disagree
2	3.77%	Strongly disagree
1	1.89%	Not applicable

53 Respondents

Q6. Please indicate your level of agreement with the following statements:

As a result of participating in the conduct process/conduct hearing . . . - I was able to give my perspective on what happened.

Count	Percent	
35	66.04%	Strongly agree
12	22.64%	Agree
2	3.77%	Disagree

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Q6. Please indicate your level of agreement with the following statements:

As a result of participating in the conduct process/conduct hearing . . . - I was able to give my perspective on what happened.

Count	Percent	
3	5.66%	Strongly disagree
1	1.89%	Not applicable
53	Respondents	

Q7. Please indicate your level of agreement with the following statements:

As a result of participating in the conduct process/conduct hearing . . . - I was given a clear explanation of my rights (have an advisor, question information, not to speak, appeal and provide witnesses).

Count	Percent	
32	60.38%	Strongly agree
13	24.53%	Agree
3	5.66%	Disagree
3	5.66%	Strongly disagree
2	3.77%	Not applicable
53	Respondents	

Q8. Please indicate your level of agreement with the following statements:

As a result of participating in the conduct process/conduct hearing . . . - I feel the conduct process, as outlined in University policy, was followed.

Count	Percent	
27	50.94%	Strongly agree

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Q8. Please indicate your level of agreement with the following statements:

As a result of participating in the conduct process/conduct hearing . . . - I feel the conduct process, as outlined in University policy, was followed.

Count	Percent	
19	35.85%	Agree
4	7.55%	Disagree
2	3.77%	Strongly disagree
1	1.89%	Not applicable
53	Respondents	

Q9. Please indicate your level of agreement with the following statements:

As a result of participating in the conduct process/conduct hearing . . . - I feel the conduct hearing was held in a timely fashion in relation to when the incident occurred.

Count	Percent	
24	45.28%	Strongly agree
14	26.42%	Agree
7	13.21%	Disagree
6	11.32%	Strongly disagree
2	3.77%	Not applicable
53	Respondents	

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Q10. Please indicate your level of agreement with the following statements:

As a result of participating in the conduct process/conduct hearing . . . - The conduct meeting helped me think about how my behavior affects my academic success.

Count	Percent	
18	33.96%	Strongly agree
8	15.09%	Agree
12	22.64%	Disagree
8	15.09%	Strongly disagree
7	13.21%	Not applicable
53	Respondents	

Q11. Please indicate your level of agreement with the following statements:

As a result of participating in the conduct process/conduct hearing . . . - The conduct meeting helped me think about how my behavior impacts others and the community.

Count	Percent	
18	33.96%	Strongly agree
10	18.87%	Agree
9	16.98%	Disagree
9	16.98%	Strongly disagree
7	13.21%	Not applicable
53	Respondents	

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Q12. Please indicate your level of agreement with the following statements:

As a result of participating in the conduct process/conduct hearing . . . - The conduct meeting helped me develop a future plan of action to avoid further conduct violations.

Count	Percent	
23	43.40%	Strongly agree
11	20.75%	Agree
8	15.09%	Disagree
6	11.32%	Strongly disagree
5	9.43%	Not applicable
53	Respondents	

Q13. Please indicate your level of agreement with the following statements:

As a result of participating in the conduct process/conduct hearing . . . - The conduct meeting helped me think about how my behavior relates to my personal values.

Count	Percent	
21	39.62%	Strongly agree
11	20.75%	Agree
6	11.32%	Disagree
8	15.09%	Strongly disagree
7	13.21%	Not applicable
53	Respondents	

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Q25. Were you found responsible for violating University Policy (Code of Student Rights and Responsibilities or Student Housing Handbook)?

Count	Percent	
26	60.47%	Yes
17	39.53%	No
43	Respondents	

Q26. Please indicate your level of agreement with the following statement:

Whether I agreed or not, I understand the rationale for the decision made concerning the alleged violations.

Count	Percent	
8	34.78%	Strongly agree
10	43.48%	Agree
1	4.35%	Disagree
4	17.39%	Strongly disagree
0	0.00%	Not applicable
23	Respondents	

Q27. Please indicate which of the following sanctions you were assigned: (Check all that apply)

Count	Respondent %	Response %	
6	26.09%	15.79%	Choices Alcohol Education Program
1	4.35%	2.63%	Choices Drug Education Program
0	0.00%	0.00%	Community Restitution Service
0	0.00%	0.00%	Conduct Probation

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Q27. Please indicate which of the following sanctions you were assigned: (Check all that apply)

Count	Respondent %	Response %	
1	4.35%	2.63%	Mental Health Assessment
1	4.35%	2.63%	Restitution Payment
13	56.52%	34.21%	Warning
0	0.00%	0.00%	Expulsion
0	0.00%	0.00%	Online Alcohol Education Program
0	0.00%	0.00%	Online Drug Education Program
0	0.00%	0.00%	Suspension
11	47.83%	28.95%	Reflection Letter of Understanding
1	4.35%	2.63%	Non-alcohol events calendar
2	8.70%	5.26%	Housing Handbook Review Assignment
2	8.70%	5.26%	Other (please specify)
23	Respondents		
38	Responses		

Q28. Please indicate your level of agreement with the following statement:

The sanctions I received were appropriate for my violations.

Count	Percent	
7	30.43%	Strongly agree
9	39.13%	Agree
2	8.70%	Disagree

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Q28. Please indicate your level of agreement with the following statement:

The sanctions I received were appropriate for my violations.

Count	Percent	
5	21.74%	Strongly disagree
0	0.00%	Not applicable
23	Respondents	

Q29. The University and KU Student Housing have appeals processes available to students. At this time, which of the following best describes you? (Check all that apply)

Count	Respondent %	Response %	
16	69.57%	51.61%	I believe I violated policy and accept responsibility.
4	17.39%	12.90%	I believe the appeal process was too difficult to pursue.
8	34.78%	25.81%	I didn't believe the appeals process would be worth my time.
3	13.04%	9.68%	I filed an appeal.
23	Respondents		
31	Responses		

Conclusions

Impact of Assessment

Results of student learning before, during, and after the administrative hearing will be instrumental in continuing to serve students and shape learning experiences offered through Student Conduct and Community Standards. SCCS will use results of this multi-phased assessment project to better inform hearing practices in SCCS and KU Student

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Housing, as well as educate students and families about the process and impact of the student conduct experience.

First, SCCS will use the data to continually revise the administrative hearing process within SCCS and KU Student Housing. Hearing officers in SCCS and KU Student Housing will engage in training each semester to learn more about student experiences during the hearing process. Hearing officer will review results of the various phases of assessment and engage in training to identify and overcome gaps in the student learning experience. Student responses will be used to help hearing officers consider how to be more effective in the administrative hearings and design motivational-based questions accordingly. For example, results of the 2019-2020 assessment indicated students knew why their decision was not acceptable, but did not necessarily understand the impact their decision had on others. Continuing to engage in intentional, year-round assessment will help to inform hearing officer preparedness and student learning as a result.

Additionally, the results will be used to train campus students, faculty, and staff who volunteer for hearing panels and investigation teams. By having a greater understanding of the holistic student experience as it relates to the conduct process, hearing officers will be better prepared to ask meaningful questions, observe student engagement during the hearing, and tailor their approach as a result. Engaging in meaningful assessment of student learning during the administrative hearings helps to inform campus colleagues about the impact of SCCS interactions and contributions to students' overall KU experience.

Finally, results from the assessment project will be used to better educate students and their families about the student conduct process. By creating comprehensive and transparent descriptions of students' experience during the conduct process, SCCS may help foster students' learning before they arrive at the administrative hearing. SCCS hopes that by providing more meaningful information about student experiences during the administrative hearings, students and their families will have a better understanding about how their behaviors align with or contradict KU's community standards. In sharing

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this information with students, SCCS hopes to foster student learning throughout the process, not just during the hearing itself.

Lessons Learned

While we gathered extremely important data, the limited scope of responses makes it difficult to apply lessons learned to a broad population. Responses to the post-hearing survey have declined for several years now, due in large part to survey fatigue and general email fatigue. Certainly our biggest challenge this year was the COVID-19 pandemic. Since SCCS operated in a remote capacity for one-quarter of the academic year, the number of violations and hearings decreased slightly after Spring Break, as did the resulting pre- and post-hearing assessments. With the vast majority of students located away from campus, SCCS processed far fewer policy violations than in previous years (thus leading to a smaller response rate).

In the future, SCCS plans to reevaluate both the questions asked and the delivery method for each phase of the assessment project. SCCS plans to repeat this project for the upcoming academic year, but only after implementing key changes to the project. The transition away from Campus Labs presents an opportunity to think differently about SCCS assessment strategies. We need to streamline the questions asked and reconsider the most effective method for gathering student feedback. This may include reformatting students' hearing outcome letters or separating the survey from the outcome letter (as students may not fully read the outcome letter). Once we reconsider these challenges, SCCS plans to launch the pre-hearing student survey and post-hearing hearing officer assessment to KU Student Housing staff.

Finally, further assessment is needed with regards to student knowledge of the Code of Student Rights and Responsibilities and Jayhawk Values prior to and following the hearing process. Currently, we only ask about these things when someone is in the midst of a hearing process. We do not have knowledge of the general student population's knowledge of the Code or Jayhawk Values. This may help to inform proactive educational programs and students' attempts to adhere to the Code or



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Jayhawk Values. We are eager to work with Student Affairs to design next steps for our assessment projects.