

# 2018 -2019 Student Affairs Assessment Plan

## Department: Student Conduct and Community Standards (SCCS)

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### **Considering Impact, Behavior, and Values: Assessing Student Learning During an Administrative Hearing- Triangulating Data from Multiple Years**

#### **Division Mission**

To engage the KU community in services and programs that make learning possible.

#### **Department Mission**

The Office of Student Conduct and Community Standards addresses incidents of non-academic misconduct on campus and educates 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.

#### **Department 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**

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- Triangulating Data from Multiple Years

**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 evaluating 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. We will be replicating the same assessment from last year and look to compare the data to show whether our ongoing training efforts have continued to increase student reflection and learning.

**Assessment method(s):** A standardized set of questions will be developed around the Program Student Learning Outcomes and used with students who have an administrative hearing that does not rise to the level of suspension or expulsion. These questions will be distributed to the student once they arrive for their meeting via iPod or paper if there are technological challenges, and the student will be asked to complete the questionnaire before their administrative hearing begins. The Student Conduct and Community Standards Hearing Officers will be the only ones using this assessment tool. After meeting with the student, the hearing officer will evaluate the student’s learning based on a rubric. This rubric will determine whether the student aligns with their original comments in the pre-questionnaire, has made progress, or has achieved the

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stated learning outcome. After pulling all of the data, we will compare it to last year's assessment to see if there have been changes.

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**Timeline/frequency:** The questions are currently in final development stage and the plan is to begin the November 1, 2018 and run through April 30<sup>th</sup>, 2019.

**Population/Sample:** The sample will include any student referred to SCCS that does not potentially face suspension or expulsion. This will be at least 30 students.

**Special challenges to this assessment:** The goal is, partly, to have some longitudinal data since a similar project was completed the last two academic years. Between year one and two we saw improvements in flow. This year we still need to work on the implementation of this assessment. 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). It is possible to further expand it to one Housing professional staff member.

**Use to inform current practice:** With using the same assessment method to last year and two years data from similar assessments, we will use the data to:

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



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**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.