

# 2017-2018 Assessment Final Report

Department: Student Conduct and Community Standards

---

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

### **Introduction**

#### **Assessment Project Description**

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.

#### **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. 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:**

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

- Continue evaluating training practices.
- Evaluate the non-academic misconduct hearing process thoroughly.
- Inform educational outreach around community standards.

# 2017-2018 Assessment Final Report

## Department: Student Conduct and Community Standards

---

- Influence restorative sanctions that are educationally sound and community focused.

### **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)

### **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.

### **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

# 2017-2018 Assessment Final Report

## Department: Student Conduct and Community Standards

---

determine whether the student aligns with their original comments in the pre-questionnaire, has made progress, or has achieved the stated learning outcome.

### Summary of Key Findings/Results

#### Summary

- 47 Pre and Post Meeting Assessments were completed.

#### Pre-Meeting Assessment

- 87% of students agree or strongly agree that they understand why they were asked to attend the student conduct hearing.
- 44% of students agree or strongly agree that their behavior did have an impact on the KU community.
- 8% of students agree or strongly agree that their actions that led to a student conduct hearing are representative of my values.
- 17% of students agree or strongly agree that the behaviors that led to a student conduct hearing align with KU's expectations.
- 69% of students agree or strongly agree that they were negatively affected by their decisions.
- 77% of students agree or strongly agree that their behavior has changed as a result of the incident that led them to have a student conduct hearing.

#### Post-Meeting Assessment

- 87% of the students who completed the Pre-Meeting Assessment Survey were found responsible for a policy violation.
- 75% of students after attending a conduct hearing, were able to recognize and explain how their behaviors impacted the KU community or needed additional prompting from their hearing officer.
- 86% of students after attending a conduct hearing, were able to explain the relationship between their personal values with their actions during the incident or needed additional prompting from their hearing officer.
- 86% of students after attending a conduct hearing, were able to recognize and articulate how their actions may be inconsistent with KU's expectations or needed additional prompting from their hearing officer.

# 2017-2018 Assessment Final Report

## Department: Student Conduct and Community Standards

---

- 75% of students after attending a conduct hearing, were able to identify and explain how their behaviors impact their personal and academic success at KU or needed additional prompting from their hearing officer.
- 80% of students after attending a conduct hearing, were able to explain strategies or steps taken to prevent behaviors from repeating in the future and how to repair harm to the community or needed additional prompting from their hearing officer.

### Conclusions

#### Impact of Assessment

- Efficacy of Full Time Student Conduct Staff on Student Learning: Students evidenced higher levels of learning or reflection including their effects of their behavior on the community, their academics, and evaluating their values in comparison to the post-hearing survey students may complete. This evidences that full-time student conduct staff are able to engage deeply with students about these crucial learning topics so that they may consider their role within the KU community.
- Ongoing Training Practices: Continuing to focus on engaging students beyond surface level discussion about their behaviors. The depth of learning that comes from student conduct occurs in the meeting (as seen above). In order to continue to educate students and expand their experience beyond SCCS staff, we should focus on education based practices for meetings with students.
- Student Values Reflection: It is clear most of the students that attended their meetings saw a clear values conflict. This would make sense why they are able to explore values congruence during the meeting. This is a salient recognition that we could use in more intentional sanctioning practices that would allow us to have the student take an even deeper dive into values congruence.
- Responsibility Findings: It is always a good showing that not all students that have meetings with SCCS staff are found responsible.

# 2017-2018 Assessment Final Report

Department: Student Conduct and Community Standards

---

## Lessons Learned

- In the future it is worth considering how to get a student's immediate reflection on what they learned. Though the hearing officer is the one rating what they believe the student has learned, it would be beneficial to compare the hearing officers' perceptions of learn to what students believed they learned. There is a risk we could over survey students within this process.
- Standardized questions: Creating simple questions that each hearing officer can ask to ensure there is more reliability in the assessment of learning. This would give us more reliable results.
- Earlier Start: We should seek to begin the assessment sooner so that we can get more responses and grow the data set and compare it over the past.
- Challenges:
  - The iPods: Though a great addition, at times they did not function as planned and it took some time to get them totally operational.
  - Hearing Officer Input: It was challenging to remember to provide the student with the pre-survey and making sure to do the post-survey in a timely manner