Assessment Report for the Department of Student Discipline
2014-15 External Program Review

Assessment Plan

The department of student discipline developed four learning outcomes that are linked to the Student Life Learning Domains (SLLD). The department is charged to assess 3-5 outcomes on an annual basis, and include assessment results and an action plan in their annual program review report. The department participates in an external review every four years. The external review consists of assessment of student learning, professional standards, and general operations. The four learning outcomes for 2014-15 are included below:

Domain 2: Intrapersonal and Interpersonal Development
“Through participation in the student discipline process, students will gain an increased understanding of the consequences of their actions.”

Domain 3: Social, Personal, and Intellectual Responsibility
“Through participation in the student discipline process, students will learn civil and social responsibility through the disciplinary process and the effect it has on the surrounding community.”

Domain 4: Practical Skills
“Through participation in the student discipline process, students will learn how to interact appropriately and communicate effectively with individuals in position of authority and in difficult situations.”

Domain 5: Integrate and Apply Knowledge and Skills
“Through participation in the student discipline process, students will learn skills to make better choices in difficult social situations.”

Assessment Activities

- All participants were asked to complete a student discipline survey that asked questions related to each learning outcome.
- Random samples of reflection papers were used to assess learning.
- Focus groups and direct observations were also incorporated into the assessment process.
- The department invited a faculty member to serve as an external reviewer. The reviewer was provided an evidence folder which included copies of the survey results, notes from focus groups, and the sample reflections.
- The external review took place in May 2015, and a full report was submitted and reviewed with the Vice President of Student Life in June 2015.

Student Discipline Survey

This survey asked students to rate their level of agreement with 12 different survey statements. Each statement was created to help assess the departments learning outcomes. The survey was offered to all 51 students that participated in the disciplinary process during the spring 2015 semester. A total of 18 out of 51 students completed the survey, which is a 35% completion rate.

Results from each statement were calculated using a five point Likert scale (with 1 scoring lowest and 5 scoring the highest). The average score for each statement can be found below.
“As a result of participating in the student discipline process…

1. I have a better understanding of the academic consequences of my actions.” (4.4)
2. I have a better understanding of how my actions affect me emotionally.” (3.9)
3. I have a better understanding of the legal consequences associated with my actions.” (4.8)
4. I have a better understanding of how my actions affect my physical wellbeing.” (4.8)
5. I learned one or more personal skills that will help me to make better decisions in difficult social situations.” (4.6)
6. I have utilized one or more of the skills I learned throughout the year.” (4.4)
7. I have found the skills that I have learned to be effective in difficult social situations.” (4.4)
8. I have a better understanding of the importance of accepting responsibility for my actions.” (4.0)
9. I understand how my behaviors affect others around me.” (3.6)
10. I understand the College administrator’s concern for my well-being.” (4.2)
11. I understand the institution’s expectations for my behavior.” (4.6)
12. I understand the College’s view on policy enforcement.” (3.2)

Reflection Essays

The department of student discipline pulled a random sample of reflective essays that were completed by students participating in the disciplinary process. A total of 10 out of 34 possible essays were reviewed by the administrator and reviewer. Reviewers looked for specific statements related to the departmental learning outcomes. Results and example statements from the essays are included below.

• 7 of 10 students reflected on the skills and knowledge gained from participating in the sanctioned alcohol awareness class offered through our counseling department. Example statement: “I learned how to take action in an emergency involving alcohol…”

• 4 of 10 students reflected upon how their behaviors affected those around them. Example statement – “I passed out (from alcohol) last week and had to go to the hospital and my best friend went with me. I felt bad that I ruined their night. . .”

• 6 of 10 students reflected upon the possible negative social and/or health consequences of their behaviors (excluding reflection about the actual disciplinary hearings and sanctions assigned by the college). Example statement - “I don’t want to lose my career because of a stupid decision I make…”

Focus Groups & Observations

The department of student discipline also conducted focus groups with staff members working with students that participated in the discipline process. The goal was to obtain feedback and observations from staff members that interacted with the students during various social situations. Examples of the notes collected are included below. Likewise, the actual disciplinary hearing administrators also provided observations on a sample of the students involved in the process.

• Resident directors reported situations where students offered unsolicited apologies for their actions during difficult situations.
• Students also discussed situations where they acted inappropriately towards others and how they regretted those behaviors (often involving alcohol).
• Residence life staff reflected on conversations with students after being involved in disciplinary situations. They shared stories of students having civil conversations about their actions and in many cases offering apologies.
• Some students reported frustrations with current policies, and/or the need for supervision within their residences.

Student Learning Action Items/Reflections

• The survey results showed lower scores in the areas of understanding how student behaviors affect those around them and an understanding of College’s view and reasoning for policies.
  o Student discipline will work with residence life to develop educational programming (both direct and indirect) aimed at helping to better educate students about the rationale for College policies, and place more emphasis on policy rationale in the hearing process.
• Assessment also indicated a need for more proactive education related to student behaviors and the consequences associated with those behaviors.
  o The department will begin regularly posting reports on violations and sanctions within each of the residence halls.
• Information obtained from focus groups and direct observation also supports the benefit of resolution between students violating College policy and the staff members that intervened.
  o The department will incorporate follow up dialogues between students responsible for violating College policy and the staff members that handled the situation directly.
• The department lacked baseline data to determine how much a student knew and/or understood prior to participating in the disciplinary process.
  o The department will develop rubrics to be used at the onset of the disciplinary process and revisited after the conclusion of the sanction process.