



ASSESSMENT & REVIEW DIVISION OF STUDENT AFFAIRS

Goals: Improvement, Effectiveness, Learning, Collaboration, and Inclusion

Cycle: All programs/departments at least once (preferably twice) between Grinnell College re-accreditations (10 years)

- *Self-reflection (see questions)
- *Open feedback and analysis (including Advisory Committee and/or Visit Team)
- *Contextualization and Learning
- *Reinforcement, Goal Setting and Change Implementation

Review Questions for Department/Program

1. Giving due consideration to the educational directions of your program or service field, to the college's stated educational goals, and to changes within the college, how would you currently define your department or program mission?
2. Explain how the department or program provides the best possible educational experience for students who comprise the department's or program's clientele, giving particular attention to student learning outcomes.
3. Explain how you evaluate student achievement of learning outcomes and how the results of this assessment are integrated into department or program planning processes.
4. In what ways does the work of your department or program reflect and foster understanding of the diversity of our society and on campus?
5. What is the extent of departmental staff involvement in college courses, non-departmental programs, interprogram or interdisciplinary collaborations, or college governance? Assess how such commitments have enhanced or limited the department or program.
6. In what ways is the mission of your department or program supported by other departments/programs? What factors have contributed to good collaboration across departments/programs? In what ways does your department/program mission support the DSA mission/values/vision and the mission of the College?
7. If the department or program is adding new activities, programs, or services, please explain how they will be staffed within the existing complement of staff. If the department or program is retaining activities or programs with consistently low involvement, explain any reasons for their retention.

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8. Explain how you evaluate the department or program's achievement of management goals and objectives. What means are used for short-term and long-term planning? How is assessment of the operation of the department or program integrated into planning?
9. What ethical principles, standards, statements, or codes guide the department or program and its staff members? What are the crucial legal issues, if any, faced by the department or program? How does the department or program ensure non-discriminatory, fair, and equitable treatment to all constituents?
10. As you look ahead to the next five year period, what if any resource needs (personnel, equipment, space, operational funding) demand attention? What goals or objectives for the next five years could be met within existing resources? What goals or objectives would require additional resources?

Assessment & Review Calendar for Student Life

- 07-08 Mental Health Services
- 08-09 Health Center
- 09-10 ---
- 10-11 International Student Affairs; Student Activities & Campus Center; Student Conduct
- 11-12 Campus Safety & Security; Residence Life & Orientation
- 12-13 Academic Advising & Disability Resources;
- 13-14 Student Conduct; Student Health & Counseling Services
- 14-15 Student Activities & Campus Center
- 15-16 International Student Affairs
- 16-17 Campus Safety & Security; Residence Life & Orientation
- 17-18 Academic Advising & Disability Resources

Sample Review Agenda

Summer	Official notification of evaluation and review
Fall	Department/Program prepares self-study report
November 1	Department/Program provides VPSA with multiple names for visit team members
December 1	Department/Program submits the self-study report to VPSA and s/he appoints committee
Mid-December	VPSA provides report to members of the visit team
January	VPSA and staff finalize the visit team schedule
Early February	DSA hosts the visit team
Spring Break	Visit team report due
April	Department/Program provides response to the team report

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Review Questions for Student Conduct

- 1. Giving due consideration to the educational directions of your program or service field, to the college's stated educational goals, and to changes within the college, how would you currently define your department or program mission?**

The Student Conduct program at Grinnell College supports the Division of Student Affairs and College missions by helping to create and sustain a culture of respect and responsibility – the undergirding tenets of our self-governing community – as well as by providing a holistic and transformative learning experience for students. We strive to resolve allegations of misconduct in a fair, timely, and socially-just manner that balances the needs of the individual student and the College community at large. We achieve our mission by embracing our core values of integrity, honesty, and personal responsibility.

- 2. Explain how the department or program provides the best possible educational experience for students who comprise the department's or program's clientele, giving particular attention to student learning outcomes.**

The mission of the Student Conduct program embraces student learning and development by:

- focusing on the *whole* student;
- challenging and supporting the student by focusing on his/her/hir behavior and decision-making processes; and
- implementing intentional and creative educational outcomes (sanctions)

that will, in turn, provide a transformative learning experience.

In an effort to clearly articulate the intentional and transformative learner-centered experiences of those who participate in the Student Conduct program, the following learning outcomes were recently developed:

- a. Students who participate in the student conduct process will be able to incorporate increased ethical reasoning into personal action as demonstrated by their non-recidivism.
- b. As a result of students serving on conduct hearing boards, they will learn to exhibit respect and preserve the dignity of others.
- c. Students who are required to write a reflection essay as an educational outcome will be able to assess their own personal assumptions related to their behavior and consider alternative perspectives.
- d. As a result of students modeling and upholding self-governance by confronting disrespectful and/or harmful behavior, they will learn to appropriately challenge the unfair, unjust, or uncivil behavior of others.

- e. Students who read the online publication of student conduct statistics will be able to make increased connections between personal and/or group behavior and the consequences associated with actions that violate our self-governing community as demonstrated by observed behavior; specifically, behavior that does not violate College regulations, rules, or policies.

3. Explain how you evaluate student achievement of learning outcomes and how the results of this assessment are integrated into department or program planning processes.

Tangible, measurable learning outcomes were recently completed this fall. As such, no formal assessment efforts to measure these outcomes have been undertaken. The next step, clearly, is to measure these outcomes – using both quantitative and qualitative methods – to provide empirical and trustworthy data to answer the question “how are we achieving our program goals?”. The results of these assessment efforts will then be integrated into our program planning process.

4. In what ways does the work of your department or program reflect and foster understanding of the diversity of our society and on campus?

As diversity is a core value of the College, the Student Conduct program works to foster and promote a diverse community where personal, egalitarian, and respectful interactions among all community members is modeled in this intensely residential self-governing community.

The Student Conduct program reflects and fosters understanding of the diversity of our society and on campus through its hearing board composition and educational outcomes (sanctions). As a college founded by abolitionists, social justice is a core value that embodies the Student Conduct program. Student Conduct program staff stay current on multiculturally-competent practice through participation in social justice activities and literature. For example, the Dean of Students is currently reading *Reframing campus conflict: Student conduct through a social justice lens* (Schrage & Giacomini, Eds., 2009) and plans to implement some of the modes (restorative and social justice boards) of resolving campus conflict in addition to the traditional adjudicating hearing boards currently offered.

5. What is the extent of departmental staff involvement in college courses, non-departmental programs, interprogram or interdisciplinary collaborations, or college governance? Assess how such commitments have enhanced or limited the department or program.

One of the most effective ways in which the Dean of Students has been involved in collaborative, shared governance is through his role as Chair of the Committee on Student Life – a committee comprised of students, faculty, and staff. This committee underwent a year-long review of current College policies in the *Student Handbook* (see Appendix F). As a result of this collaboration, the *Student Handbook* was significantly revised to include policy authors, rationale(s), and the self governance tenets associated with each policy. This type of collaboration was essential in making a more relevant and effective document.

6. In what ways is the mission of your department or program supported by other departments/programs? What factors have contributed to good collaboration across departments/programs? In what ways does your department/program mission support the DSA mission/values/vision and the mission of the College?

As the program mission was developed to reflect the Divisional mission – which was inspired by the College mission – the mission nicely aligns itself with the mission of the institution. Specifically, the program mission complements the Grinnell College mission by educating the whole student through free inquiry and the open exchange of ideas. The College’s mission to produce graduates who are critical thinkers who use their abilities to serve the common good is reflected in the program mission to provide a transformative learning experience by resolving allegations of misconduct in a socially-just manner. Just as the College mission takes into account the individual student and the larger society in general, so, too, does the program mission to “balance the needs of the individual student and the College community at large.”

In an intentional effort to be a successful program, Student Conduct staff collaborate with and maintain effective relationships with a variety of on- and off-campus constituencies, including but not limited to: College President, Vice-President for Student Affairs, SGA President, Director of Campus Safety & Security, Assistant Dean and Director of Residence Life, Assistant Dean and Director of Int’l Student Affairs, Director of Student Health and Counseling Services, Vice-President for Diversity & Achievement, Communications staff; Dean of Admission & Financial Aid, Registrar, Athletic Director, Alumni and Parent Relations staff, Grinnell Police Department, Facilities Management staff, Director of Community Enhancement and Engagement, and parents. These collaborations have resulted in a more effective and learner-centered program.

7. If the department or program is adding new activities, programs, or services, please explain how they will be staffed within the existing complement of staff. If the department or program is retaining activities or programs with consistently low involvement, explain any reasons for their retention.

An area in which the Student Conduct program can grow within existing financial and personnel limitations is the creation of an ethical development program. Currently, there is a high level of case adjudication and administration in the Student Conduct program and very little programming.

One feasible option to expand staffing would be to have a .25 FTE collaborative enrichment position (CPE) for a Residence Life Coordinator (master’s level, entry-level residence life professional) to assist in the creation and implementation of an ethical development program. No new monies would be needed to create this position and our current staffing structure to support the Student Conduct program would go from 1.25 FTE to 1.50 FTE – thereby making a notable difference in program content and delivery.

The primary elements of the Student Conduct program currently include:

- Policy clarification and interpretation
- Policy enforcement and adjudication
- Conflict resolution
- Education and awareness
- Dean’s certifications/Social clearances

There is no anecdotal or empirical evidence to suggest that these functions should *not* be retained. As such, the Student Conduct program will look to expand its offerings; not replace or diminish them.

8. Explain how you evaluate the department or program’s achievement of management goals and objectives. What means are used for short-term and long-term planning? How is assessment of the operation of the department or program integrated into planning?

The Student Conduct program is, by design, a small, nimble, and effective program. Due to the unique role “self governance” plays in the campus community – and subsequent small case load – student conduct cases are resolved in a timely manner. The organization and management of the is program allows for the timely resolution of alleged misconduct.

One of the limitations of an organizational structure with only one primary student conduct administrator is that case management and/or follow-up can be delayed depending upon the work/schedule demands of the Dean of Students. By placing greater agency on students to complete tasks (with the requisite “checks-and-balances”) – along with stricter consequences for not completing educational outcomes (sanctions) – may result in more effective case management.

Other than document analysis (e.g., reflection essays) and exploring recidivism rates, no formal program evaluation and assessment efforts are currently in place (other than this self study/external review) to determine the effectiveness of reaching short- and long-term goals. Data gathered in spring 2009 from the Student Voice survey (see Appendix I) was the first attempt to provide empirical data as to the effectiveness of achieving program mission and goals. Student Conduct program staff will work with the Student Development Assessment Group (SDAG) to create a comprehensive program evaluation and assessment plan.

As Chair of SDAG, the Dean of Students is currently working with colleagues from within the Division of Student Affairs and beyond to develop and implement a comprehensive assessment strategy for each program/department. For the Student Conduct program, specifically, the current assessment plan includes:

- ⇒ Self-Study: Fall 2010; External Review: Spring 2011
- ⇒ Data Gathering (Survey): Spring 2013
- ⇒ Self Study: Fall 2013; External Review: Spring 2014

This current assessment plan allows for the Student Conduct program to be reviewed both internally and externally two different times before the College undergoes the next reaccreditation self-study process for the Higher Learning Commission of the North Central Association of Colleges and Schools (Fall 2018).

9. What ethical principles, standards, statements, or codes guide the department or program and its staff members? What are the crucial legal issues, if any, faced by the department or program? How does the department or program ensure non-discriminatory, fair, and equitable treatment to all constituents?

The ethical principles and standards of our profession guide and inform Student Conduct program staff in their programming and daily work. For a complete listing of these professional standards, please visit the following web sites:

Association of Student Conduct Administrators (ASCA)

<http://www.theasca.org/ethicalprinciples/>

College Student Educators, International (ACPA)

<http://www2.myacpa.org/ethics/statement.php>

National Association of Student Personnel Administrators (NASPA)

<http://www.naspa.org/about/standards.cfm>

In addition, the Division of Student Affairs incorporates the *ACPA/NASPA Professional Competency Area for Student Affairs Practitioners* in evaluations – of which, ethical professional practice is a core competency.

The primary legal issues faced by the Student Conduct program center around knowing and abiding by Federal laws, including:

- FERPA
- Student Right-to-Know
- Campus Security Act

The College's non-discrimination policy is clearly stated in student, faculty, and staff handbooks and other publications:

<http://www.grinnell.edu/offices/studentaffairs/shb/nondiscrimination>

In an effort to ensure fair and equitable treatment of *all* Student Conduct program constituents, the Dean of Students convenes hearing boards that are: a.) representative to the student body, and b.) trained to be sensitive to the needs of diverse populations. Current practice includes assembling hearing boards that are balanced and has a broad representation from various social identities (e.g., race, ethnicity, sexual orientation, gender). As perceived or actual bias from a hearing board member is possible grounds for appeal, the Dean of Students works hard to find a board that is balanced and multiculturally competent.

10. As you look ahead to the next five year period, what if any resource needs (personnel, equipment, space, operational funding) demand attention? What goals or objectives for the next five years could be met within existing resources? What goals or objectives would require additional resources?

Given the financial landscape for Grinnell College – or any other college/university for that matter – there is no active funding strategy currently in place for the SCP. The current and/or anticipated limitations or challenges caused by financial constraints at this time include: 1.) the creation of a “case manager” position; 2.) the implementation of a database management system (e.g., Symplicity) to better track student conduct cases and records; and 3.) the creation and implementation of an ethical decision-making program.

As mentioned in the response to Question #7, a proposal will be made for the next academic year to have a Collaborative Enrichment Position (CEP) where a master’s level Residence Life Coordinator could assist in the creation and implementation of an ethical development program.

Selected goals for the Student Conduct program include:

- Better utilize technology in the tracking and case management of student issues (including student conduct case management).
- Develop and distribute a resource guide to faculty and staff on how to best serve distressed and distressing students.
- Establish “walk-in” hours either in the DSA suite or Spencer Grill (e.g., have green tea with [greenet]) and better use technology (e.g., chats, blogs, Twitter, Facebook) to educate students on the role of the Dean of Students and/or the Student Conduct program.
- Hold “open forums” in the residence halls to explain the student conduct process and philosophy.
- Create an online webinar for parents or family members on various issues (e.g., harm reduction, engaged parents, student privacy rights, student conduct issues, mental health).
- Revise the Student Conduct web site to include an ethical decision making program as well as to provide hot links/information for students, faculty/staff, and parents.

Most of these initiatives or goals could be met with minimal financial support. Rather, better utilizing other staff (including student web designers) could allow for the completion of these goals.