

*Council for the Advancement of Standards
in Higher Education*

CAS Self-Assessment Guide for
Student Conduct Programs



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THE ROLE of STUDENT CONDUCT PROGRAMS

CAS Standards Contextual Statement

Throughout the history of American higher education, colleges have struggled with how to respond to student misconduct. In his letter to Thomas Cooper on November 2, 1822, Thomas Jefferson described the problem of student discipline as “a breaker ahead” which he was not sure that American higher education could weather (Jefferson, 1822/1984). In recent years, issues related to student discipline including sexual assault, use and abuse of alcohol and other drugs, and campus safety have come to the forefront.

Traditionally, the U.S. courts viewed the administration of student discipline as an internal institutional matter and did not become actively involved in the process through judicial rulings. However, this position changed in 1961, with the landmark case of *Dixon v. Alabama State Board of Education*, 294 F.2d 150 (5th Cir. 1961), the first of an ever-growing modern body of case law related to the administration of student discipline. The courts have held under the 14th Amendment to the U.S. Constitution that public colleges and universities must afford basic due process rights to students accused of violating student conduct codes. However, it is important to note that the rights of due process described in this body of case law differ significantly from those observed in the criminal court system. The limitations placed upon private institutions are substantially less prescriptive. Although the Constitutional rights afforded to students at public institutions are not generally applicable to private institutions, several authors, including Kaplin and Lee (1995), Stoner and Cerminara (1990), and Stoner and Lowery (2004) have encouraged private institutions to bear in mind the restrictions placed upon public institutions and accord their students the same general rights and protections.

In the early American colleges and universities, student discipline was primarily the responsibility of the faculty. As the positions of dean of men and women were established and the field of student affairs evolved, the responsibility for the administration of student discipline shifted. Barry and Wolf (1957) observed, “Despite all of their later disclaimers, most deans of men seem to have been appointed primarily to act as disciplinarians” (p.14). Only in the past twenty-five years has student discipline emerged as a distinct functional area within student affairs. Prior to that time, the responsibility for student discipline was one of a number of duties which fell to an individual or office such as the dean of men or the dean of women and later the dean of students.

In the early 1970s, the American College Personnel Association established Commission XV, Campus Judicial Affairs and Legal Issues, to meet the needs of this emerging profession. In 1988, the Association for Student Judicial Affairs (ASJA) was founded to facilitate the integration of student development concepts with principles of student conduct practice in post-secondary education and to promote, encourage, and support student development professionals responsible for judicial affairs. Reflecting the evolution of the profession, ASJA changed its name in 2008 to the Association for Student Conduct Administration – ASCA.

Over the past fifteen years, the practice of student judicial affairs in the U.S. has been profoundly affected by the passage of federal legislation. While the Family Educational Rights and Privacy Act of 1974 (FERPA) had implications for judicial affairs, the legislation passed more recently has differed significantly in that it directly targeted aspects of the campus student conduct system. For example, the amendments to the Student Right-to-Know and Campus Security Act included in the Higher Education Amendments of 1998 require colleges and universities to include statistics for liquor law violations, drug law, and weapons law violations addressed through the student conduct system. The Higher Education Amendments of 1998 also amended FERPA to allow the release for the final results of a campus disciplinary proceeding when a student is found responsible of a crime of violence or nonforcible sexual offense and to allow parental notification when the institution determined that a student under the age of 21 had violated alcohol or drug policies. In the years between the reauthorization, several pieces of legislation impacting student conduct programs were being introduced into Congress annually as well. This increased governmental involvement demands that student conduct professionals remain knowledgeable about legislative developments and actively work to address legislative proposals which would have a negative impact on the fundamental educational mission of the student conduct system.

The Association for Student Conduct Administration established three principles for the administration of student conduct programs, reflecting current thinking in this area:

- The development and enforcement of standards of conduct for students is an educational endeavor which fosters students' personal and social development; students must assume a significant role in developing and enforcing such regulations in order that they might be better prepared for the responsibilities of citizenship.

- Standards of conduct form the basis for behavioral expectations in the academic community; the enforcement of such standards must protect the rights, health, and safety of members of that community in order that they may pursue their educational goals without undue interference.
- Integrity, wisdom, and empathy are among the characteristics most important to the administration of student conduct standards; officials who have such responsibilities must exercise them impartially and fairly.

The primary role of student conduct administrators is that of educator. The maintenance and enhancement of the ethical climate on campus and the promotion of academic integrity are the primary purposes for enforcing standards of student conduct (ASJA, 1993). , The student conduct programs standards and guidelines that follow represent the fundamental criteria by which programs can assess their quality and effectiveness.

References, Readings, and Resources

ACPA – College Student Educators International - Commission for Student Conduct and Legal Issues.
One Dupont Circle Suite 300 Washington, DC 20036; (202) 835-2272. Web page:
<http://www.myacpa.org/comm/judicial/>

Association for Student Conduct Administration: P.O. Box 2237, College Station, TX 77841-2237; 979-845-5262; Web page: <http://asja.tamu.edu/>

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CAS

Self-Assessment Guide (SAG) Introduction and Instructions

I. Purpose and Organization of the Guide

The *Self-Assessment Guides* (SAG) translate functional area *CAS Standards and Guidelines* into a format enabling self-assessment. Educators can use this *Guide* to gain informed perspectives on the strengths and deficiencies of their programs and services and to plan for improvements. Grounded in the self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional and unit leaders a tool to assess programs and services using currently accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to put it into operation, and is organized into four sections. These include I. Purpose and Organization, II. Self-Assessment Process, III. Rating Examples, and IV. Formulating an Action Plan. The introduction is followed by the *Self-Assessment Worksheet*, which presents the *CAS Standards and Guidelines* for the functional area and incorporates a series of criterion measures for rating purposes.

SAG Worksheet Format. CAS standards and guidelines are organized into fourteen components.

- Part 1. Mission
- Part 2. Program
- Part 3. Leadership
- Part 4. Human Resources
- Part 5. Ethics
- Part 6. Legal Responsibilities
- Part 7. Equity and Access
- Part 8. Diversity
- Part 9. Organization and Management
- Part 10. Campus and External Relations
- Part 11. Financial Resources
- Part 12. Technology
- Part 13. Facilities and Equipment
- Part 14. Assessment and Evaluation

A rating scale designed for assessment purposes is displayed following the standards and guidelines, along with a series of criterion measures to be rated. Making performance judgments by applying the rating scale to individual items (criterion measures) is the first step in assessing the program.

II. Self-Assessment Process

CAS self-assessment procedures involve several steps, including:

- A. Establishing the self-study process and review team
- B. Understanding the CAS Standards and Guidelines and the Self-Assessment Guide
- C. Compiling and reviewing documentary evidence
- D. Judging performance
- E. Completing the assessment process

Step A: Establish and Prepare the Self-Assessment Review Team

The first step is to identify an individual to coordinate the self-assessment process. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty

members, and students] need to be identified and invited to participate. Whether a sole functional area or a full division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

As a group, the review team should examine the standards carefully before implementing the study. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment. Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur, and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding with individual ratings.

Step B: Understanding the CAS Standards and Guidelines

CAS *Standards* represent essential practices as formulated by representatives of multiple professional associations concerned with student learning and development in higher education. CAS *Guidelines*, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines published in *CAS Professional Standards for Higher Education (2009)* and presented in this SAG are formatted so that standards (i.e., essentials of quality practice) are printed in **bold type**. Guidelines, which complement the standards, are printed in light-face type. Standards use the auxiliary verbs “**must**” and “**shall**” while guidelines use “should” and “may.”

In this SAG, the CAS Standards and Guidelines, presented prior to each part of the SAG, have been translated into multiple criterion measures for rating purposes. Each criterion measure focuses on a particular aspect of the standard. The criterion measures are not designed to focus on completely discrete ideas, as would be true if the SAG were developed to be valid and reliable research instrument; rather, the measures are designed to capture the major ideas and elements reflected in the standards. For each of the 14 component parts, there is a series of numbered criterion measures that team members will rate. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly sub-divided to facilitate the rating process.

Step C: Compile and Review Documentary Evidence

Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs routinely to collect and file relevant data that can be used to document program effectiveness over time.

Documentary evidence often used to support evaluative judgments includes:

- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations
- *Program Documents*: mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos
- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organizational charts, financial resource statements, student and staff profiles, and assessment reports
- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports

- *Staff Activity Reports*: annual reports; staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession
- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

Having a variety of evidence assists raters to make judgments about the wide range of program expectations articulated in the standards. Whatever is determined appropriate under given circumstances, multiple forms of evidence used should be reviewed and reported in the narrative section of the SAG worksheets. The self-study rating process may identify a need to obtain additional information or documentation before proceeding to lend substance to judgments about a given assessment criterion. Support documentation should be appended and referred to in the final self-assessment report.

Step D: Judging Performance

Assessment criterion measures are used to judge how well areas under review meet CAS Standards. These criterion measures are designed to be evaluated using a 4-point rating scale. In addition to the numerical rating options, *Not Rated* (NR) and *Not Done* (ND) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, a ND rating can be used and the rationale for excluding the practice reflected in the criterion measure presented in the self-study report. The NR response can be used when relevant data are unavailable to support a judgment. When either the ND or the NR ratings are used, an explanatory note should be entered. NR items should generate careful group consideration and follow-up action as appropriate.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS Guidelines or other gauges, into the rating procedures before the self-assessment process begins. Such practice is encouraged, and the SAG instrument can be amended to incorporate additional criterion measure *yardsticks* for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Step E: Completing the Assessment Process

A two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS Standard is suggested. First, the self-assessment team and, if desired, the functional area staff members individually should rate each criterion measure using separate copies of the *CAS Self-Assessment Guide*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

The individual ratings should be reviewed and translated into a collective rating; then the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates considerable discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection. After the team review is completed, a meeting with concerned administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan. The Work Forms will guide this process.

III. Rating Examples

Rating Standard Criterion Measures

All CAS Standards, printed in **bold type**, are viewed as being essential to a sound and relevant student support program. Many of the statements contained in the standards incorporate multiple criteria that, to facilitate more precise judgment, have been subdivided into measurable parts for rating purposes. Consequently, a single statement in the standards may require several criterion measure statements that allow raters to judge it part by part rather than broadly. This approach often requires multiple judgments concerning a single statement in the standards, but leads to a more precise assessment. Using a "Mission" standard as an example, the following illustrates how several criterion measures are used to assess a single standard statement:

Part 1. Mission

Programs and services must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. Programs and services in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures	Rating
1.1 The program develops, disseminates, and implements its mission.	
1.2 The program regularly reviews its mission.	
1.3 The mission statement is consistent with that of the host institution and with professional standards.	
1.4 The program enhances overall educational experiences by incorporating learning and development outcome domains in the mission statement.	

Using Guidelines to Make Judgments about the Program

As discussed above, program leaders may wish to include selected *CAS Guidelines* to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered as being already in compliance with the standards can benefit especially by using guidelines in this way because guidelines typically call for enhanced program quality. The following "Financial Resources" program guidelines rating example illustrates the process.

Part 11. FINANCIAL RESOURCES

Assessment Services (AS) must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, must be conducted.

AS must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

Financial resources should be sufficient to support study conceptualization, data collection, data entry and analysis, and the dissemination of assessment and research findings, as well as methodological training for staff.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures	Rating
Guideline 11: Financial resources are sufficient to support: 11.a study conceptualization 11.b data collection	

11.c	data entry and analysis	
11.d	dissemination of findings	
11.e	methodological training	

Not all programs under review will incorporate guidelines to be rated as part of their self-studies. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When *CAS Guidelines* or other criterion measures are rated, they should be treated as if they were standards.

IV. Formulating an Action Plan

Typically, the assessment process will identify areas where the program is not in compliance with the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur.

To complete the process, a final summary document should be produced that (1) explains the mission, purpose, and philosophy of the program; (2) reviews the outcome of the assessment; and (3) recommends specific plans for action. Following is an outline of recommended steps for establishing a comprehensive plan of action using the CAS self-assessment work forms. Space is provided in the SAG for recording relevant information.

1. Answer Overview Questions (In the Instrument)

- a. Respond, in writing in the space provided, to the *Overview Questions* that immediately follow the rating section of each of the 14 components.
- b. Use answers to the Overview Questions, which are designed to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings and development of the self-study report.

2. Identify Areas of Program Strength (Work Form A)

- a. Identify criterion measure ratings where *strength* in performance or accomplishment (i.e., program exceeds criterion, generally rated 4, and viewed as excellent or exemplary) was noted.
- b. Identify remaining criterion measures in which performance was found to be *satisfactory* (i.e., acceptable practice as reflected in ratings of 2 or 3).

3. Identify Areas of Program Weakness (Work Form A)

- a. Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures and/or rating discrepancies among raters of two points or more) were noted.
- b. Identify criterion measures viewed as being *Not Met* by one or more reviewer.

4. Describe Practices Requiring Follow-up (Work Form A)

- a. Note criterion measure numbers where the standard was judged to be *Not Met* and describe shortcomings that need to be improved.

5. Summarize Actions Required for the Program to Meet Standards (Work Form B)

- a. List each criterion measure and/or related practices that the self-study process identified as being *Not Met*, *Not Rated*, or where rater discrepancies were noted. Be specific when noting the rationale for each shortcoming identified.
- b. List *specific actions* identified in the self-study that require implementation
- c. Prioritize the list by importance, need, and achievability of the desired change.

6. Summarize Program Enhancement Actions (Work Form C)

- a. List each specific action identified in the self-study that would enhance and strengthen services.

- b. Establish specific priorities for the action plan.

7. Write Program Action Plan

- a. Prepare a comprehensive action plan for implementing program changes.
- b. Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
- c. Set dates by which specific actions are to be completed.
- d. Identify responsible parties to complete the action steps.
- e. Set tentative start-up date for initiating a subsequent self-study.

CAS

Self-Assessment Guide

Student Conduct

June 2009

Part 1. Mission

Student Conduct Programs (SCP) develop and enforce standards of conduct, an educational endeavor to foster students' and learning development.

SCP must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. SCP in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

The goals of SCP must address the institution's needs to:

- **develop, disseminate, interpret, and enforce campus policies and procedures**
- **protect rights of students in the administration of the student conduct program**
- **respond to student behavioral problems in a fair and reasonable manner**
- **facilitate and encourage respect for and involvement in campus governance**
- **provide learning experiences for students who are found to be responsible for conduct which is determined to be in violation of institutional standards or who participate in the operations of the student conduct system**
- **initiate and encourage educational activities that serve to reduce violations of campus regulations**

SCP should support appropriate individual and group behavior as well as serve the campus community by reducing disruption and harm. The programs should be conducted in ways that will serve to foster the ethical development and personal integrity of students and the promotion of an environment that is consistent with the overall educational goals of the institution.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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	Criterion Measures	Rating
1.1	SCP fosters students' and learning development through application of standards of conduct.	3
1.2	SCP develops, disseminates, and regularly reviews its mission.	3
1.3	SCP implements its mission.	4
1.4	The mission statement is consistent with that of the host institution.	4
1.5	The mission statement is consistent with professional standards.	4
1.6	SCP incorporates learning and development outcome domains in the mission statement.	3
1.7	The goals of SCP address the institution's needs to:	
1.7.1	develop, disseminate, interpret, and enforce campus policies and procedures	3
1.7.2	protect rights of students in the administration of the student conduct program	4
1.7.3	respond to student behavioral problems in a fair and reasonable manner	4
1.7.4	facilitate and encourage respect for and involvement in campus governance	4
1.7.5	provide learning experiences for students who are found to be responsible for conduct which is determined to be in violation of institutional standards or who participate in the operations of the student conduct system	3
1.7.6	initiate and encourage educational activities that serve to reduce violations of campus regulations	2

Part 1: Mission Overview Questions

A. What is the 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.

B. How does the mission embrace student learning and development?

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.

C. In what ways does the program mission complement the mission of the institution?

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.”

Part 2. Program

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful and holistic and that prepare students for satisfying and productive lifestyles, work, and civic participation. The student learning and development outcome domains and their related dimensions are:

- **knowledge acquisition, integration, construction, and application**
 - **Dimensions:** understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life
- **cognitive complexity**
 - **Dimensions:** critical thinking; reflective thinking; effective reasoning; and creativity
- **intrapersonal development**
 - **Dimensions:** realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness
- **interpersonal competence**
 - **Dimensions:** meaningful relationships; interdependence; collaboration; and effective leadership
- **humanitarianism and civic engagement**
 - **Dimensions:** understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility
- **practical competence**
 - **Dimensions:** pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life

[See *The Council for the Advancement of Standards Learning and Developmental Outcomes* statement for examples of outcomes related to these domains and dimensions.]

Consistent with the institutional mission, SCP must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions. When creating opportunities for student learning and development, SCP must explore possibilities for collaboration with faculty members and other colleagues.

SCP must assess relevant and desirable student learning and development outcomes and provide evidence of their impact on student learning and development. SCP must articulate how they contribute to or support students' learning and development in the domains not specifically assessed.

SCP must be:

- integrated into the life of the institution
- intentional and coherent
- guided by theories and knowledge of learning and development
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, diverse and special populations, and relevant constituencies

SCP must establish the following within the context of its mission and purpose:

1. Authority

A written statement describing the authority, philosophy, jurisdiction, and procedures of the student conduct programs must be developed and disseminated to all members of the campus community.

This statement should address (a) how student academic or non-academic misconduct is within the program's jurisdiction, (b) which campus policies and regulations are enforced by these programs, (c) sanctions that may be imposed, (d) a clear description of the relationship between student conduct programs and both campus and external law enforcement agencies, including guidelines regarding when law enforcement authorities will be called in, (e) authority under the policy to address misconduct which occurs off campus including education abroad, and (f)

information regarding the impact, if any, of decisions by the criminal courts on the outcome of corresponding student conduct proceedings.

2. Components

The institution's policies regarding the administration of student discipline must be clearly described in writing. Elements to be addressed in this policy must include prohibited conduct; sanctions; boards and administrators with roles in the adjudication of student misconduct; procedures for the investigation and adjudication of allegations of student misconduct; appeal procedures (if provided); procedures for interim suspension (if provided); and policies regarding student disciplinary records.

Generally, the student conduct system should involve significant roles for students in the adjudication of allegations of misconduct; however, membership on boards need not be limited to students. The system should allow sufficient time for an investigation of all allegations prior to a hearing, while responding to complaints in a timely fashion.

Procedures and processes must be designed to provide for substantive and procedural due process at public institutions of higher education and fundamental fairness at private institutions of higher education.

SCP should provide students with ample opportunity to receive advice about the process, a general time frame for resolution, and a delineation of individual responsibilities in the process.

Institutional disciplinary action against individual students or recognized student organizations must be administered in the context of a coordinated set of regulations and processes in order to ensure fair and reasonable outcomes and the equitable treatment of students and groups. Allegations of improper behavior originating from both instructional and non-instructional components of the institution must be encompassed in a comprehensive student conduct system for students.

Different procedures may be used to address the various forms of misconduct.

The institution must be clear about which board or individual has jurisdiction over specific conduct regulations.

Students should be assisted in understanding the sources and lines of authority.

The sanctions imposed as a result of institutional disciplinary action must be educationally and developmentally appropriate.

SCP must follow up on cases, including enforcement of sanctions, assessing the developmental processes that have been affected, and ensuring that students are directed to appropriate services for assistance.

The institution must be clear about how it defines student status and the jurisdiction of the system to include whether students can be held responsible for behavior that takes place off campus or between academic sessions.

SCP should maintain written records to serve as referral materials, to document precedents, to provide source material for identifying recurring problems, or to use for appeals.

The institution must clearly state the conduct regulations that apply to student organizations, the procedures that will be followed in the hearing of cases related to student organizations, and the guidelines used to determine if actions of individual members or small groups within an organization constitute action by the organization.

3. Information to Campus Community

The institution must publish information about the SCP.

Publications should contain (a) campus policies, such as those concerning legal representation, the protection of privacy of student disciplinary records, and the destruction of disciplinary records; (b) campus procedures, such as filing a disciplinary action, gathering information, conducting a hearing, and notifying a student of the hearing or appeal board's decision; (c) the composition, authority, and jurisdiction of all student conduct bodies; (d) the types of advice and assistance that the complainant and others can receive about the process; (e) the types of disciplinary sanctions, including interim suspension procedures; and (f) a general explanation of how and when non-campus law enforcement officials are used.

Publications must be distributed through methods that will reach all students.

Dissemination methods may include electronic media; the institutional catalog; the orientation program; the student handbook; and admissions, registration, and billing materials.

Published information should include not only descriptions about how the system works, but also the results of the system. By publishing the outcomes of student conduct cases in a manner which protects the privacy of those involved, the institution demonstrates that the system does work and encourages an open discussion of issues related to student conduct.

4. Hearing Authority

In addition to a hearing officer, SCP must include a hearing or appellate board, composed of representatives of the campus community, that is responsible for carrying out student conduct functions delegated by the administration.

Roles and functions of student conduct board members may include (a) reviewing disciplinary referrals and claims; (b) interpreting misconduct allegations and identifying specific charges to be brought against the student(s); (c) conducting preliminary hearings and gathering information pertinent to the charges; (d) advising students on their rights and responsibilities; (e) engaging in substantive discussions with students about relevant ethical issues; (f) scheduling, coordinating, and conducting hearings; (g) reviewing decisions from other hearing bodies, when applicable; (h) notifying the accused in writing about relevant decisions and the board's rationale for such; (i) maintaining accurate written records of the entire proceeding; (j) referring information to an appeal board when applicable; (k) following up on sanctions to ensure they have been implemented; (l) following up with students who have been sanctioned to ensure awareness of available counseling services; (m) establishing and implementing a procedure for maintenance and destruction of disciplinary records; and (n) assessing student conduct procedures, policies, and outcomes.

A student conduct officer may be assigned responsibility for training student conduct board members, scheduling and facilitating evaluations, and informing faculty members, administration, and staff about legal and disciplinary matters.

Student conduct board members should participate on campus government committees associated with student conduct, except when a conflict of interest will result. Student conduct board members may also be involved in the outreach efforts of the SCP.

5. Training of Student Conduct Board Members

Initial and in-service training of all hearing board members must be provided.

In order for student conduct board members to fulfill their roles and functions, initial training should include (a) an overview of all judicial policies and procedures; (b) an explanation of the operation of the judicial process at all levels including authority and jurisdiction; (c) an overview of the institution's philosophy on student conduct and its role in this process; (d) roles and functions of all student conduct bodies and their members; (e) review of constitutional and other relevant legal individual and institutional rights and responsibilities; (f) an explanation of sanctions; (g) an explanation of pertinent ethics, including particularly the importance of privacy of student disciplinary records and addressing bias and conflict of interest in the student conduct process; (h) a description of available personal counseling programs and referral resources; (i) an outline of conditions and interactions which may involve external enforcement officials, attorneys, witnesses, parents of accused students, and the media; and (j) an overview of developmental and interpersonal issues likely to arise among college students.

In-service training should include participation in relevant and on-going workshops, seminars, and conferences. A library containing current resources about the student conduct system should be maintained and be accessible to student conduct board members.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
2.1	SCP promotes student learning and development outcomes that are purposeful and holistic	4
2.2	SCP promotes outcomes which prepare students for:	
2.2.1	satisfying and productive lifestyles	4
2.2.2	work	3
2.2.3	civic participation.	3

2.3	SCP provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked. List student learning and developmental outcomes in space provided.	
2.3.1	knowledge acquisition, integration, construction, and application	2
2.3.2	cognitive complexity	2
2.3.3	intrapersonal development	1
2.3.4	interpersonal competence	1
2.3.5	humanitarianism and civic engagement	2
2.3.6	practical competence	1
2.4	SCP articulates how it contributes to or supports student learning and development domains not specifically assessed.	3
2.5	SCP explores possibilities for collaboration with faculty members and other colleagues	3
2.6	SCP is:	
2.6.1	integrated into the life of the institution	2
2.6.2	intentional and coherent	4
2.6.3	guided by theories and knowledge of learning and development	3
2.6.4	reflective of developmental and demographic profiles of the student population	3
2.6.5	responsive to needs of individuals, diverse and special populations, and relevant constituencies.	3
2.7	SCP has established the following within the context of its mission and purpose:	
2.7.1	A written statement describing the authority, philosophy, jurisdiction, and procedures of the student conduct programs is disseminated to the campus community.	4
2.7.2	The institution's policies regarding the administration of student discipline are clearly described in writing.	4
2.7.3	Procedures and processes provide for due process at public institutions and fundamental fairness at private institutions.	4
2.7.4	Disciplinary actions against individuals or recognized student organizations are administered through established, fair, and equitable processes.	4
2.7.5	The institution is clear about which board or individual has jurisdiction over specific conduct regulations.	3
2.7.6	Sanctions imposed are educationally and developmentally appropriate.	4
2.7.7	SCP conducts follow up on cases, including enforcement of sanctions, assessment of developmental outcomes, and confirming that students receive appropriate referrals.	3
2.7.8	The institution has clarified the definition of student status and the jurisdiction of the system, including jurisdiction for actions off-campus or between academic sessions.	3
2.7.9	The institution clearly states the conduct regulations that apply to student organizations, the procedures that will be followed in the hearing of such cases, and the guidelines used to determine if actions of individual members or small groups within an organization constitute action by the organization.	4
2.7.10	The institution publishes information about the SCP.	3
2.7.11	Publications are distributed through methods that will reach all students.	3
2.7.12	A hearing or appellate board, composed of representatives of the campus community, is responsible for carrying out student conduct functions delegated by the administration.	4
2.7.13	Initial and in-service training of all hearing board members is provided.	4

Part 2. Program Overview Questions

A. What are the primary elements of the program?

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

B. What evidence exists that confirms the contributions of the program to student learning and development?

- Journal reflections – often used as an educational outcome (sanction)
- Non-recidivism rates
- Student Voice data (from spring 2010)

More program assessment and evaluation is needed in this area.

C. What evidence is available to confirm achievement of program goals?

The following learning outcomes were recently developed:

1. 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.
2. As a result of students serving on conduct hearing boards, they will learn to exhibit respect and preserve the dignity of others.
3. 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.
4. 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.
5. 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.

No formal assessment plans to measure these outcomes have been made at this point. The next step 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?”.

Part 3. Leadership

Because effective and ethical leadership is essential to the success of all organizations, Student Conduct Programs (SCP) leaders with organizational authority for the programs and services must:

- articulate a vision and mission for their programs and services
- set goals and objectives based on the needs of the population served and desired student learning and development outcomes
- advocate for their programs and services
- promote campus environments that provide meaningful opportunities for student learning, development, and integration
- identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement
- advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels
- initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area
- apply effective practices to educational and administrative processes
- prescribe and model ethical behavior
- communicate effectively
- manage financial resources, including planning, allocation, monitoring, and analysis
- incorporate sustainability practices in the management and design of programs, services, and facilities
- manage human resource processes including recruitment, selection, development, supervision, performance planning, and evaluation
- empower professional, support, and student staff to accept leadership opportunities
- encourage and support scholarly contribution to the profession
- be informed about and integrate appropriate technologies into programs and services
- be knowledgeable about federal, state/provincial, and local laws relevant to the programs and services and ensure that staff members understand their responsibilities by receiving appropriate training
- develop and continuously improve programs and services in response to the changing needs of students and other populations served and the evolving institutional priorities
- recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
3.1 SCP leaders:	
3.1.1 articulate a vision and mission for the program	4
3.1.2 set goals and objectives based on the needs of the population and desired student learning and development outcomes	3
3.1.3 advocate for the program	3
3.1.4 promote campus environments that provide meaningful opportunities for student learning, development, and integration	4
3.1.5 identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement	3
3.1.6 advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels	4
3.1.7 initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area	3
3.1.8 apply effective practices to educational and administrative processes	4
3.1.9 prescribe and model ethical behavior	4
3.1.10 communicate effectively	3
3.1.11 manage financial resources, including planning, allocation, monitoring, and analysis	3

3.1.12	incorporate sustainability practices in the management and design of programs, services, and facilities	2
3.1.13	manage human resource processes including, recruitment, selection, development, supervision, performance planning, and evaluation	NR
3.1.14	empower professional, support, and student staff to accept leadership opportunities	3
3.1.15	encourage and support scholarly contribution to the profession	3
3.1.16	integrate appropriate technologies into programs and services	2
3.1.17	know federal, state/provincial, and local laws relevant to the programs and services	3
3.1.18	ensure that staff members understand their responsibilities about laws and offer appropriate training	3
3.1.19	develop and continuously improve programs and services in response to the changing needs of students and other populations and the evolving institutional priorities	3
3.1.20	recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions.	2

Part 3. Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

The Dean of Students serves as the primary (and sole) student conduct administrator. He is well-versed in current student conduct best practices having worked as a doctoral GA for three years in the Student Conduct Office at the University of Maryland, College Park (John Zacker, Director). He remains current and active with ASCA. Given Grinnell College's commitment to social justice and "self governance" – the Dean of Students has also researched different modes of resolving campus conflict; specifically, investigating ways to incorporate restorative and social justice into the student conduct program.

B. In what ways are program leaders positioned and empowered to accomplish the program mission?

The Dean of Students is well-positioned and empowered to accomplish the program mission to foster and promote transformative learning by creating and implementing campus policy that reinforce a culture of respect and responsibility. The Division of Student Affairs actively collaborates with others to fulfill the College's mission. As a leader within the Division, the Dean of Students works with others to encourage and promote holistic development of our students.

C. How are program leaders accountable for their performance?

The Division of Student Affairs incorporates annual 360° evaluations of its employees. Feedback from supervisors, supervisees, colleagues and students throughout the institution is collected and provided to each student affairs staff member. The Dean of Students, as the primary student conduct program leader, participates in this evaluation process and is held accountable for his performance.

D. What leadership practices best describe program leaders?

Leadership at Grinnell College – as well many other institutions of higher education – is conceptualized not as positional authority but rather how people work together to create and effect social change. In that lens, leadership practices by the student conduct administrator could be described as: collegiality, collaboration, personal accountability, a commitment to social justice, and the ability to tailor/craft interventions and programs to individuals based on their developmental needs.

Part 4. Human Resources

Student Conduct Programs (SCP) must be staffed adequately by individuals qualified to accomplish the mission and goals. Within institutional guidelines, SCP must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.

SCP professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Degree- or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and must have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Students from graduate academic programs, particularly in areas such as counseling, student development, higher education administration, law, or criminology, may assist the student conduct programs through practica, internships, and assistantships.

Students who participate on conduct boards may be awarded academic credit for proper supervision. Clear objectives and assignments should be outlined to ensure that a student's grade for this participation is in no way influenced by his/her decisions on a particular case.

Employees and volunteers must receive specific training on institutional policies and privacy laws regarding their access to student records and other sensitive institutional information (e.g., in the USA, Family Educational Rights and Privacy Act, FERPA, or equivalent privacy laws in other states/provinces or countries).

SCP must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.

All members of the staff must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

SCP must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty members, staff, and others and must incorporate a system or procedures for responding, including but not limited to reporting them to the appropriate campus officials.

Salary levels and benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

SCP must maintain position descriptions for all staff members.

To create a diverse staff, SCP must institute hiring and promotion practices that are fair, inclusive, proactive, and non-discriminatory.

SCP must conduct regular performance planning and evaluation of staff members. SCP must provide access to continuing and advanced education and professional development opportunities.

A qualified member of the campus community must be designated as the person responsible for student conduct programs.

The designee should have an educational background in the behavioral sciences (e.g., college student affairs, psychology, sociology, student development including moral and ethical development, higher education administration, counseling, law, criminology, or criminal justice).

The designee and any other professional staff member in the student conduct programs should possess (a) a clear understanding of the legal requirements for substantive and procedural due process; (b) legal knowledge sufficient to confer with attorneys involved in student disciplinary proceedings and other aspects of the student conduct services system; (c) a general interest in and commitment to the welfare and development of students who participate on boards or who are involved in cases; (d) demonstrated skills in working with decision-making processes and conflict resolution; (e) teaching and consulting skills appropriate for the education, advising, and coordination of hearing bodies; (f) the ability to communicate and interact with students regardless of race, sex, disability, sexual orientation, and other personal characteristics; (g) understanding of the requirements relative to confidentiality and security of student conduct programs files; and (h) the ability to create an atmosphere where students feel free to ask questions and obtain assistance.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
4.1 SCP is staffed adequately with personnel qualified to accomplish the mission and goals.	3
4.2 Procedures are in place for staff selection, training, and evaluation.	4
4.3 Expectations for supervision are set.	3
4.4 SCP provides professional development opportunities to improve the professional competence, leadership ability, and skills of all staff members.	3
4.5 Professional staff members hold earned graduate or professional degrees in fields relevant to the positions held or possess an appropriate combination of educational credentials and related work experience.	4
4.6 Interns are qualified by enrollment in an appropriate field of study and by relevant experience.	ND
4.7 Interns are trained and supervised by professional staff holding credentials and related work experience appropriate for supervision.	ND
4.8 Student employees and volunteers:	
4.8.1 are carefully selected, trained, supervised, and evaluated	ND
4.8.2 are educated on how and when to refer those in need of additional assistance to a qualified staff member	ND
4.8.3 have access to a supervisor for assistance in making judgments	ND
4.8.4 have clear and precise job descriptions, pre-service training, and continuing staff development	ND
4.9 Employees and volunteers receive specific training on institutional policies and privacy laws regarding access to student records and other sensitive institutional information.	3
4.10 SCP:	
4.10.1 has adequate technical and support staff to accomplish the mission	3
4.10.2 has adequate technical and support staff who are qualified to perform the job functions	3
4.10.2 requires professional and support staff to be knowledgeable about ethical and legal uses of technology	2
4.10.3 has training and resources to support performance of assigned professional and support staff responsibilities	3
4.11 SCP staff members receive training on policies and procedures related to the use of technology to store or access student records and institutional data.	2
4.12 SCP:	
4.12.1 ensures that personnel are trained in emergency procedures, crisis response, and prevention efforts	3
4.12.2 ensures that prevention efforts address identification of threatening conduct or behavior of students, faculty members, staff, and others	2
4.12.3 has a system or procedures for responding to threatening situations, including but not limited to reporting to appropriate campus officials.	3

4.13	Salary levels and benefits are commensurate with those of comparable positions within the institution, similar institutions, and geographic area.	NR
4.14	Position descriptions for all staff members are maintained.	4
4.15	Hiring and promotion practices are fair, inclusive, proactive, and non-discriminatory.	4
4.16	Regular performance planning and evaluation of staff members are conducted.	4
4.17	SCP provides access to continuing and advanced education and professional development opportunities.	3
4.18	A qualified member of the campus community has been designated to be responsible for student conduct programs.	4

Part 4. Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

Given the unique role “self governance” plays on the Grinnell College campus – and the relatively low case load – there is no plan, currently, to expand staffing of the student conduct program. Better technology should be employed to track students and provide a more efficient means for case management.

One foreseeable expansion of staffing would 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.

B. In what ways are staff members’ qualifications examined and their performance judged?

The Division of Student Affairs incorporates annual 360 evaluations of its employees. Feedback from supervisors, supervisees, colleagues and students throughout the institution is collected and provided to each student affairs staff member. The Dean of Students, as the primary student conduct program leader, participates in this evaluation process and is held accountable for his performance.

Part 5. Ethics

Persons involved in the delivery of Student Conduct Programs (SCP) must adhere to the highest principles of ethical behavior. SCP must review relevant professional ethical standards and develop or adopt and implement appropriate statements of ethical practice. SCP must publish these statements and ensure their periodic review by relevant constituencies.

SCP must orient new staff members to relevant ethical standards and statements of ethical practice.

SCP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed except as allowed by relevant laws and institutional policies. SCP staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

SCP staff members must be aware of and comply with the provisions contained in the institution's policies pertaining to human subjects research and student rights and responsibilities, as well as those in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

SCP staff members must recognize and avoid personal conflicts of interest or appearance thereof in the performance of their work.

SCP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they interact.

When handling institutional funds, SCP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

Promotional and descriptive information must be accurate and free of deception.

SCP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

SCP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

SCP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
Criterion Measures					Rating
5.1	SCP has a statement of ethical practice that is published and reviewed periodically.				1
5.2	SCP staff members adhere to the principles of ethical behavior.				4
5.3	New staff members are oriented to the statement of ethical practice.				ND
5.4	Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and statement of ethical practice.				4
5.5	Information contained in students' education records is never disclosed without written consent, except as allowed by law and institutional policy.				4
5.6	Information judged to be of an emergency nature is disclosed to appropriate authorities when an individual's safety or that of others is involved.				3
5.7	SCP staff members:				
5.7.1	comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals				4
5.7.2	avoid personal conflicts of interest or appearance thereof in transactions with students and others				3
5.7.3	ensure the fair, objective, and impartial treatment of all persons with whom they interact				3

5.7.4	ensure that funds are managed in accordance with established institutional accounting procedures and fiscal policies.	4
5.8	SCP promotional information is accurate and free of deception.	3
5.9	SCP staff members:	
5.9.1	perform assigned duties within the limits of training, expertise, and competence, and when limits are exceeded make referrals to persons possessing appropriate qualifications	3
5.9.2	confront and otherwise hold accountable others who exhibit unethical behavior	3
5.9.3	practice ethical behavior in the use of technology.	3

Part 5. Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

The ethical principles and standards of our profession guide and inform SCP 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>

B. What is the program's strategy for managing student and staff member confidentiality and privacy issues?

Student conduct records are maintained in a locked and secured environment. The *Grinnell College Staff Manual* has policies regarding confidentiality and privacy in the workplace. These policies can be found on the following web site: <http://web.grinnell.edu/humanresources/handbook/Section2.html#anchor394576>

As for student confidentiality, all hearing board members undergo an extensive training and policies regarding confidentiality are clearly articulated in the *Hearing Board Manual*. In addition, the *Student Handbook* includes a detailed section on confidentiality regarding the student conduct process on the follow web site: <http://www.grinnell.edu/offices/studentaffairs/shb/conduct/studentconductprocess/confidentiality>

Electronic correspondences regarding student conduct educational outcomes (sanctions) also contain a disclaimer indicating informing the respondent(s) that all information regarding his/her/hir case is confidential and that the only way others would know the outcome of the student conduct process is if he/she/zi tells others.

C. How are ethical dilemmas and conflicts of interest managed?

Ethical dilemmas and/or potential conflicts of interest are handled by the Dean of Students. If there is a perceived or actual conflict of interest or ethical dilemma as it relates to the Dean of Students, the Vice-President for Student Affairs and/or Human Resources staff may be used as a resource.

D. In what ways are staff members informed and supervised regarding ethical conduct?

SCP staff stay current with ethical conduct and progress through ongoing professional development and training (such as conference attendance). In addition, ethical conduct may be evaluated in annual 360 performance evaluations. Finally, 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.

Part 6. Legal Responsibilities

Student Conduct Programs (SCP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole. As appropriate, staff members must inform users of programs and services, as well as officials, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution's policies.

SCP must have written policies on all relevant operations, transactions, or tasks that may have legal implications.

SCP staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive campus environment.

SCP staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. SCP staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if coverage is not provided by the institution.

The institution must provide access to legal advice for SCP staff members as needed to carry out assigned responsibilities.

The institution must inform SCP staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Appropriate policies and practices to ensure compliance with regulations should include notification to all constituencies of their rights and responsibilities under the student conduct system, a written description, accurate record keeping of all aspects of the student conduct proceedings, and regular reviews of the student conduct policies and practices.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
6.1 SCP staff members:	
6.1.1 are knowledgeable about and responsive to laws and regulations relevant to their respective responsibilities.	3
6.1.2 inform users and officials of legal obligations and limitations associated with implementing the program.	3
6.2 SCP has written policies on all relevant operations, transactions, or tasks that have legal implications.	4
6.3 SCP staff members:	
6.3.1 do not participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive campus environment	4
6.3.2 use reasonable and informed practices to limit the liability exposure of the institution and its personnel	3
6.3.3 are informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and are referred to external sources if coverage is not provided by the institution.	4
6.4 Legal advice is available to SCP staff members as needed to carry out assigned responsibilities.	3
6.5 SCP staff members and students are informed in a systematic fashion about extraordinary or changing legal obligations and potential liabilities.	3

Part 6. Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

The legal issues faced by the SCP center around knowing and abiding by Federal laws, including:

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

B. How are staff members instructed, advised, or assisted with legal concerns?

In addition to consultation and supervision from the Vice-President for Student Affairs and/or the College President, advice and direction may be provided by College counsel:

http://www.nyemaster.com/asp/attorney_profiles.aspx?id=62

As a matter of practice, the Dean of Students also purchases supplemental insurance from one of the professional associations should additional coverage be necessary.

SCP staff stay knowledgeable of current legal obligations and potential liabilities through continued professional development at the state, regional, and national levels as well as through webinars and literature (such as *Laws & Policy Reports* – written by Gary Pavela, J.D., and published weekly by ASCA).

Part 7. Equity and Access

Student Conduct Programs (SCP) must be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable state/provincial and federal statutes and regulations. SCP must maintain an educational and work environment free from discrimination in accordance with law and institutional policy.

Discrimination must be avoided on the basis of age; cultural heritage; disability; ethnicity; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; and any other bases included in local, state/provincial, or federal laws.

Consistent with the mission and goals, SCP must take action to remedy significant imbalances in student participation and staffing patterns.

SCP must ensure physical and program access for persons with disabilities. SCP must be responsive to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs and services.

SCP must recognize the needs of distance learning students by providing appropriate and accessible services and assisting them in identifying and gaining access to other appropriate services in their geographic region.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
7.1	SCP provides services on a fair, equitable, and non-discriminatory basis.	3
7.2	The educational and work environment is free from discrimination on the basis of age, cultural heritage, disability, ethnicity, gender identify and expression, nationality, political affiliation, race, religious affiliation, sex, sexual orientation, economic / marital / social / veteran status, and any other bases included in local, state/provincial, or federal laws.	3
7.3	SCP:	
7.3.1	provides remedies for imbalances in student participation and staffing patterns	2
7.3.2	ensures physical and program access for persons with disabilities	4
7.3.3	is responsive to the needs of all those served when establishing hours of operation and developing methods of delivery.	3
7.4	Services are available and accessible to distance learner students or arrangements have been made for students to have access to appropriate services in their geographical region.	ND

Part 7. Equity and Access Overview Questions

A. How does the program ensure non-discriminatory, fair, and equitable treatment to all constituents?

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* SCP 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.

B. What polices and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of program staff members?

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.

Part 8. Diversity

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Student Conduct Programs (SCP) must create and nurture environments that are welcoming to and bring together persons of diverse backgrounds.

SCP must promote environments that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, as well as that of others. SCP must recognize, honor, educate, and promote respect about commonalities and differences among people within their historical and cultural contexts.

SCP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
8.1 SCP:	
8.1.1 nurtures environments that are welcoming to and bring together persons of diverse backgrounds	3
8.1.2 promotes an environment characterized by open communication that deepens understanding of identity, culture, and heritage	3
8.1.3 promotes respect for commonalities and differences in historical and cultural contexts	3
8.1.4 addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	3

Part 8. Diversity Overview Questions

A. In what ways does the program nurture diversity?

As diversity is a core value of the College, the SCP 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 SCP nurtures diversity through its hearing board composition and educational outcomes (sanctions). As a college founded by abolitionists, social justice is a core value that embodies the SCP. SCP 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.

B. How does the program serve the needs of diverse populations?

The SCP serves the needs of diverse populations by:

- On-going professional development and engagement with diversity/social justice work;
- Collaborating with parties throughout campus in support of and advocacy for students from underrepresented and/or underserved communities;
- Working with the Student Government Association (SGA) to select and train a broad and diverse student judiciary that reflects the diversity of our student population.

Part 9. Organization and Management

To promote student learning and development outcomes, Student Conduct Programs (SCP) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated program and service delivery expectations.

SCP must monitor websites used for distributing information to ensure that the sites are current, accurate, appropriately referenced, and accessible.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, procedures for decision-making and conflict resolution, responses to changing conditions, systems of accountability and evaluation, and processes for recognition and reward. SCP must align policies and procedures with those of the institution and provide channels within the organization for their regular review.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
Criterion Measures					Rating
9.1	SCP is structured purposely.				3
9.2	SCP is managed effectively.				4
9.3	Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.				2
9.4	Websites are monitored to ensure currency, accuracy, appropriate references, and accessibility.				3
9.5	SCP uses:				
	9.5.1	comprehensive and accurate information for decisions and responds to changing conditions			3
	9.5.2	clear sources and channels of authority			3
	9.5.3	procedures for decision-making and conflict resolution			3
	9.5.4	systems of accountability and evaluation			4
	9.5.5	processes for recognition and award.			2
9.6	SCP aligns policies and procedures with those of the institution and provides channels for regular review.				3

Part 9. Organization and Management Overview Questions

A. What are the institutional organization structures that define, enable, or restrain the program?

The SCP 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 (average case resolution time from the incident date to outcome letter being sent to the student is 18 business days). The organization and management of this 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.

B. What protocols or processes are in place to ensure effective management of the program?

This is an area that should be further developed. Other than the common practice of completing a case opinion/presiding office report within 48 hours after a case (and, subsequently, providing written notification of the outcome within 48 hours upon receipt of the case opinion), there are no formal protocols in place to ensure effective management of the program. SCP effectiveness is highly contingent upon the Dean of Students and VPSA.

Part 10. Campus and External Relations

Student Conduct Programs (SCP) must reach out to relevant individuals, campus offices, and external agencies to:

- **establish, maintain, and promote effective relations**
- **disseminate information about their own and other related programs and services**
- **coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote their achievement of student learning and development outcomes**

SCP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students and other members of the campus community during emergency situations.

SCP must have procedures and guidelines consistent with institutional policy for communicating with the media.

Representatives of the student conduct system should meet regularly with pertinent campus constituencies (e.g., student government, student development offices, staff, faculty members, academic administrators, public safety, legal counsel) to exchange information concerning their respective operations and to identify ways to work together to prevent behavioral problems and to correct existing ones. Such collaborative efforts might include educational programs and joint publications.

Representatives should also meet periodically with relevant external agencies(e.g., local police, district attorneys, service providers) to ensure understanding about the student conduct programs as well as to address student behavior problems in an effective manner.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
10.1 SCP reaches out to relevant individuals, campus offices, and external agencies to:	
10.1.1 establish, maintain, and promote effective relations	3
10.1.2 disseminate information about its own and other related programs and services	3
10.1.3 coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote achievement of student learning and development outcomes.	3
10.2 SCP has:	
10.2.1 procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations	3
10.2.2 systems and procedures for disseminating timely and accurate information to students and other members of the campus community during emergency situations	3
10.2.3 procedures and guidelines consistent with institutional policy for communicating with the media.	1

Part 10. Campus and External Relations Overview Questions

A. With which relevant individuals, campus offices, and external agencies must the program maintain effective relations?

The SCP collaborates with and maintains effective relationships with a variety of on- and off-campus constituencies, including but not limited to: 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.

B. What evidence confirms effective relationships with program constituents?

- Reports from various constituencies stating that they feel their relationship with the SCP has improved in recent history
- Increased communication and reporting of incidents/referrals
- No appeals have been successfully challenged since the Dean of Students assumed leadership of SCP
- Student newspaper editorials and articles
- *Student Handbook* revisions – a collaborative process involving students, faculty, and staff alike that has been well-received by community members

Part 11. Financial Resources

Student Conduct Programs (SCP) must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, must be conducted.

SCP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
11.1 SCP has adequate funding to accomplish its mission and goals.	2
11.2 An analysis of expenditures, external and internal resources, and impact on the campus community is completed before:	
11.2.1 establishing funding priorities	2
11.2.2 making significant changes.	2
11.3 SCP demonstrates fiscal responsibility and cost-effectiveness consistent with institutional protocols.	3

Part 11. Financial Resources Overview Questions

A. What is the funding strategy for the program?

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.

The funding strategy – when feasible – is to create a budget that reflects the values and needs of our institution. This has yet to be done.

B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?

As this is the first fiscal year that the Dean of Students office has its own budget, there is no evidence, currently, to suggest fiscal responsibility and/or cost-effectiveness has occurred. Once a budget (specifically for SCP) has been created and implemented to address the limitations articulated above, documentation will be provided to track and monitor expenditures to ascertain whether or not fiscal responsibility has been met.

Part 12. Technology

Student Conduct Programs (SCP) must have adequate technology to support their mission. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant federal, state/provincial, and local requirements.

SCP must maintain policies and procedures that address the security and back up of data.

When technology is used to facilitate student learning and development, SCP must select technology that reflects current best pedagogical practices.

Technology, as well as any workstations or computer labs maintained by the SCP for student use, must be accessible and must meet established technology standards for delivery to persons with disabilities.

When SCP provide student access to technology, they must provide:

- access to policies that are clear, easy to understand, and available to all students
- access to instruction or training on how to use the technology
- access to information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks.

Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
Criterion Measures					Rating
12.1	SCP has adequate technology to support its mission and goals.				2
12.2	Use of technology in the program complies with institutional policies and procedures and legal requirements.				4
12.3	SCP addresses security and back up of data.				3
12.4	SCP chooses technology that facilitates student learning and development and reflects current best pedagogical practices.				2
12.5	Technology as well as workstations and computer labs are accessible to all students, including persons with disabilities.				3
12.6	SCP provides access to:				
	12.6.1	technology policies that are clear, easy to understand, and available to all students			3
	12.6.2	instruction or training on how to use the technology			ND
	12.6.3	information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks.			2
12.7	Student violations of technology are addressed in student disciplinary procedures.				3
12.8	A referral support system is available for students who experience negative emotional or psychological consequences from the use of technology.				3

Part 12. Technology Overview Questions

A. How is technology inventoried, maintained, and updated?

Other than PC word processing, email correspondence, and web site management, very little technology is used in the SCP and, therefore, requires little inventorying and maintenance. ITS staff provides necessary technological updates.

B. What evidence exists to confirm that technology is available for all who are served by the program?

As a residential campus with computer labs in the residence halls (as well as public computer labs throughout campus), every student has access to email. Students are provided with a "grinnell.edu" email address and are expected to check their email regularly.

Part 13. Facilities and Equipment

Student Conduct Programs (SCP) must have adequate, accessible, suitably located facilities and equipment to support their mission and goals. If acquiring capital equipment as defined by the institution, SCP must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated regularly, including consideration of sustainability, and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.

SCP staff members must have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.

SCP staff members who share work space must have the ability to secure their work adequately.

The design of the facilities must guarantee the security of records and ensure the confidentiality of sensitive information.

The location and layout of the facilities must be sensitive to the special needs of persons with disabilities as well as the needs of constituencies served.

SCP must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating the facilities.

SCP must have access to facilities of sufficient size and arrangement to ensure privacy of records, meetings, and interviews.

The facilities should include a private office where individual consultations and pre-hearing conferences with those involved in disciplinary actions may be held, hearing room facilities, a meeting room for small groups, a library or resource area, and a secure location for student disciplinary records. The facilities should also be designed to promote the personal safety of the individuals involved in the SCP (e.g., multiple methods of egress, panic buttons).

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures		Rating
13.1	SCP has adequate facilities and equipment to support its mission and goals.	3
13.2	SCP facilities and equipment:	
13.2.1	are evaluated regularly	2
13.2.2	are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users	4
13.2.3	provide for security of records to ensure confidentiality of sensitive information	2
13.3	SCP staff members:	
13.3.1	have the ability to adequately secure their work	3
13.3.2	have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities	4
13.3.3	have access to private space for counseling	4
13.3.4	are trained in safety and emergency procedures for securing and vacating the facilities.	3
13.4	The location and layout is sensitive to the special needs of persons with disabilities.	3
13.5	Expenses related to regular maintenance and life cycle costs are taken into account if capital equipment is acquired.	ND

Part 13. Facilities and Equipment Overview Questions

A. How are facilities and equipment inventoried and maintained?

Facilities Management staff are responsible for the inventorying and maintenance of facilities and equipment.

B. What evidence exists to confirm that access, health, safety, and security of facilities and equipment are available for all who are served by the program?

All meeting spaces (including hearing rooms) are held in accessible locations (with smart technology) should that be needed for individuals with different abilities. Grinnell College is fortunate to have several state-of-the-art facilities designed specifically to promote student learning and engagement.

Grinnell College promotes the full inclusion of individuals with disabilities as part of our commitment to creating a diverse, multicultural campus community. It is the policy of Grinnell to comply with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state laws that prohibit discrimination on the basis of disability. The College provides reasonable accommodation to qualified individuals with disabilities upon request.

For more information regarding accessibility, including a campus accessibility map, please visit the following web site: <http://www.grinnell.edu/offices/diversity/accessibility/>

Part 14. Assessment and Evaluation

Student Conduct Programs (SCP) must establish systematic plans and processes to meet internal and external accountability expectations with regard to program as well as student learning and development outcomes. SCP must conduct regular assessment and evaluations. Assessments must include qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

SCP must evaluate regularly how well they complement and enhance the institution’s stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services, identifying needs and interests in shaping directions of program and service design, and recognizing staff performance.

Evaluation of SCP should include:

- performance evaluations of all staff members by their supervisors
- periodic performance evaluations of individual hearing boards
- on-going evaluation of training programs and publications
- periodic review of applicable state/provincial and federal laws and current case law to ensure compliance

Assessment and evaluation activities may include:

- whether student conduct boards accurately follow the institution's procedural guidelines
- general impressions of the student conduct system according to students, faculty members, staff members, and the community
- developmental effects on students and student conduct board members
- annual trends in case load, rates of recidivism, types of offenses, and efficacy of sanctions
- effects of programming designed to prevent behavioral problems
- unique aspects of special function or special population student conduct boards (e.g., student organization, residence hall boards)

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Criterion Measures	Rating
14.1 SCP has systematic plans and processes to meet internal and external accountability expectations regarding the program as well as student learning and development outcomes.	3
14.2 SCP conducts regular assessment and evaluations.	2
14.3 SCP employs both qualitative and quantitative methodologies to:	
14.3.1 determine achievement of mission and goals	ND
14.3.2 determine achievement of student learning and development outcomes	ND
14.3.3 ensure comprehensiveness.	ND
14.4 Data are collected from students and other relevant constituencies.	2
14.5 SCP evaluates regularly how well it complements and enhances the institution’s stated mission and educational effectiveness.	3
14.6 Results of program evaluations are used to:	
14.6.1 revise and improve the program	2
14.6.2 identify needs and interests in shaping direction	2
14.6.3 recognize professional staff performance.	2

Part 14. Assessment and Evaluation Overview Questions

A. What is the comprehensive assessment strategy for the program?

As Chair of the Student Development Assessment Group (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 SCP, 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 SCP 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).

An immediate assessment and evaluation need is to develop a survey that is sent to everyone who participates in the SCP (respondents, hearing board members, etc.) to determine the impact, if any, as a result of engaging with staff and/or participating in student conduct programs. This survey should be done electronically and at the conclusion of each academic term. Findings can then help inform the End-of-Year (EOY) profile and inform the SCP goal-setting process for the next academic year.

B. How are tangible, measurable outcomes determined to ensure program achievement of mission and goals?

Other than document analysis (e.g., reflection essays) and exploring recidivism rates, no formal program evaluation and assessment efforts (other than this self study and external review) are currently in place. Data gathered in spring 2009 from the Student Voice survey was the first attempt to provide empirical data as to the effectiveness of achieving program mission and goals. The SCP looks forward working with the Student Development Assessment Group (SDAG) to create a comprehensive program evaluation and assessment plan.

C. How are student learning and development outcomes determined to ensure their level of achievement?

Tangible, measurable learning outcomes were recently completed this fall. The next step 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?”.

CAS

Work Form A

Assessment, Ratings, and Significant Items

INSTRUCTIONS:

Step One: This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion statement by the team members, and record the following in the form below:

- **Discrepancies:** Item number(s) for which there is a substantial rating discrepancy (two or more ratings apart). These items will need to be discussed further by team members.
- **Strengths:** Item numbers(s) for which all participants have given a rating of 4, indicating agreement that the criterion is Fully Met.
- **Needed Improvements:** Item numbers for which all participants have given a rating of 1, indicating agreement that the criterion is Not Met.

Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated Minimally Met or Well Met. Items rated NR because of lack of evidence to support a rating should be listed in Needed Improvements.

Step Two (below): List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by any reviewer, as well as those with significant discrepancies that are not resolved by team discussion.

Part Number	Part	Discrepancies	Strengths	Needed Improvements
1	Mission			
2	Program			
3	Leadership			
4	Human Resources			
5	Ethics			
6	Legal Responsibilities			
7	Equity and Access			
8	Diversity			
9	Organization and Management			

10	Campus and External Relations			
11	Financial Resources			
12	Technology			
13	Facilities and Equipment			
14	Assessment and Evaluation			

Step Two: List item number(s) for each Part determined to merit follow-up, and describe the practice weaknesses that require attention.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

CAS

Work Form C

Summary Action Plan

Step Four:

This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required. (Note: If using the electronic/CD version, text boxes will expand with typing.)

Part 1: Mission

Part 2: Program

Part 3: Leadership

Part 4: Human Resources

Part 5: Ethics

Part 6: Legal Responsibilities

Part 7: Equity and Access

Part 8. Diversity

Part 9: Organization and Management

Part 10: Campus and External Relations

Part 11: Financial Resources

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Part 12: Technology

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Part 13: Facilities and Equipment

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Part 14: Assessment and Evaluation

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