

AN EXPLORATION OF CURRENT STUDENT CONDUCT EDUCATORS' KNOWLEDGE
AND APPLICATION OF LEARNING OUTCOME AND ASSESSMENT PRACTICES
WITHIN STUDENT CONDUCT PROGRAMS

by

NICOLE KOGAN

(Under the Direction of Merrily Dunn)

ABSTRACT

College and university disciplinary proceedings are a valuable opportunity to provide learning and growth experiences for students outside the classroom. In the United States, disciplinary procedures are outlined and guided by case law and state and federal legislation. This guidance does not offer recommendations or requirements for student learning to be part of the process, but many student conduct programs—as functional areas of the student affairs field—infuse learning as a central component of student conduct work.

As the student affairs field has implemented official learning outcomes to programmatic goals, the use of assessment practices to ascertain the learning attained by students has also increased. In the past 35 years, most assessment for student conduct has been focused on system efficacy and sanctions. In 2009 and 2012, the Association for Student Conduct Administration (ASCA) conducted studies of their membership to explore and determine how they perceived assessment practices in student conduct programs and what work these professionals may be completing to determine student learning attainment. This study modified these two previous

studies' research instruments to evaluate to a larger population and advance the exploration of learning outcome and assessment practice implementation in current student conduct programs.

The survey garnered data to answer the following questions: (a) did student conduct educators believe student learning and assessment projects were important components of student conduct programs; (b) how, if at all, have learning outcomes and assessment practices been used within student conduct programs; and (c) what knowledge and training did student conduct educators have regarding learning outcomes and assessment practices for student conduct programs. The population of participants was expanded from the prior studies to include those who were not ASCA members, but currently participated in individual student conduct proceedings.

The results highlighted that similar themes and outcomes from the 2009 and 2012 audits were still prevalent with current student conduct educators. The respondents in both of those audits and this study felt learning is an important aspect of student conduct programs, and they felt educated and knowledgeable on the topics of learning outcomes and assessment techniques. However, they were not provided trainings to implement such practices for student conduct, nor were they expected to do tasks to determine what learning students have attained. Lastly, this study found student conduct educators were mostly unaware of several publicly available resources that were not available when previous students were conducted that assist student conduct educators with assessment work for student conduct programs.

INDEX WORDS: Student conduct, assessment, learning outcomes, student discipline, disciplinary proceedings, student accountability, student affairs, learning attainment, student affairs assessment, educational sanctions

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A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial
Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

ATHENS, GEORGIA

2022

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December 2022

DEDICATION

To my father, Hal Kogan, who always pushed me forward.

To my friend, Ja'lessa Morris, who always had my back.

To my mother, Nila Kogan, who has stayed by my side through this whole journey.

ACKNOWLEDGEMENTS

I never thought I'd be working on a dissertation during a pandemic, civil unrest, war, and the death of my father, but alas, there I was. There were so many that checked on me, pushed me, supported me along the way that I would be remiss not to directly thank them.

To my advisor and chair, Dr. Merrily Dunn, thank you for being there during the good, the bad, the really bad, the really really bad, and the just okay. When times got tough, you fanned the flame of those dwindling embers and kept me going. Thank you for never letting me lose sight of why I was doing all this. To my committee members, Dr. Diane Cooper and Dr. Georgianna Martin, thank you for all your feedback. Dr. Cooper, I appreciate you sticking around for me in your retirement. Dr. Martin, I appreciate you letting me geek out on assessment.

I truly don't know where this study would have come from if Dr. Adam Goldstein and Dr. Matthew Stimpson hadn't responded to my email in April 2020. I asked a small question trying to find an original source of a citation and your responses opened my world. You both supported me from the start, and I have deeply valued your guidance along the way.

To Dr. Stephanie Carter, ma'am, nothing I write can fully express my gratitude for your kindness, support, and reality checks. You are a wonderful mentor, and I am grateful to have you in my life. The cult of Carter lives on!

To Dr. Valerie Glassman, my colleague and friend, our conversation at ASCA 2020 helped me find my first words for this thing. Thank you for showing me the tracks and giving me the signposts to understand where I was going and why, and for the support along the way.

To my spectacular editors, Dr. Sabrena O’Keefe and Dr. Suzanne Baker, I know I was paying you to do a job, but your extra care and attention (and a little bit of hand holding) helped me make this document something I am truly proud of.

There is no way to wrap up this dissertation without recognizing the folks who helped keep me on task and get this thing done. To my off-the-books editor, Brittney Brackett, you may not have known what I was talking about, but you do know when not to use a semicolon! Thank you for those first read-throughs and periodic check-ins. To my glorious on-line writing groups, Shut Up & Write!TM Smyrna/Marietta and Year-Round Write-ins North of Atlanta, I found you all late in the game, but just when I needed it. Thank you for the accountability and getting me over the finish line!

To my go-to cheerleaders and supporters: Ana Baida, Willie Black, Colin Chadwick, Donald Coleman, Marc Ebelhar, Jamie Johnston, Christine Kopacz, Tonya McPherson, Alicia Myrick, Dawn and Russ Palmer, Laci Weeden, and Jen Wells. Every text, email, phone call, meme, gif, and night out helped me put one foot in front of the other.

Last, but never least, Mom, your unconditional support, guidance, and love helped me persevere. The cheesy motivational animal cards were also a nice touch. I know you didn’t always understand why I kept telling you I was busy writing, but you understood my passion and need for knowledge. Even after our loss, you never wavered in your belief in me and making sure I knew that. Thank you for being my foundation and my inspiration. I love you a whole big bunch—a bushel, a peck, and a hug around the neck-EL! I win!

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	v
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER	
1. INTRODUCTION	1
Relevance of Learning Outcomes and Assessment Within Student Conduct Programs	3
Knowledge and Use of Learning Outcome and Assessment Practices.....	5
Statement of Problem.....	6
Prior Studies.....	6
Research Questions.....	7
Definitions of Terms	8
Researcher Positionality.....	9
2. REVIEW OF RELATED LITERATURE.....	11
A Brief History of Student Conduct in the United States.....	12
Guiding Principles of Practice	22
Learning Reconsidered	26
Assessing Sanctions	27
Assessing Other Components of Student Conduct Programs.....	28

Presenting Findings and Data Informed Decision Making.....	30
Conclusion	31
3. METHODOLOGY	32
Quantitative Survey	33
Data Analysis	43
Conclusion	45
4. FINDINGS.....	46
Response Rate.....	46
Participant and University Demographics	47
Perceptions, Knowledge and Use of Learning Outcomes and Assessment.....	51
Conclusion	69
5. DISCUSSION AND IMPLICATIONS	71
Summary of the Study	71
Student Conduct Practice Over a Decade Later.....	77
Findings and Implications.....	84
Recommendations for the Future.....	90
Study Limitations.....	93
Conclusion	95
REFERENCES	96
APPENDICES	
A SURVEY INSTRUMENT.....	109
B QUANTITATIVE AND QUALITATIVE INSTRUMENTS FROM ASCA.....	122
C QUANTITATIVE INSTRUMENT FROM ASCA	133

D ASCA EMAIL 1	146
E ASCA EMAIL 2.....	148
F DIRECT EMAIL TO COLLEAGUES.....	150
G MAY 10, 2022, FACEBOOK POSTS.....	152
H MAY 18, 2022, FACEBOOK POSTS.....	154
I MAY 23, 2022, FACEBOOK POST.....	156
J MAY 25, 2022, FACEBOOK POSTS	157
K DISSERTATION SURVEY DRAWING ENTRY FORM.....	158

LIST OF TABLES

	Page
Table 1: Individual Respondent Demographics.....	48
Table 2: Respondent’s Current Institutional Demographics.....	49
Table 3: Region of Respondent’s Current Institution	51
Table 4: Means and Standard Deviation of Section I Questions 1–3, 5, 6, 8	52
Table 5: Means and Standard Deviation of Section I Questions 7, 15–18	54
Table 6: Frequency of Assessment Projects Regarding the Student Conduct Process	56
Table 7: Frequency of Ways Assessment Findings Are Used to Make Improvements in Student Conduct Programs	58
Table 8: Frequency of Which Community Members Receive Assessment Reports Regarding Student Conduct Programs.....	60
Table 9: How Often Student Conduct Educators are Directly Involved in Efforts to Assess Student Learning by Region	61
Table 10: Means and Standard Deviation of Section I Question 9–13.....	62
Table 11: Frequency of Year of Highest Degree Attainment	65
Table 12: Crosstabulation of Section III Questions 8–10.....	67

LIST OF FIGURES

	Page
Figure 1: Assessment and Conduct Resource Knowledge and Use	64
Figure 2: Frequency of Response to Section III Question 9 (Learning Outcomes) Based on Year of Degree Attainment.....	68
Figure 3: Frequency of Response to Section III Question 10 (Assessment) Based on Year of Degree Attainment.....	68

CHAPTER 1

INTRODUCTION

In contemporary American society,¹ postsecondary education administrators strive to provide safe and inviting campuses for students. One avenue they use to do this is by establishing fair and equitable accountability practices, primarily through organized and detailed disciplinary proceedings. These procedures fall routinely within the scope of a disciplinary or conduct office that reports to leaders of the student affairs, or comparable, division at an institution. In reviewing the history of American higher education, one can see how these student conduct offices have been a component in postsecondary education in the United States since colleges were founded. Smith (1994) wrote “the historical development of disciplinary systems demonstrates . . . that the monitoring and molding of student behavior are crucial components of American higher education” (p. 84). In reviewing the historical progression of many higher education institutions in the United States, one can see a parallel to the emergence of current student conduct practices with the evolution of higher education (Smith, 1994, as cited in Dannells, 1997). As these systems developed together, the goal of student learning attainment outside the classroom also grew.

Student affairs professionals across the country work diligently to ensure best practices and standards in conduct proceedings are well-developed. These efforts help safeguard students’

¹ “American” to mean the United States. It is used based on the vernacular of the reviewed literature. I acknowledge and recognize there are other countries that make up the American continents and my intention is not to participate in the erasure of these countries and people by a singular use of “American.” Furthermore, while the focus of this study is on colonial and postcolonial higher education, I want to also recognize colleges now referred to as Tribal colleges as well as historically Black colleges and university (HBCUs). These institutions may be mentioned but are typically not representative in the literature surrounding the history and development of postsecondary education, and their corresponding administrative services, in the United States.

full due process rights, provide opportunities for students to be heard, and allow for decisions to be rendered in fair and equitable manners. Furthermore, this work is accomplished in compliance with relevant court decisions, state and federal legislation, and disseminated regulations and guidance from the federal government and the Department of Education. As these practices are updated, new research is completed, articles are published, and training seminars are offered to help student affairs professionals establish ways to enact new expectations (ASCA, 2021; Lowery, 2008, 2020).

In 2009, Ewell identified the need for direct evidence of critical thinking, communication, and problem-solving development among students as those skills were just as important, if not more so, than job placement data for a university to provide to external stakeholders. Although he placed this notion in the context of academic achievement, a decade later, student conduct programs can also provide avenues for students to learn those skills. Glick and Haug (2020) described the student conduct as a profession dedicated to “deliver[ing] a fair and equitable process that protects the community and promotes the learning and growth for the student” (p. 19). Furthermore, Meyer and Redington (2018) suggested student conduct programs and procedures offer the opportunity for students to learn skills regarding “personal safety, dangers of their behavior, consideration of others, conflict resolution skills, restrictive acts, individual responsibility, and much more” (p. 31).

To establish Ewell’s direct evidence of students’ skills gained and other learning attained through the student conduct process, and determine the efficacy of student conduct programs, is done by completing assessment projects. Student conduct programs and student conduct educators are not immune to the questioning of a functional area’s “importance, and results” (Schuh & Upcraft, 2001, p. 3). Although student conduct educators may feel both internal and

external pressures to complete assessment, they may not know what that work entails, what should be assessed, or how to analyze the data collected (Schuh & Upcraft, 2001).

Relevance of Learning Outcomes and Assessment Within Student Conduct Programs

This study was not about determining if learning outcomes and assessment practices are valuable and important for student affairs, but rather to explore if and how these educational mechanisms are currently applied within student conduct programs. Jankowski et al. (2018) identified a trend in higher education to use assessment data for “improvement efforts and increased use of embedded approaches that focus on ensuring authentic learning for individual students” (p. 29). Additionally, learning outcome and assessment practices are common components of student affairs professional organizations’ competencies or knowledge areas, such as the Association of College and University Housing Officers-International’s (ACUHO-I) Core Curriculum (n.d.), ACPA-College Student Educators International and NASPA-Student Affairs Administration in Higher Educations’ (2015) Professional Competency Areas for Student Affairs Educators, and the Association for Student Conduct Administration’s (ASCA) Knowledge & Skills (2021). Kinzie (2019) pointed out that “expectations for evidence of learning outcomes have increased, and accreditation agencies charged with assuring quality have widened their interest to include the effective use of evidence to improve” (p. 578). Student conduct programs are not exempt from showing evidence of student learning and departmental improvement.

In 2008, Stimpson and Stimpson pointed out a lack of peer reviewed literature at the time addressing various aspects of student conduct programs. They specifically identified the considerable absences of literature on what student conduct educators were measuring with student learning and assessment projects within student conduct programs. Since 2013, however,

several professional publications from the leading professional association for student conduct, ASCA, have provided frameworks for use of learning outcomes and assessment in student conduct programs. In 2013, ASCA's *The State of Student Conduct: Current Forces and Future Challenges: Revisited* was published. In this updated manuscript, the association attempted to "build upon past thoughts and new happenings to inform current approaches to the changed contexts of our campuses" (Holmes, 2013, p. vi). The last identified competency in the revised manuscript was assessment. Goldstein and Stimpson (2013) identified four key principles for assessment within student conduct programs: (a) articulate what students should learn in the student conduct process, (b) identify the ways information and data about student learning can be obtained, (c) how staff make meaning of collected data, and (d) how the data will be used to make informed decisions.

In 2018, ASCA, in collaboration with ACUHO-I, published *Conduct and Community: A Residence Life Practitioner's Guide* (Hudson et al., 2018). This publication included a whole chapter on ways housing and residence life professionals can approach assessment of conduct and student behavior. Then, in 2020, ASCA published the second edition of *Student Conduct Practice: The Complete Guide for Student Affairs Professionals* (Waryold & Lancaster, 2020). This new edition included a chapter on assessment that was not in the publication 12 years prior. ASCA (2021) made the first electronic edition of their Knowledge & Skills document available in March of 2021. This document highlighted the need for student conduct educators to have knowledge and application experience with assessment tasks. All these publications are publicly available for purchase and review. Although helpful, there are currently no data to gauge the awareness, knowledge, or utility of these resources among student conduct educators.

Knowledge and Use of Learning Outcome and Assessment Practices

At the time of this research, it was more likely than not that many student conduct educators have received some formal education or training on higher education standards and practices. This instruction may have come from an accredited collegiate program, a professional organization's certificate program, or by completing an immersive institute. With all these programs, it may be assumed that learning outcome and assessment techniques and applications were taught to participants within the last 10 years; yet, there is not a centralized location to confirm or deny such assumptions. It has also not been widely researched how well current student conduct educators are trained or knowledgeable of these practices to adequately obtain and review data collected on learning outcome attainment.

Furthermore, some student conduct educators may believe their positions are inherently to support the holistic growth and cocurricular knowledge of students, and they naturally engage in learning outcome and assessment practices (Stimpson & Ericson, 2020). Yet, these beliefs may not be reflected in specific bullet points of job descriptions or phrasing in student conduct program's mission statements because there is no guiding legislation or court decision that requires student conduct procedures and programs to be educative. Siegel and Bryson (2011) reminded readers, "Too often we forget the 'discipline' really means 'to teach'—not to 'punish.' A disciple is a student, not a recipient of behavioral consequences" (p. 139). With the lack of peer-reviewed literature on the matter, it is difficult to ascertain a comprehensive picture of how student conduct educators in the United States perceive student learning in student conduct programs, and if or how assessment is occurring. Through this research, I hoped to address this shortcoming.

Statement of Problem

The initial intent of this research was to understand what grounds the educative practices of student conduct programs. However, as I reviewed the literature and was determining how to research this topic, I recognized I first had to take a step back and understand if and how learning outcomes and assessment practices were applied within student conduct programs. I also had to explore the knowledge and skills sets student conduct educators had for these educational tools. The purpose of this research was to complete an exploratory study about student conduct educators' perceptions, knowledge, and use of learning outcomes and assessment in student conduct programs.

Prior Studies

In 2009 and 2012, ASCA conducted two audits of practice that documented, explored, and sought to understand the practices of its membership regarding assessment of student learning in student conduct programs (Goldstein et al., 2010a, 2012). One of the 12 recommendations researchers provided in the final report for the 2009 audit was that "ASCA should improve upon and formalize this Audit, and repeat the practice of collecting this information regularly to track practices, needs, and develop examples of Best Practices" (Goldstien et al., 2010a, p. 14). In 2013, there was a half-day preconference session at the annual ASCA conference where the findings of the second audit were reviewed, but there was no formal report published. Since the second study was completed in 2012, these membership audits have not been replicated or reinstated. To learn about these prior studies, I had to reach out directly to the lead investigators to receive the instruments, final reports, and presentations; they were not publicly accessible at the time of this research. This research was an attempt to reproduce and expand upon this previous research and provide peer-reviewed and publishable data.

Research Questions

This study aimed to explore the following questions regarding current student conduct programs and educators:

1. Do student conduct educators believe student learning and assessment projects are important components of student conduct programs?
2. How, if at all, are learning outcomes and assessment practices used within student conduct programs?
 - a. Do student conduct programs have stated learning outcomes? If yes, how are learning outcomes shared or communicated with students?
 - b. Can student conduct educators provide empirical data regarding learning or outcome attainment in their work?
 - c. Do student conduct educators do any assessment work?
 - d. If data are collected for assessment projects, what kind of information is being collected?
 - e. If assessment data are used to make improvements, what are the ways in which that has occurred?
 - f. If assessment reports are created, who are they shared with?
 - g. Is there a region in the United States and Territories where student conduct educators are more likely to be directly involved in efforts to assess student learning?
3. What knowledge and training do student conduct educators have regarding learning outcome and assessment practices for student conduct programs?

- a. Do student conduct educators know about, have read, and/or use five specific published and publicly accessible resources about assessment practices for student conduct?
- b. Were student conduct educators taught learning outcomes or assessment at any point in their graduate coursework?
- c. Is there a relationship between when student conduct educators last attained their highest degree and if they were taught how to create and use learning outcomes and assessment techniques during their graduate coursework?

To answer these questions, I sought participants to complete a quantitative survey (see Appendix A). More information is provided in Chapter 3: Methodology.

Definitions of Terms

Based on current literature, the following definitions have been provided for repeated terminology in this study.

Assessment: “The process of collecting and analyzing information to improve the conditions of student life, student learning, or the quality and efficiency of services and programs provided for students” (Blimling, 2013, p. 5). This definition does not include personnel evaluations. Techniques and practices routinely follow this term and are used interchangeably.

Charged Student: A student, as defined by respective institutions, who is alleged to have violated an institution’s policies as stated in a student code of conduct, honor code, etc.

Learning Outcomes: These are goals of a program used to “identify growth in some dimension of knowing, being, or doing” (Komives & Schoper, 2006, p. 27).

Student Conduct Process and Procedures: The resolution of an incident report that has been provided to a university employee to address possible violations of university policy by an

enrolled student, which may include, but is not limited to, investigation, application of alleged violations (i.e., charges) to student, notification of meeting and outcomes, hearing panel or board meeting, application, and completion of sanctions or educational activities.

Student Conduct Program: The office or department responsible for administering the student conduct process in support of the university mission and student success.

Student Conduct Educator (SCE): A university staff person who administers some aspect of a student conduct process (e.g., hearing officer, hearing panel member, case manager, board advisor, training administrator, supervisor of conduct process or program). This individual can report to a student conduct program, a housing and residence life department, or equivalent. This term was adapted from a presentation at ASCA's annual conference (Shepard & Crain, 2020). The term is also used to describe the participants who met the criteria to complete the research survey.

Researcher Positionality

Although a statement of this nature is not typical for a quantitative research study, I felt it was relevant and necessary given the nature of student conduct work and the problematic systems it was created from and perpetuates. I acknowledge that my personal identities and experiences have informed my decision making and professional practices—sometimes consciously, sometimes subconsciously. I recognize that I work in, and am studying, a field that was born out of a White, colonizing, patriarchal society with racist and sexist structures built into the practices and procedures. Current-day student conduct processes and procedures are dictated from the court decision stemming from the improper university expulsion of nine Black students from Alabama State College, a historically Black college or university, after the students participated in a lunch-counter protest at the start of the Civil Right Movement in the 1960s

(*Dixon et al. v. Alabama*, 1961). Subsequent court decisions addressing the discipline of students who participated in protests for civil rights and against the Vietnam War also contributed to modern-day practice (*Esteban v. Missouri*, 1967; *Tinker v. Des Moines*, 1969, respectively). I, and the readers of this study, need to reconcile what it means to educate students in problematic processes. These processes may still include racist, prejudicial, and discriminatory practices and procedures. They can unfairly, and without equity, target segments of the respective student bodies. For more information, please see Alston's (2021) recently published dissertation "Enduring Whiteness: Interrogating Racial Discourse in University Student Disciplinary Policies."

Moreover, I have been fortunate and privileged to continue my education without too many barriers beyond my control and have been financially supported in my professional improvement and development. Not every institution can provide these opportunities to their employees, and some research participants may not have had those same employer-sponsored benefits. As I moved through this research, it was important I recognized that everyone has their own lived experiences informing who they are and the choices they make. Student conduct educators come from different backgrounds, which led to working at various institutions with diverse student bodies. It was my responsibility as the researcher to evaluate what the data were saying versus what I wanted it to say.

CHAPTER 2

REVIEW OF RELATED LITERATURE

If an institution has enrolled students, it likely has an office, staff member, panel, or some individual that holds students accountable when their behavior is not aligned with university expectations. Thus, student conduct processes and programs exist. Just as every institution has a different mission statement, the goals and procedures of student conduct programs differ as well. In the United States, universities' student conduct programs have many different forms and fashions. Many student conduct programs at public predominantly White institutions evolved from colonial colleges and universities, with influence from applicable case law and state and federal regulations. Those institutions' student conduct programs, with their shared history and foundational structures, comprise a functional area grounded in the intentional application of the law (Lake, 2013; Lowery, 2008, 2020; Rudolph, 1990; Thelin, 2004).

Student conduct programs in the United States aim to provide fair and equitable processes where students have an opportunity to learn and develop (ASCA, n.d.). As one higher education historian said, during the early changes in student discipline procedures and philosophies, there was a shift to treat students like adults rather than "minions of the devil" (Rudolph, 1990, p. 107), as some institutional administrations perceived them to be. To understand contemporary student conduct programs and processes, one must remember the historical foundation of higher education in the United States, understand what went into the establishment of formalized conduct programs, and the influence extended from the creation of professional organizations aiming to support professionals working in higher education.

A Brief History of Student Conduct in the United States

The transformation of student conduct programs and processes throughout American history included alterations to practice during various points in the development of the United States. Meyer and Redington (2018) explained that “Understanding history helps demonstrate how each institution responded to changes in its unique fashion and, in turn, why they may display variations . . . [in] their approaches to conduct processes” (pp. 32–33). If this study was to look at current student conduct programs, this research needed to reconcile with the history and creation of this functional area of universities. Thelin (2004) posited it is implausible for researchers to thoroughly chronologize the development of American higher education into a single and succinct publication. For that reason, this section of Chapter 2 is not an extensive history of the creation, implementation, facilitation, and revision of student conduct programs in the United States but does highlight key elements. Please refer to the references listed in this summary for an exhaustive history.

Student discipline was built into the early structures of colleges and universities during Colonial America and continued to grow through the post-Civil War Reconstruction and post-WWII eras. Up to that point, the government paid little attention to the disciplinary decisions of higher education administrators and faculty. Yet, after World War II, during the start of the Civil Rights Movement in the 1960–1970s, institutions faced what Lake (2013) termed the “Death of Insularity” (p. 35) from legal oversight. Then, in the late 1980s, a few student affairs professionals came together to discuss issues that specifically pertained to those doing disciplinary work—topics not necessarily addressed by most professional student affairs organizations at the time. The establishment of the Association of Student Judicial Affairs (ASJA; now the Association for Student Conduct Administration, ASCA) ushered in an avenue

for student conduct educators to discuss best practices more widely, and the organization could serve “substantive assistance to student affairs personnel tasked with student conduct” (Gehring, 2013, p. 1). As time continued, so too did lawsuits involving universities and legislation that affected current-day student conduct programs. In both editions of *Student Conduct Practice; The Complete Guide for Student Affairs Professionals* (Lancaster & Waryold, 2008; Waryold & Lancaster, 2020), there are specific chapters addressing “Laws, Policies, and Mandates” (p. 71 and 58, respectively). In these chapters, the author explained how different laws, policies, and mandates provided the “framework on which the student conduct system is based” (Lowery, 2020, p. 78). Throughout the evolution of higher education, college and university administrators continued to hold students accountable for their behavior.

Colonial America

Rudolph (1962/1990, as cited in Shook & Neumeister, 2015) acknowledged there was no distinction between academic education and behavioral education of students that existed at the founding of the United States. Glick and Haug (2020) noted accountability of student behavior was casual during this time, and it was not until the later creation of government legislation that documentation and records of what occurred were more consistent. The description of typical students at the time was primarily young, White men from wealthy backgrounds. The purpose of these early institutions was to instill religious—Christian—beliefs with the expectation of students joining the clergy upon completion of their education (Thelin, 2004). They were taught what would now be considered a high school level education. Discipline was a function of paternalism, which did not endear the faculty and staff as parents to the undergraduate body (Rudolph, 1990). The concept of *in loco parentis* underscored the methods by which the faculty and university leadership disciplined students as students held no legal rights to safety and

security (Lake, 2013). Parents gave their students to the faculty and administrators to teach them moral, ethical, and intellectual understandings of the world. That education also included permission for adults to punish and discipline their pupils as would a parent.

In Thelin's (2014) *Essential Documents in the History of American Higher Education*, he presented The Laws of the College in Providence in the State of Rhode Island, 1783 for critical review. The rules of the institution regulated the daily life of the young, White, Protestant men who attended. The institution's rules established wake-up calls, when and how the men studied, their cleaning chores, and even how they could use the different campus facilities. Chapter 5 of the laws specifically outlined certain housing stipulations that are still used in many colleges and university housing contracts, such as the need of a room inventory of damages upon move-in. Clear expectations were also laid out in the laws that failure of pupils to obey the rules could result in punishment or restriction of privileges. Another option was for penalties to be put in place should there be a violation of moral law. Though visual bed-checks, by and large, no longer occur, universities still compose their present-day codes of conduct similarly, with clearly articulated expectations of behavior.

Post-American Civil War and Reconstruction to World War I

From 1865–1877, an institution's purpose and an individual's reasons for degree attainment started to transform (Glick & Haug, 2020). The academic focus moved to a reliance on sciences rather than just religious education. The rationale for why someone would get a degree changed. Just a few years prior, in 1862, President Lincoln signed the Land-Grant College Act (Morrill Act) to help states create and sustain at least one institution of higher education on public land. The leading purpose of these institutions was to educate students on “branches of learning as are related to agriculture and the mechanic arts, in order to promote the

liberal and practical education of the industrial classes” (Place, 2003, modified 2015, para. 2).

This act opened access to higher education to a broader spectrum of White, male, students who may not have been able to afford or need this type of formal education in the past.

Then in 1890, the second Morrill Act maintained that no government funds would be provided to institutions that had racial distinctions in their admissions processes unless there was a separate facility available for Black men. If there was a separate facility, the institution would comply with the terms of the act, thus ushering in a time of higher education’s separate but [un]equal facilities (Thelin, 2004; Westmeyer, 1997). Student conduct programs in this era also went through a transformation, turning disciplinary systems into those that “imposes on the individual himself the main responsibility of guiding his conduct” (Brubacher & Rudy, 1976, as cited in Dannells, 1997, p. 7), rather than an administrator or faculty member punishing the students for misbehavior.

As (White) women entered academia, not many changes were implemented to established student conduct procedures. One change was the creation and rise of the administrative dean of women position, whose duties corresponded to that of the dean of men (Dungy & Gordon, 2011). The expectations and responsibilities of who held students accountable and how they were held accountable transitioned from faculty responsibility to individual specialists (Dannells, 1997). University administration was evolving into what is now commonly referred to as student affairs staff positions (Thelin, 2004). Through all of this, the guiding philosophy of disciplinary procedures had not veered away much from the *in loco parentis* mentality. The enforcement of regulations became a focal point because universities found themselves in precarious situations with increased responsibility for student conduct and a need to control it as student bodies grew (Thelin, 2004). That control was still paternalistic in its rendering.

Post-World War I

As administrative duties moved away from faculty responsibilities and the work shifted to established departments and specialized staff, a seminal document identified the areas student affairs administration needed to support students in their collegiate journeys. In 1937, the American Council on Education (ACE) published the *Student Personnel Point of View* (SPPV). The authors described a student as a whole person with different needs and challenges. The SPPV also provided a common language for what they regarded as student personnel work and included the charge for university administrations to educate students more holistically. There was a need for an established body of knowledge for student personnel administrators to access based on the work to be completed. Student conduct programs—identified then as student discipline—were identified as an administrative area where students could be “strengthened, and the welfare of the group preserved” (ACE, 1937, p. 5). Yet, the authors of the SPPV had not provided clear expectations for how student personnel administrators should operationalize the stated recommendations.

Pre- and Post-World War II

Increased enrollments, the creation of community colleges and branch campuses, and a sudden influx of nontraditionally aged veteran students best identified the next period of higher education in the United States. As access for students continued to expand, a more heterogeneous student body was created, making the formal expectations and responsibilities of student affairs administrators necessary and more defined (National Association of Student Personnel Administrators [NASPA], 1987). The rules of an institution were, for the most part, stable and firm, but how students interacted and understood the rules periodically caused conflict and change.

As identified by ACE in 1937, the same student struggle with rebellion against one's upbringing and maturity development was still present. However, a new wave of students used to the strict hand of the military were entering higher education. Student conduct programs and other student affairs administrators had to contend with the hurdles of converting student behavior to fit in civilian life (Glick & Haug, 2020). To assist, the deans (of men, of women, of students) generally adjusted their approaches to supporting students. The goal of student conduct work became an opportunity to help students learn self-control or self-discipline. Practice in this functional area moved away from strictly punitive resolutions to individualized techniques grounded in student development to support the holistic student (Dannells, 1997). These administrators still wanted a cessation of inappropriate behavior, but they encouraged students to be active participants in their accountability, rather than just recipients of punishment.

Furthermore, in 1949, ACE published an updated and revised SPPV. This time, the authors specifically named various aspects of students' lives that necessitated university support. One highlighted need was that "the students develop individuality and responsibility" (ACE, 1949, p. 6). In this section, the authors acknowledged some students were experiencing emotional growing pains, maturing from childhood to adolescence. Other students may be tearing away from their previous, possibly oppressive, family life. For any scenario, the authors stated students must learn to navigate their own self-discipline, especially when in conflict with the rules and expectations of the university or society.

The authors also expanded on what was considered "satisfactory living facilities" and how these facilities could contribute to students' daily life for development and accountability at the time (ACE, 1949, p. 5). The SPPV recommended universities offer more than just a place to sleep. They surmised that by having university staff in university housing properties, the staff

would provide supervision and activities designed to integrate into the students' lives and to contribute positively to the educational experiences of the students. Furthermore, the authors recommended disciplinary proceedings move to being an "educational function designed to modify personal behavior patterns" to fit better within societal norms (ACE, 1949, p. 8). The SPPV indicated that when university administrators had to address concerns, the staff should come to the problem with a philosophy grounded in a mix of counseling and teaching personal accountability, as opposed to punishment and chastisement.

Governmental Involvement and the Influence of the American Civil Rights Movement

Though university personnel served in a pseudo-guardianship of their pupils, as described by the *in loco parentis* doctrine (Lake, 2013), the expectation of the university's role in students' lives completely changed with one seminal court case decision. *Dixon et al. v. Alabama's* (1961) outcome established that college students had legal standing in the United States as constitutional adults, requiring due process measures for any accountability procedures university administrations might impose (Lake, 2013). This decision effectively dismantled universities' parental-like control over student behavior and opened the way for further lawsuits centering on college students' rights. Public institutions were no longer insulated from legal interventions concerning the discipline of students (Lake, 2013). By 1999, one study of judicial officers' perceptions of student rights and judicial systems found that just 1% of respondents still perceived that the *in loco parentis* mentality was an "Appropriate Student-Educational Institutional Model" (Bostic & Gonzalez, 1999, pp. 176–177).

Building on the Dixon decision, *Esteban v. Central Missouri State College* (1967) further defined basic proceedings for universities to enact that would adequately fulfill due process mandates (M. Dunn, personal communication, February 21, 2020). As college students' rights

are continuously defined, student conduct programs' staff have revised their respective codes of conduct and how student accountability is addressed and administered through detailed judicial procedures (Glick & Haug, 2020).

Present Day Practice of a Profession

A milestone in the professionalization of the student conduct field was the creation of a stand-alone professional association. In 1988, a small group of higher education professionals established ASJA (Gehring, 2013). The dream of the founder, Dr. Don Gehring (2013), was to create an organization to “assist conduct administrators in staying abreast of the laws and to apply the law in a context of aiding students in their personal development” (p. 1). Renamed ASCA in 2013, the organization’s online homepage proclaims it is the “leading voice for student conduct in higher education” (ASCA, n.d., para. 1). It is a centralized location for student conduct educators to connect, share, promote, and advocate for one another, respective best practices, and most importantly, students. Bill Bracewell (as cited in Gehring, 2013), one of the founding members of ASJA and the association’s second president, described the founding and role of the organization when he said:

At last we had a professional home where we could discuss, debate, teach, learn and create together an educationally sound response to students on all our campuses. The questions have changed, the issues seem to be more complex, and the name has changed, but the need for this professional association has never been less than it was in 1987. (p. 6)

ASCA has also fulfilled Gehring’s (2013) other hope of the association being “called upon by the federal government for its expertise when they were crafting laws effecting students” (p. 1). Prior to President Obama administration’s White House Task Force to Protect Students from

Sexual Assault (2017) publishing of their white paper on preventing and addressing campus sexual misconduct, the leaders of ASCA were invited to participate in a consulting interview with the task force.

Moreover, rather than student conduct work being a function of some student affairs administrator's job, research has shown the functional area of student conduct has become a stand-alone profession. Glick and Haug (2020) identified several published research projects that supported identifying student conduct programs as being a professional profession. Glick's 2016 dissertation provided empirical data supporting that the student conduct field satisfied all 10 criteria points, as created by Wrenn and Darly in 1950, to define a professional group. The criteria included demanding or requiring "adequate pre-professional and cultural training," "a body of specialized and systematized knowledge," "needed skills the general public does not possess," "discretion and judgements as to the time and manner of the performance of duty," and that "it must recognize its obligations to society . . . [by] members liv[ing] up to an established and accepted code of ethics" (Glick & Haug, 2020, p. 13). Glick's research validated that student conduct programs fulfilled these components of a profession in various and multiple ways.

Similarly, as the profession has grown, some have perceived the role of student conduct administrators as having evolved into being a student's "mentor, limit-setter, teacher, friend, mediator, counselor, and advisor," not just a disciplinarian (Parrott & Schuster, 2013, p. 61). This outlook deviates from the historical roots and judicial expectations from legal requirements, to now incorporating educational and developmental opportunities for students (Glick & Haug, 2020). This evolution and philosophical shift helped move those engaged in student conduct from administrator to educator.

Generally, student conduct proceedings are informative, educational, developmental, thought provoking, and a space for students to understand why policies exist and what happens when one's behavior does not align with said policies. Students are then provided opportunities to learn from their current predicaments. Student conduct programs and educators have a multitude of different practical theories and philosophies to ground these educational spaces in student learning (Boyd & Consolvo, 2013; Brown-McClure & Cocks, 2020; Dannells, 1997; Karp, 2019; Meyer & Redington, 2018; Schrage & Giacomini, 2009; Waryold & Lancaster, 2008; Van Vlack Bruckner, 2014). Student conduct educators provide boundaries and safeguards to students, but also a place for students to be heard as they are challenged to do better and be better.

Additionally, several legal mandates and regulations have impacted the student affairs field. Most notably for student conduct programs, after the Department of Education's Office of Civil Rights issued the April 2011 Dear Colleague Letter (Ali, 2011), many expectations regarding student conduct programs focused on the handling and processing of reports involving sexual harassment or civil rights discrimination (commonly referred to as Title IX and Title VII, respectively). To provide more consistent procedures, some universities have combined or aligned their general misconduct adjudication practices with the specialized Title IX and Title VII systems to provide "centralized oversight of campus safety policies, procedures and requirements" (University System of Georgia, 2016, para. 3). Furthermore, The Council for the Advancement of Standards in Higher Education (CAS, 2015) has provided a list of different federal acts where the aim is to adjust and revise student conduct programs' policies and practices. It is imperative to know and abide by the acts because they "demonstrate that governmental scrutiny of campus safety is a current reality—one that does not appear to be

diminishing in the future” (CAS, 2015, p. 929). Van Vlack Bruckner (2014) noted in her dissertation that “the actual practice of student conduct is complex, and the practitioners must balance policies, procedures, developmental theory, and legal influence” (p. 22).

Guiding Principles of Practice

Student conduct programs have operated for decades without prescribed learning outcomes or assessment practices. When determining student conduct best practices and operationalization, there is a fine art to blending case law and student learning outcomes into conduct procedures. To assist today’s student conduct educators with this task, there are several resources one can reference. A synopsis of each is further discussed in this section.

Model Codes of Conduct

In Pavela’s (1979) *Limiting the ‘Pursuit of Perfect Justice’ On Campus*, he aided disciplinary offices in balancing the procedural expectations of student conduct programs with the creation of spaces for students to feel heard. Pavela (1979) wanted to ensure universities did not get ensnared in “unnecessary procedural complexities” (p. 137) that legal regulations can create. This could result in negative and time-consuming experiences for students. His assistance came in the form of the template model code that universities could adapt for their own purposes. A revised version of Pavela’s model code was published in 2006. In 2013, the NCHERM Group, LLC (now TNG – Strategic Risk Management Solutions) published their report, “A Developmental Framework for a Code of Student Conduct: The NCHERM Group Model Code Project” (Fisher et al., 2013). In this report, the authors presented a new model code template with the goal of providing a “model code to help shape the future evolution of the field because model codes have become the primary conduit for doing so” (Fisher et al., 2013, p. 2).

These model codes provide an excellent template for student conduct practices and procedures as well as outlines for potential sanctions. They lack how to build learning outcomes into these procedures or for student conduct programs, however. For that guidance, student conduct educators must look elsewhere.

Support From ASCA

ASCA's (n.d.) homepage touts its support of its membership through "educational materials and resources" and "promoting best practices" (paras. 2, 3). By reviewing internal and external documents of the association student conduct educators can receive support and professional development on imbedding student learning and assessment practices within student conduct programs.

Bylaws

The preamble to ASCA's (2019) bylaws stated, "We also recognize the need to provide a collective voice for the student conduct profession, and to provide professional development for student conduct practitioners" (p. 1). Regarding learning outcomes and assessment, the bylaws stated in Article II, Section B, Core Values, Education: "We value proven and learning-centered practices, creative solutions, and effective knowledge dissemination" (ASCA, 2019, p. 2). One interpretation of this statements is student conduct educators should review their codes of conduct and procedures to ensure student learning occurs, but there is no requirement, nor is the topic of student learning expanded on in the bylaws. Where learning outcomes should be stated or published is also not addressed specifically in the bylaws. These outcomes can be in a code of conduct, on the student conduct department's website, in the conduct procedures, or may even be unwritten common practice by the staff. There is no formal guidance provided in the bylaws for

how these “learning-centered practices” (ASCA, 2019, p. 2) should or need to be publicly identified and labeled or how they are to be communicated to students.

Publications

Several publications have provided empirical data and good practice recommendations for student conduct programs. These publications include *Reflections* (i.e., ASCA’s educational magazine), *Student Conduct Practice* (Lancaster & Waryold, 2008; Waryold & Lancaster, 2020), *The State of Student Conduct* (Waryold & Lancaster, 2013), and *Conduct and Community* (Hudson et al., 2018). In the second edition of *Student Conduct Practice*, Zacker (2020) stated reviewing learning outcomes and completing assessment projects are an essential feature of any student conduct program. Student conduct educators need to adequately share the work and accomplishments of student conduct programs by showcasing the empirical data that confirms how student conduct processes provide students learning opportunities. In the *State of Student Conduct*, Waryold (2013) further emphasized the importance of separating formal assessment from the anecdotal stories student conduct educators enjoy sharing. She stated, “The survival of student conduct as a profession depends upon competent student conduct professionals who attach importance to and possess a skillset that will capture learning outcomes” (Waryold, 2013, p. 13). Waryold reiterated the need to show student learning attainment through data beyond the personal stories of what student conduct educators experience.

Additionally supporting good practices for student conduct work, ASCA published its newly created ASCA Knowledge & Skills resource in March 2021. This document was cultivated with the purpose of ASCA’s (2021) continued “contribution to the growth of every professional and its work as the leading voice of the student conduct profession in higher education” (p. 8). This resource is freely accessible on the association’s website—organizational

membership is not needed. The authors identified eight specific knowledge areas for those who participate in student conduct work, such as assessment and education. The assessment knowledge area includes “[the] making [of] data-informed decision through the use of research, assessment and strategic planning” and the information collected “is used to inform the effectiveness of operations and quality of services” (ASCA, 2021, p. 10). The education knowledge area is to assist professionals with “[conveying] the student conduct process both within and outside of the organization” (ASCA, 2021, p. 10). In the breakdown of each knowledge area, the authors provide four to five phases a professional can move through, from foundational to intermediate and advanced knowledge and skills. In presenting and reviewing the resource at ASCA’s annual conference in February 2022, some of the contributors stated this document was an avenue to support professionals in telling others about the work student conduct professional do and hoped that it would be used to help frame what student conduct is and what it isn’t (Parle et al., 2022).

Assessment as Foundational Practice

With the creation of the CAS in 1979, there has been exponential growth and support for assessment practices built into various student affairs departments and programs. In 2006, CAS established a set of standards specifically for student conduct programs (Stimpson & Ericson, 2020). In 2015, when CAS announced a revision of these standards, it explained that “These standards allow for conduct administrators to ensure fair processes, promote learning through such processes, ensure accountability and reform, and engage stakeholders in keeping a campus community safe” (CAS Staff, 2015, para. 2). At an ASCA preconference session on assessment, Goldstein et al. (2013) proposed taking assessment practices and incorporating them into student conduct programs did not take much adjustment from techniques that had previously been

directed toward faculty. For instance, “Conduct officers can **define learning outcomes, deliver educational content** (i.e., pre-hearings, hearings, sanctions), and assign papers and reflective exercises (i.e., sanctions) to **determine learning gains**” (Goldstein et al., 2013, slide 24, original emphasis).

In the *Student Conduct Programs: CAS Contextual Statement*, Shook and Neumeister (2015) highlighted the connection to ASCA’s then bylaws, which recommended student conduct programs strive to be three things: “community-focused,” “learning-centered,” and “procedurally sound” (pp. 927–928). The authors felt, to live up to those concepts, student conduct programs needed to balance education of the individual with the safety of the whole community. Though the ASCA bylaws were updated in 2019, the new core values still supported and maintained that student conduct educators need to identify the data that support processes offered influence students’ growth and overall development. Therefore, student conduct educators need to have knowledge and skill sets to effectively capture and analyze data about student learning within student conduct processes.

Learning Reconsidered

A simple goal for a student conduct program can be that a student receives and participates in a beneficial educational experience. Each word in that goal, however, needs to have an articulated definition to be actualized and assessed. In a chapter of *Learning Reconsidered 2*, Fried (2006) pointed out that the days of students attending college to learn a “meaningful philosophy of life” are gone (p. 4). In a later chapter of the same book, Borrego (2006) stated, “As educators we have remarkable opportunities to create environment that will engage students in richer and broader learning” (p. 11). Though these authors discussed student learning outside the classroom in a general sense, their work supports the essentiality of student

conduct programs outlining definitive points of student learning that can occur throughout student conduct processes.

Fried (2006) adapted learning outcome creation templates to apply to higher education populations. The author highlighted several steps student affairs administrators, and by extension student conduct educators, could take to document learning experiences. The first and third steps are to “identify desired results” and “design appropriate learning experiences and instruction” (Fried, 2006, p. 9). Student conduct educators can use these steps to communicate what a student will know, understand, and accomplish by fully participating in the student conduct process.

The second step of the template Fried (2006) presented was to “determine acceptable evidence” to demonstrate learning (p. 9). Whether through surveys, focus groups, or reflection paper rubrics, student conduct programs can assess what students say they learned. Assessment is a fundamental component in the creation of learning outcomes. If a goal cannot be evaluated, there may not be a definitive finding of completion. Goals can be created around what defines a beneficial educational experience at a particular institution, and a realized assessment plan can determine when and how students learn. Further research on current student conduct programs’ use of learning outcomes and assessment practices can assist with converting the recommendations and guidance on general student affairs assessment practices specifically to student conduct programs (Stimpson & Stimpson, 2008).

Assessing Sanctions

Sanctions are a manageable area of the student conduct process for learning outcome creation and assessment projects. Anderson et al. (2018) posited, “while a sanction may be a result of, or a reaction to, an event, that does not mean it is the end of a process. Rather it is the beginning of one” (p. 193). Several dissertations and research articles have explored the learning

students may receive through the completion of sanctions (Draper Davis, 2014; Gehring et al., 2012; Khey et al., 2010). Sanctions also provide the space for a student to learn to do things differently, hopefully more productively and positively, which may then result in lower rates of recidivism (Anderson et al., 2018).

Furthermore, as a focus of assessment has existed in the student affairs field for at least 45 years, some professional consulting companies currently focus on student conduct assessment projects. One company, eduOutcomes (<https://eduoutcomes.com/>), has created data collection surveys and provides clients an analysis of information obtained. Specifically, for student conduct sanctions, they have developed the Educational Sanctions Outcomes Assessment Questionnaire (ESOAQ; eduOutcomes, 2014). The questionnaire sent to students “addresses potential attitudinal and behavioral change that may have occurred as a result of students’ participation” in a student conduct program (eduOutcomes, 2014, Educational Sanctions Outcomes Assessment Questionnaire section). Ultimately, student conduct educators “have the unique opportunity to assess what kind of educational interventions may help a student learn about their own choices and decisions” (Anderson et al., 2018, p. 195). Student conduct educators need to determine how to review these interventions, what to do with the results, and how to share about the changes they have made with their colleagues.

Assessing Other Components of Student Conduct Programs

Although there has been some research on students’ perceived learning attainment in student conduct programs (Howell, 2005; Janosik & Stimpson, 2017; King, 2012; Stimpson & Janosik, 2011, 2015), one element that has not been represented in the research has been regarding what aspect of the conduct process in which students say they have learned. There are a lot of components of a student conduct process that are not sanctions, such as the prehearing,

formal or informal investigations, the conduct meeting or panel hearing, warning letters, and informal follow-up. Thus, there are many opportunities for learning to take place and learning outcomes to be established. The company, eduOutcomes, can assist student conduct programs with evaluating other areas of a student conduct program through the Student Conduct Adjudication Process Questionnaire (SCAPQ). This questionnaire tool captures students self-reported feelings regarding the “effectiveness of the hearing process and assess the important learning outcomes of the process” (eduOutcomes, 2014, para. 2).

Moreover, Tschepikow et al. (2010) found participants in their study used collected data to modify and adjust processes and standards, including establishing learning and developmental outcomes. Although the authors did not specify if participants incorporated learning outcomes in other areas as identified in the research, ultimately, the participants were making data-informed revisions. Tschepikow et al. (2010) also recommended that “Future studies should focus on other functional areas and should explore more deeply the effectiveness of different approaches to assessment, as well as the student learning and development outcomes that result from effective practice” (p. 21). A culmination of this recommendation and past research was further expanded on when Goldstein et al. (2013) pointed out in their preconference session the other assessable areas of student conduct programs such as system efficacy (e.g., communication, timeliness, fair and respectful treatment, consistency in outcome), conduct process (e.g., understanding self, civic responsibility, behavior and impact, future planning), and programmatic outcomes (e.g., institutional expectations of ethics and integrity, conduct boards, knowledge of the code).

These studies, and the previously stated research, focused on learning outcomes and assessment projects built around charged students. However, students may also participate in other aspects of student conduct programs whose learning can be evaluated. The roles these

students may have in student conduct procedures include peer mentors, student staff, hearing board panelists, and student witnesses. Learning in student conduct does not need to be limited or solely focused on students who may have violated policies.

Presenting Findings and Data Informed Decision Making

Assessment plans also include the important step of “closing the loop” (Henning, 2015, p. 12). This entails the implementation of data-informed decisions to improve aspects of a program and appropriately reporting the assessment. In Schuh and Upcraft’s (2001) *Assessment Practice in Student Affairs; An Applications Manual*, they outlined several steps student affairs administration should take to effectively complete an assessment project. Their last step is “Step 11: Report the Results Effectively” (Schuh & Upcraft, 2001, p. 245). Goldstein et al. (2013) also pointed out the importance of sharing this assessment data with others: “positive results to demonstrate areas of strength and pride . . . negative data to demonstrate areas where additional resources are needed” (slide 156). Student conduct educators can expose the learning students receive and the improvements programs make to university stakeholders and colleagues by exploring different avenues where they can share assessment outcomes.

An example of one institution closing the loop is the University of South Florida (USF). In 2019, at the Emory Integrity Project’s Reimagining Culture Conference, USF’s staff from the Office of Student Rights and Responsibilities presented on the assessment plan they built and launched for two of their sanctions: the civility and community workshop and the ethics and community workshop (Cutchens, 2019). The catalyst for the assessment project was to collect empirical data to demonstrate if students who participated in the workshops reached the defined learning outcome goals. They developed rubrics to evaluate the mandated reflection papers students submitted upon completion of the workshop. As of the date of the presentation, USF

was still in preliminary data collection, but they were able to make slight adjustments to the workshops based on the rubric findings (Cutchens, 2019; J. Cutchens, personal communications, April 16, 2019). This presentation articulated the learning outcomes USF established for participation in the workshops and the subsequent reflection papers, showcased the structured rubric by which the staff evaluated the reflection papers, and outlined the steps staff took to support students through the process while still holding them accountable. By reporting out this project and the data-informed changes made, these student conduct educators executed a fully developed assessment project.

Conclusion

The literature reviewed showed the evolution of student conduct programs as colleges and universities grew and expanded in the United States. Although the procedural components were updated as student bodies changed and court case decisions were delivered, there were few comments regarding the inclusion of learning within these programs. The literature explored how student affairs administrators incorporated learning outcome and assessment practices into their programs; yet, there was minimal research connecting that topic with student conduct programs—resulting in limited research on what student conduct educators know of learning outcome and assessment practices or their skills level with the implementation of either.

CHAPTER 3

METHODOLOGY

In *The State of Student Conduct; Current Forces and Future Challenges: Revisited*, Wood (2013) stated, “[student conduct educators] need to demonstrate that we are competent in our work, that we are respectful of our students’ rights . . . and that we can demonstrate what students learn by participating in the conduct process” (p. 66). The author also mentioned student conduct educators need to “demonstrate in concrete ways exactly what and how student learning takes place” (Wood, 2013, p. 66). These statements were provided in the section titled “Future Challenges.” That future is now.

In Tschepikow et al.’s (2010) study of how assessment was applied in student conduct programs, they surveyed student affairs administrators whose professional roles more aligned with the administrative oversight and supervision of a student conduct program than the staff who administered the student conduct procedures. The researchers determined that most administrators engaged in some form of assessment for their respective programs. Yet, Goldstein et al. (2013) found in their research that student conduct educators at multiple employment levels were not “engaging in strong assessment practices on a regular basis” (slide 27). A limitation of Goldstein et al.’s (2013) study, however, was that their sample only included members of the Association for Student Conduct Administration (ASCA).

Therefore, the purpose of this study was to use quantitative research methods to explore current student conduct educators’ knowledge and application of learning outcomes and assessment techniques within student conduct programs.

Quantitative Survey

Survey Instrument Development

To develop the survey instrument (see Appendix A), I reviewed the research instruments from two previous audits of practice that were completed: ASCA's Association of Student Conduct Administrators Audit of Professional Practice: Learning Assessment in Student Conduct Administration (Goldstein et al., 2010a) and ASCA's Membership Survey: Assessment Practices and Perceptions (Goldstein et al., 2012). The original instruments were provided to me by two of the investigators, Dr. Adam Goldstein and Dr. Matthew Stimpson, and have been shared with permission in Appendices B and C, respectively.

When I asked about the intention and motivations for the audits, the researchers shared they found sufficient literature on assessment practices in higher education but little that specifically addressed assessment within the student conduct functional area (A. Goldstein & M. Stimpson, personal communication, April 30, 2020). Goldstein shared:

Matt [Stimpson] and I initiated this project because ASCA was not talking about [assessment], and we believed it needed to be explored. There was a book released about student conduct practice before our first audit. The book covered a number of things that are central to professional practice. It did not include any information on program or learning attainment. So our agenda was to drive assessment into the discussion. (Personal communication, 2020, April 30)

After the first study, the researchers made some adjustments to the audit process and completed the second study in 2012. The results were presented in an ASCA preconference presentation (Goldstein et al., 2013). They found that respondents' skills and abilities related to assessment had remained much the same since the previous audit. Additionally, Goldstein et al. (2013) noted

the “use of learning outcomes by conduct offices does not appear overwhelming” (slide 40) and that “consistent assessment practice is still lacking” (slide 45). A key theme in the survey responses was that participants felt “students [we]re learning from the student conduct process, but [they] cannot provide credible evidence to support this belief” (Goldstein et al., 2013, slide 56). At the time of this study, it has been a decade since those studies were completed, and ASCA has not published or promoted research of a similar nature since. The association does, however, have a dedicated community of practice focusing on assessment for organizational members.

In comprehensive reviews of the two audit instruments, and subsequent reports and presentations, I determined the goals of those audits were similar but distinctly different from the objectives of this research. First, the audits’ goals were to “understand the current assessment practices of the ASCA membership” (Goldstein et al., 2010a, p. 1) and “to document the practices and perceptions of ASCA members regarding assessment in student conduct administration” (Goldstein et al., 2012, p. 1). The present study expanded who was eligible to participate in the survey beyond ASCA’s membership, to examine their perceptions of the educational opportunities within student conduct processes, and to explore knowledge and use of any learning outcomes and assessment practices in student conduct programs.

Furthermore, at some institutions, the student conduct process is administered by many individuals who are not staff in a student conduct office, let alone ASCA members. Yet, these university employees (e.g., housing and residence life staff) have responsibilities to provide the educative components of a student conduct process. Additionally, in the first audit’s final report to ASCA’s Board of Directors, one of the identified limitations was that the institutions who participated in the qualitative portions of the research did not “reflect the diversity of the

institutions represented in ASCA” (Goldstein et al., 2010a, p. 12). If ASCA membership was not fully represented in that first audit, it is a fair assumption that many student conduct educators as defined in this project, regardless of ASCA membership, did not have their voices heard.

Therefore, the present study expanded the criteria of who would be eligible to complete the survey (see Survey Population and Sample Size section for more details).

Finally, the motivations of this research project were different from the two previous audits. The previous investigators were completing research on behalf of a national professional organization, with the final reports sent to the board of directors. Final data and outcomes were also presented at the annual national conference (Goldstein et al., 2010b). This research, however, has not been sponsored by any professional organizations; though, for transparency, I sought support from the same professional organization by way of membership emailing lists. My objective was to complete this research in accordance with academic degree attainment. I have mentioned this distinction because it has informed the scope of the research objectives, a timeline of completion, and to provide transparency of my motivations.

Survey Questions

I initially identified about 30 questions from the two audit instruments that were applicable to this study’s objectives. As I built the instrument in Qualtrics, I determined some questions were repetitive or outside the scope of the study’s objectives. I also combined, reworded, and reordered some of the questions. Furthermore, the criteria for participants and what information they may have access to at their respective institutions were considered when selecting and wording the questions. Lastly, I included questions to gauge what knowledge or usage of student conduct resources on assessment the participants may have. See the full instrument in Appendix A.

Section I

Section I had 21 questions measuring the participants' perceptions of educational opportunities in their current work with student conduct programs and processes, and their knowledge of assessment techniques and of assessment projects at their current institutions. The first 13 questions asked the participants to use a fully anchored 5-point rating scale to indicate the degree to which they agree or disagree with statements regarding their own beliefs of education, learning, and assessment within student conduct programs. The next five questions asked the participants to use a fully anchored 5-point rating scale to indicate how often learning outcome and assessment practices occur in their current institution's student conduct process. The last three questions asked the participants about their awareness of assessment data collection, data-informed departmental improvements, and official assessment project report creation. If they answered *Yes* to any of the three questions, the participants were prompted to add more information.

Section II

The five multiple choice questions in Section II addressed participants' awareness and use of specific assessment resources for student conduct programs. During the literature review, I determined several written resources were published after the previous audits were completed. These publications have sections specifically dedicated to the creation and implementation learning outcomes and assessment practices in student conduct programs: *The State of Student Conduct: Current Forces & Future Challenges* (Waryold & Lancaster, 2013), *Conduct and Community: A Residence Life Practitioner's Guide* (Hudson et al., 2018), *CAS Standards and Guidelines for Student Conduct Programs* (Council for the Advancement of Standards in Higher Education [CAS], 2019), *Student Conduct Practice, 2nd Edition* (Waryold & Lancaster, 2020),

and ASCA's Knowledge & Skills (ASCA, 2021). I found limited writing on how learning outcomes applied specifically to student conduct programs during the literature review, but these documents categorially addressed not only learning outcomes, but also assessment practices for student conduct programs. These publications are currently publicly accessible or available for purchase. The questions in this section illustrated how or if these resources were known and used by student conduct educators.

Section III

The first 10 questions in Section III captured participants' institutional and personal demographics. The selected questions were like those in the previous audits but were also comparable to the demographic questions recently used in surveys sent to ASCA's membership. Questions on institution size, region of the institution, and primary area of responsibility (employment) were based on a membership survey ASCA sent out in 2020. The options available for participants to select from for "Type of Institution" were inclusive of the varying institutional designations that exist. Additionally, terminology from the Carnegie Classification (The Carnegie Classification of Institutions of Higher Education, n.d.) was referenced for these options.

The next four question on personal demographics were to establish that the participants met the criteria for this study. Questions 9 and 10 asked if participants were ever taught how to create and use learning outcomes or assessment techniques to further explore one of the findings from the first audit (Goldstein et al., 2010a). At the time, Goldstein et al. (2010a) found younger participants (i.e., those who had been working for less than 5 years) were less likely to identify themselves with the ability to report and assessing student learning. By capturing participants'

years of employment in higher education, their academic degree status, and when they graduated, I could observe any changes in responses since the previous audit.

The 11th, and last, question in this section captured how respondents received this survey. To determine if I achieved a representative sample size, I needed to know from what source the respondents received the survey.

Survey Format

The question wording and survey format were influenced by the time obligation needed to complete the survey. I used the Qualtrics ExpertReview tool to predict the time it may take a participant to complete the survey. As I built the online survey, if the tool had an estimated completion time of over 20 minutes, I reviewed the wording of the questions to see if any edits could be made. ExpertReview predicted the duration of the survey was 18.5 minutes. The invitation to invite participants to complete the survey stated it would take 20–25 minutes to complete. I provided an inflated time estimation to allow for varying online reading abilities and meaningful reflection and response.

This timing estimate also supported the question types selected. Although I tried to remain consistent with the question types from the two previous audits, I wanted to make sure the survey was engaging and visually appealing. By switching question responses from a fully anchored 5-point scale to limited multiple choice answers and including just a few write-in options, I hoped to encourage survey completion.

Informed Consent

At the beginning of the survey, I provided an overview of this project, investigator names and information, purpose statement, and criteria for participation. The University of Georgia's Internal Review Board (IRB) requirements of informed consent were included, such as benefits,

harm, compensation, data storage, and final consent acknowledgement. If respondents agreed to participate, they clicked the red arrow button at the bottom of the screen to move into the survey questions. If they chose not to participate, they closed the internet browser to exit.

Survey Population and Sample Size

Eligible participants must have met the following criteria:

- Currently employed full-time at an accredited college or university in the United States or U.S. territory and have been so for at least 6 months.
- Current primary employment reports to a student conduct program, a housing and residence life department, or equivalent office.
- Have completed a master's degree in higher education, student affairs, college student personnel, or other related field.
- Currently participate in individual student conduct proceedings (nonacademic integrity, non-Title IX or VII) as one or more of the following: hearing officer, case manager, hearing board advisor or member, appellate officer, judicial officer responsible for hearing process, training administrator of the student conduct process, or staff responsible for the overall administration of a student conduct program on their campus.

For the purposes of this study, a person who met the previously mentioned criteria was identified as a student conduct educator. ASCA's regions were referenced in the demographic section of the instrument to identify the location of the participant's institution. These regions included U.S. territories; therefore, this study allowed participants at institutions in those locations to complete the survey. Furthermore, limiting participants to those who completed a higher education graduate program was to enhance the likelihood that respondents had some exposure to or

knowledge of learning outcomes and assessment techniques in general, if not directly for student conduct programs. Lastly, the expectation of employment in a student conduct program, a housing and residence life department, or equivalent office was to limit the sample to those who most likely administer the student conduct process.

Distribution

I did not know how many professionals in higher education may fit these specific criteria and I could not achieve a comprehensive sample. Therefore, I relied on convenience sampling. I sought access to the email lists of both the ASCA and the Association of College and University Housing Officers – International (ACUHO-I) memberships in hopes of directly inviting those who may fit the criteria. ASCA approved my request to study ASCA membership. ACUHO-I's research committee initially approved my research proposal for endorsement, but their research agenda would have delayed survey distribution to their membership by 3 to 4 months. I declined the opportunity. ASCA sent an initial call for research participants to their membership email listserv on May 9, 2022 (see Appendix D). A reminder email was sent to ASCA's membership on May 18, 2022 (see Appendix E). On May 10, 2022, I directly emailed 32 personal friends and colleagues who were connected to higher education programs about my dissertation status. The email included a request of support to send the survey to people in their networks who fit the survey criteria (see Appendix F). That same day, I also posted a call for survey participants to six Facebook groups (i.e., five private and one public) that were associated with higher education and/or that I was an active user of: Residence Life Professionals, Student Affairs and Higher Education Professionals, ACUHO-I Stars College, ACPA MMI Cohort21-January 2019, Jewish Student Affairs Professionals, and Student Conduct Professionals (see Appendix G). On May 18, 2022, I posted a reminder about the survey and call for participants to three Facebook groups that

the first post received responses in the form of likes or comments to the posts (see Appendix H). On May 23, 2022, I posted on my personal Facebook page a request for participation in the survey from my Facebook friends who are student affairs professionals (see Appendix I). Lastly, on May 25, 2022, I posted one final call for survey participants on the three Facebook groups that the first posts received responses (see Appendix J).

The survey was not private and was accessible to anyone with the Qualtrics link. Individuals were permitted to forward the emails and the survey to others that may fit the criteria. Considering none of the participants' personally identifiable information were collected, to reduce and limit the number of repeat entries, the consent statement at the end of the first page of the survey stated, "By clicking the red arrow, you are consenting to participate in this survey and confirming that you will only submit one completed survey."

The response rates for the previous audits of ASCA membership were 17.8% and 20.46%, respectively (Goldstein et al., 2010a; Goldstein et al., 2013). As I did not know the total number of individuals that met the survey criteria, my goal was to have a response rate of at least 1,000 completed surveys. I determined this goal based on the total number of ASCA members on the listserv and comparing it to prior responses rates. In 2012, the previous instrument was sent to 2,116 email address. When the current study's instrument was sent on May 9, 2022, it was delivered to 2,248 email addresses—a membership increase of 6%. I calculated an estimated 28% response rate of the 2022 membership would be approximately 630 responses. I initially wanted to double the response rate from last audit, but I also wanted to be realistic with my data analysis and timeline of this study; therefore, I rounded the goal up to 1,000. As I stated earlier, the last question of the survey captured how participants received the survey to allow for verification of if the respondents represent a broad sample of student conduct educators.

Incentive

To encourage participation, anyone who accessed the survey was allowed to enter a drawing for a chance to receive one of four gift cards, ranging in value from \$25–\$100. The drawing entry form was a Google Form (see Appendix K) that was not connected to the Qualtrics survey responses. By clicking on the website link, the form populated in a new browser tab for the participant to include their full name and email address. The website link was available on the first page of the survey, where participants reviewed the informed consent information before responding to survey questions. The website link was also provided on the last page of the survey once the participant submitted their completed survey. Commencement or completion of the survey was not required for individuals to submit an entry into the drawing. The collected personal data was destroyed once the gift cards were distributed.

Pretesting

After several reviews of the drafted instrument, my advisor and I agreed that I would ask a small group of colleagues who currently or previously fit the criteria to review and complete the survey and provide feedback. In August 2021, I posted a link to the drafted Qualtrics survey on ASCA's assessment community of practice's private Facebook page. I posted that I was working on my dissertation instrument and attempting a beta test. I asked those willing to participate to complete the survey or review it and provide feedback to me within 2 and a half weeks. In the post, I clearly stated that the instrument was not IRB approved and responses would be destroyed prior to the official survey being sent. I also directly emailed seven colleagues and friends to ask if they would be willing to complete or review the survey. By the deadline date, 32 surveys were submitted, some only partially completed. The survey data were downloaded into an Excel spreadsheet. Based on how the data were displayed in the spreadsheet,

I determined how the official data needed to be filtered and cleaned prior to analysis. Qualtrics also provided descriptive statistics available for download.

Additionally, two participants directly provided me written feedback on question wording and format. The first person who I emailed directly requested clarification on Qualtrics' layout and format that did not translate well into a PDF from the online version of the survey. Based on her suggestions, I also clarified the participant criteria to focus on those currently employed and participating in conduct proceedings. Furthermore, this colleague encouraged me to clarify the statements about learning outcomes as stand-alone practice and those built into the practice of the student conduct process. The second colleague pointed out a few double-barreled questions and recommended wording changes. Based on both individuals' feedback, I revised the survey for further review by my committee chair.

Data Analysis

The survey was closed at 5:01 p.m. on Friday, May 27, 2022. The data were then downloaded into an Excel spreadsheet. A total of 246 responses were received, but 44 responses were removed because they were incomplete; 202 valid responses were evaluated (see analysis and findings in Chapter 4 and 5). The data were also recoded to allow for analysis in the Statistical Package for Social Sciences (SPSS) software. All downloaded data, spreadsheets, and SPSS files were stored on an encrypted USB drive.

As the 2009 and 2012 audits of practice (Goldstein et al., 2010a, 2012) were catalysts for the creation of this research, I reviewed the descriptive statistics and measures of central tendencies in Section III of this survey to summarize the demographics of those who completed the survey and what types of institutions they represented and how they compared to the previous audits. I also reviewed the audits' main finding themes and compared them to the

findings of this study. Because I expanded the participation criteria and revised the survey instrument, statistical correlations were inappropriate. Nevertheless, the similarity comparisons clarified what has or has not changed in the last 10–13 years.

In the 2009 audit, the researchers found, though assessment practices were not commonplace at most institutions represented, the participants believed they were skilled and able to apply learning outcomes and assess learning (Goldstein et al., 2010a). The researchers questioned why there was a discrepancy in the participants' perceived abilities but a lack of engagement in practice. In the 2012 audit, the researchers found most participants said it was important to assess learning, but the data did not support that assessment of learning was a priority for student conduct programs or that there were departmental expectations to complete assessment (Goldstein et al., 2012). To see if current student conduct educators had similar feelings and perceptions, the measures of central tendency for questions in Section I and Section II of the survey were evaluated.

To reveal any implications of student conduct practice that needed to be addressed concerning student conduct educators' application and use of learning outcomes and assessment techniques, I also analyzed the relationships between some of the data points. Specifically, I evaluated the frequency measures and central tendencies for most of the survey responses. Furthermore, I performed a crosstabulation analysis of the relationship between when respondents attained their highest degree and if they were taught how to create and use learning outcomes and assessment techniques. Chi-square tests were conducted to establish statistical significance of the results. Further details are provided in Chapter 4.

Conclusion

This study used a 37-question quantitative survey to explore student conduct educator's perceptions, knowledge, and use of learning outcomes and assessment techniques in student conduct programs. The survey instrument adapted and expanded upon survey instruments from two previous studies with a similar topic (Goldstein et al., 2010a; Goldstein et al., 2012).

Participant recruitment was completed through convenience sampling via an email sent to ASCA's membership listserv calling for participants, a direct personal email to the researcher's friends and colleagues, and several public calls for participants on Facebook. Frequency measures, central tendencies, and crosstabulation analyses were conducted on the data.

CHAPTER 4

FINDINGS

In this chapter, I present the results of the data collected from current student conduct educators who completed an online quantitative survey regarding their knowledge and use of learning outcomes and assessment practices in student conduct programs. I first address the response rate and a summary of the respondents' demographics. Then, the statistical analysis associated with each research question is provided.

Response Rate

As described in Chapter 3, I used the nonrandom sampling technique of convenience sampling to identify potential participants. Calls for participation were sent electronically through several online sources where the population were likely to fulfill the participation criteria. I sent two emails to the registered members of the Association for Student Conduct Administration (ASCA; see Appendices D and E) and a direct email to 34 of my personal colleagues who worked in higher education—directly at universities or in fields aligned with higher education (see Appendix F). I made several posts to six Facebook groups (see Appendices G, H, and J); and lastly, I posted on my personal Facebook 5 days prior to the closing of the survey (see Appendix I).

I received 246 responses in Qualtrics. There were 34 responses in which data collection had not begun. There were 10 surveys partially completed with the respondents only entering information in Section I and Section II, but not completing Section III. These responses were removed. As a result, 202 surveys were evaluated in this study.

I do not know the total number of individuals who received the link to the survey, nor do I know the full population of student conduct educators; therefore, I cannot establish an overall response rate. However, the last question of the survey captured how the respondent received the survey. Most respondents indicated they received the survey through the ASCA email (63.4%, $n = 128$). ASCA's email listserv had 2,248 registered emails at the time of distribution. These respondents only represent a 5.7% response rate. Compared to the previous audits of practice completed in 2009 and 2012 (Goldstein et al., 2010a, 2013), which had response rates from ASCA membership of 17.8% ($n = 268$) and 20.46% ($n = 433$), respectively, the response rate from ASCA membership for this survey decreased by about 24.6%–53.3%. However, there may be ASCA members who accessed the survey by viewing a post on Facebook or receiving the email from me, a third party or colleague, before they saw the email from ASCA.

The percentages of respondents who selected that they accessed the survey via social media or by a third party or colleague sending them the survey were very close at 18.8% ($n = 38$) and 17.8% ($n = 36$), respectively. Of those who selected the social media option, most did not specify the group or could not remember in which group they saw the post (42.9%, $n = 15$), but many (28.6%, $n = 10$) listed the Student Conduct Professionals group as where they accessed the survey.

Participant and University Demographics

This section describes how the respondents self-reported their personal and current institution demographics in Section III of the survey.

Individual Demographics

Respondents mostly worked in higher education for 11+ years (46%, $n = 93$), but were still new to their positions, indicating they had worked in their current roles for up to 3 years

(60.4%, $n = 122$). The roles most respondents served in were full-time student conduct educator–senior conduct officer (39.1%, $n = 79$) and full-time student conduct educator (27.2%, $n = 55$). Additionally, most respondents received at least a master’s degree (77.2%, $n = 156$), with many indicating they received their highest degree of education in 2016–2021 (47%, $n = 95$). Further demographics are listed in Table 1.

Table 1

Individual Respondent Demographics

Individual demographic	<i>n</i>	%
Years in higher education		
Still in first year–3 years	20	9.9
4–6 years	39	19.3
7–10 year	50	24.8
11+ years	93	46.0
Current role		
Full-time student conduct educator*	55	27.2
Full-time student conduct educator-senior conduct officer	79	39.1
Residence life professional with some conduct**	44	21.8
Senior student affairs officer***	15	7.4
Student affairs generalist with some conduct	5	2.5
Supervisor of student conduct program (position not already listed)	4	2.0
Years in current role		
Still in first year–3 years	122	60.4
4–6 years	49	24.3
7–10 years	23	11.4
11+ years	8	4.0
Highest degree earned		
Masters	156	77.2
Educational specialist or ABD (all but dissertation)	15	7.4
PhD, EdD, JD, or equivalent terminal degree	31	15.3
Missing response	1	0.5
Year earned highest degree		
Prior to 2004	21	10.4
2004–2009	30	14.9
2010–2015	55	27.2
2016–2021	95	47.0

Note. * One respondent initially listed *other*, but the description they entered aligned with full-time student conduct educator for the purposes of this study. The response was adjusted. **Three respondents initially listed *other*, but the descriptions they provided aligned with residence life professional with some conduct for the purposes of this study. Their responses were adjusted. *** One respondent initially listed *other*, but the description they entered aligned with senior student affairs officer for the purposes of this study. The response was adjusted.

Universities Represented

The respondents indicated they worked at a wide variety of institutions in the United States and U.S. territories. There were 724 selected descriptions for type of institution. The most represented demographics were 4-year (21.4%, $n = 155$), public (18.1%, $n = 131$), award up to doctoral degrees (17.8%, $n = 129$), and predominately White institutions (12.4%, $n = 90$). Most respondents also indicated they worked at institutions that enrolled more than 20,000 students (31.7%, $n = 64$). Further institutional demographics are listed in Table 2.

Table 2

Respondent's Current Institutional Demographics

Institutional demographics	<i>n</i>	%
Institutional size (number of students enrolled)		
Less than 2,000	18	8.9
2,001–5,000	36	17.8
5,001–10,000	39	19.3
10,001–15,000	22	10.9
15,001–20,000	23	11.4
More than 20,000	64	31.7
Type of institution (multiple selections permitted)		
Public	131	18.1
Private	65	9
For profit	0	0

Institutional demographics	<i>n</i>	%
Two-year	13	1.8
Four-year	155	21.4
Award up to doctoral degrees	129	17.8
Award up to master's degree	33	4.6
Award up to baccalaureate degree	20	2.8
Award associates degrees	15	2.1
Community college	11	1.5
Technical college	4	0.6
Tribal college	0	0
Historically Black colleges and universities (HBCU)	2	0.3
Predominately White institution (PWI)	90	12.4
Predominately Black institution (PBI)	5	0.7
Hispanic serving institution (HSI)	20	2.8
Access institution	14	1.9
Other designation not listed*	17	2.3

Note. The sample for size and region was 202. The sample for type of institution was 724; respondents could select any and all demographics they deemed appropriate. *The entries respondents provided for *other designations* were: Asian American and Native American Pacific Islander-Serving Institution (AANAPISI), Consortium on Financing Higher Education (COFHE), Faith-Based and/or Religiously Affiliated, Land Grant, Minority Serving Institution (MSI), Research Institution, and State College.

Further demographics on respondents' institutional location was also collected to execute later data analysis. Most respondents indicated they were in ASCA's Region 8: Mississippi, Alabama, Georgia, Florida, Puerto Rico, and U.S. Virgin Islands (20.8%, $n = 42$). For further details on respondents' institutional location, please see Table 3.

Table 3*Region of Respondent's Current Institution*

Region of institution (based on ASCA designations)	<i>n</i>	%
Region 1: Alaska, Washington, Oregon, Idaho, Montana, Wyoming	9	4.5
Region 2: California, Hawaii, Guam, American Samoa, Northern Mariana Islands	7	3.5
Region 3: Arizona, Colorado, Nevada, New Mexico, Utah	5	2.5
Region 4: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin	17	8.4
Region 5: Oklahoma, Arkansas, Texas, Louisiana	9	4.5
Region 6: Illinois, Indiana, Michigan, Ohio	27	13.4
Region 7: Kentucky, Tennessee, North Carolina, South Carolina	23	11.4
Region 8: Mississippi, Alabama, Georgia, Florida, Puerto Rico, U.S. Virgin Islands	42	20.8
Region 9: West Virginia, Virginia, District of Columbia, Maryland	17	8.4
Region 10: Delaware, Pennsylvania, New York, New Jersey	28	13.9
Region 11: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont	18	8.9

Perceptions, Knowledge and Use of Learning Outcomes and Assessment

There were three overarching research questions I explored in this study: (a) Do student conduct educators believe student learning and assessment projects are important components of student conduct programs?; (b) How, if at all, are learning outcomes and assessment practices used within student conduct programs?; and (c) What knowledge and training do student conduct educators have regarding learning outcome and assessment practices for student conduct programs? To understand the breadth and scope of what Questions 2 and 3 may entail, several subquestions were created to investigate specific aspects of learning outcome and assessment practices within student conduct programs and the knowledge and training student conduct educators have with these topics.

Research Question 1

I analyzed the responses to Section I Questions 1, 2, 3, 5, 6, and 8 of the instrument (see Appendix A) to begin answering the question: do current student conduct educators believe student learning and assessment are important components of student conduct programs? In these questions, respondents were asked about their perceptions and beliefs of learning and education in the conduct process. They were asked to indicate the degree to which they agreed or disagreed with each of the statements provided. To calculate the mean and standard deviation of each question, the responses were valued as: 1 = *strongly disagree*, 2 = *somewhat disagree*, 3 = *neither agree nor disagree*, 4 = *somewhat agree*, and 5 = *strongly agree*. There were 202 valid responses. Table 4 provides the full chart of means and standard deviation.

Table 4

Means and Standard Deviation of Section I Questions 1–3, 5, 6, 8

Section I questions	<i>M</i>	<i>SD</i>
SIQ1. The mission of the student conduct process includes the promotion of student learning/development.	4.59	0.743
SIQ2. I believe the student conduct process is designed to be an educational opportunity for students.	4.44	0.840
SIQ5. It is important to assess the learning that occurs for a charged student referred through the student conduct process.	4.34	0.783
SIQ8. I believe assessing student learning is an important aspect of the student conduct process.	4.20	0.860
SIQ3. I believe students learn throughout the student conduct process.	4.16	0.845
SIQ6. Learning outcomes inform the work of the student conduct process.	3.89	1.040

Most of the respondents indicated learning outcomes and assessment in student conduct programs are perceived and believed in agreeably. For five of the questions, the mean values were over 4.0, and the sixth question had a mean value above the midpoint of the scale (3).

Research Question 2

I next sought to answer how, if at all, learning outcomes and assessment practices were used in student conduct programs. The responses to many of the remaining questions in Section I (Questions 4, 7, 14–18, 19–21, and three follow-up questions) were analyzed. The respondents were asked questions regarding their use of learning outcomes and assessment practices in their student conduct programs, and what work respondents' respective conduct programs do with any data collected or reports created.

Stated Learning Outcomes

To determine if respondents' current student conduct programs had stated learning outcomes and how learning outcomes were shared or communicated with students, the respondents were asked in Question 7 to indicate the degree to which they agreed or disagreed with the statement of how often certain activities occurred in their current work. The responses were valued as 1 = *strongly disagree*, 2 = *somewhat disagree*, 3 = *neither agree nor disagree*, 4 = *somewhat agree*, and 5 = *strongly agree*. The responses for Questions 15–18 were to gauge how often certain practices occurred. The responses were valued as: 1 = *never*, 2 = *sometimes*, 3 = *about half the time*, 4 = *most of the time*, and 5 = *always*. Table 5 provides the mean and standard deviation of responses. There were 202 valid responses.

Table 5*Means and Standard Deviation of Section I Questions 7, 15–18*

Section I questions	<i>M</i>	<i>SD</i>
SIQ15. I verbally explain intended learning outcomes to charged students at some point in the student conduct process.	3.29	1.377
SIQ17. I review completed sanctions to determine whether learning outcomes have been attained.	3.13	1.455
SIQ7. I am expected to complete tasks to determine what learning has been attained by charged students at some point during the student conduct process.	2.78	1.317
SIQ18. Learning outcomes for the student conduct process are published in a publicly accessible location (e.g. university website, in a handbook, a poster in the office, etc.)	2.19	1.543
SIQ16. I utilize a rubric to determine whether learning outcomes have been attained by charged students at some point in the student conduct process.	1.70	1.197

On average respondents more often verbally explained intended outcomes to charged students and reviewed completed sanctions to determine learning attainment. Nevertheless, these data indicated respondents were not often expected to complete tasks to determine if learning was attained by charged students or to use a rubric to determine if learning outcomes were attained by charged students.

Doing Assessment Work and Empirical Data

Section I Question 14 asked respondents how often they were directly involved with efforts to assess student learning in the student conduct process; responses were valued at 1 = *never*, 2 = *sometimes*, 3 = *about half the time*, 4 = *most of the time*, and 5 = *always*. There were 202 valid responses. Although most indicated they did this work *most of the time* (28.2%, $n = 57$) and many only do this work *sometimes* (26.7%, $n = 54$), the average was closer to some of the time ($M = 3.08$, $SD = 1.472$).

Section I Question 4 asked respondents the degree to which they agreed or disagreed if they could provide credible evidence to support that students learn throughout the student conduct process. Responses were valued as: 1 = *strongly disagree*, 2 = *somewhat disagree*, 3 = *neither agree nor disagree*, 4 = *somewhat agree*, and 5 = *strongly agree*. There were 202 valid responses. On average, respondents were agreeable that they could provide empirical evidence ($M = 3.52$, $SD = 1.085$), but most indicated they somewhat agreed (43.6%, $n = 88$).

Data Collection

At the end of Section I, respondents were first asked in Question 19 if data were collected for assessment projects at their current institutions, and if *yes*, what kind of information was collected regarding their student conduct process. The respondent could select as many options as appropriate from a list of 10 prewritten options. An 11th option allowed respondents not to answer, and the 12th option provided respondents the opportunity to write-in additional choices. There were 202 valid responses to the first part of the question, and most respondents (63.9%, $n = 129$) indicated they were aware of what information was collected.

Of the *yes* responses, 766 items were entered as being collected by the respondents' institutions. The top three selected items were conduct charges adjudicated (15.9%, $n = 122$), hearing outcomes and sanctions assigned (15.7%, $n = 120$), and demographic data on students charged with violating the student conduct code (14.4%, $n = 110$). The learning outcome options were selected the least of the premade options, with learning outcome attainment for charged students at 4.8% ($n = 37$) and learning outcome attainment for student conduct board members at 2.6% ($n = 20$). See Table 6 for further frequency details.

Table 6*Frequency of Assessment Projects Regarding the Student Conduct Process*

Information categories	Responses		% of cases^^
	<i>n</i>	%^	
Conduct charges adjudicated	122	15.9	94.6
Hearing outcomes and sanctions assigned	120	15.7	93.0
Demographic data on students charged with violating the student conduct code	110	14.4	85.3
Demographic data on students found responsible for violating the student conduct code	99	12.9	76.7
Student satisfaction with the process	78	10.2	60.5
Student perception of fairness	76	9.9	58.9
Student self-reported learning from the process	57	7.4	44.2
Student perception of timeliness	38	5.0	29.5
Learning outcome attainment for charged students	37	04.8	28.7
Learning outcome attainment for student conduct board members	20	2.6	15.5
Prefer not to answer	1	0.1	0.8
Other	8	1.0	6.2

Note. ^ *n* = 766; ^^ *n* = 129.

Of the eight respondents who selected *other*, their written responses included: (a) numbers only, (b) locations and alleged violations, (c) students' nervousness or anxiety about the process, (d) efficacy of sanctioned workshops, (e) student knowledge of their rights and responsibilities in the conduct process, (f) student perception of ease of navigating the process, (g) if students felt their hearing officer would be a trusted resource in the future, and (h) experience working with the administrators. One written response stated, "We do not have an assessment process." This respondent also did not select any of the prewritten options. Based on this information, the respondent should have marked *no* for the first part of Question 19. For credibility of the survey outcome, I left their response as submitted. Additionally, the one respondent who selected *prefer not to answer*, also selected all the prewritten options. It is my

assumption this respondent selected *prefer not to answer* in error. Again, for the credibility of the outcomes, I left their response as submitted.

Data Informed Improvements

The next question, Section I Question 20, asked respondents if they were aware of how their current institutions used assessment findings to make improvements to their student conduct process. If they answered *yes*, they were prompted to indicate all the ways they were aware of how assessment findings were used. They were provided a prewritten list of nine options and could also select *prefer not to answer* or *other* with an open text box. There were 202 valid responses, and most of the respondents (55%, $n = 111$), indicated they were aware of how their institutions used the assessment findings to make improvements. Four of these responses (3.6%) indicated they knew data were used but they did not know how. Less than half of these respondents (44.1%, $n = 49$) indicated their institutions used assessment findings to help revise student learning outcomes or program goals.

Of the *yes* responses, 485 items were selected as to how data informed choices were made. The top four selected prewritten responses selected were (a) the findings helped determine training needs for student conduct educators (15.9%, $n = 77$), (b) the findings helped improve professional skills and strategies for individual student conduct educators (15.1%, $n = 73$), (c) the findings helped evaluate overall program or department performance (14.8%, $n = 72$), and (d) the findings helped determine educational needs for the campus community (14.6%, $n = 71$). See Table 7 for further details.

Table 7

Frequency of Ways Assessment Findings Are Used to Make Improvements in Student Conduct Programs

Ways findings are used	Responses		
	<i>n</i>	% [^]	% of cases ^{^^}
The findings help determine training needs for student conduct educators	77	15.9	69.4
The findings help improve professional skills and strategies for individual student conduct educators	73	15.1	65.8
The findings help evaluate overall program or department performance	72	14.8	64.9
The findings help determine educational needs for the campus community	71	14.6	64.0
The findings help prepare a self-study or program review	54	11.1	48.6
The findings help revise student learning outcomes or program goals	49	10.1	44.1
The findings help evaluate staff/faculty performance	40	8.2	36.0
The findings support budget requests for financial support	34	7.0	30.6
Other	11	2.3	9.9
I know they were utilized, but I do not know specifically how	4	0.8	3.6
Prefer not to answer	0	0	0

Note. [^] *n* = 485; ^{^^} *n* = 111.

Of the 11 respondents (2.3%) who selected *other*, three respondents wrote that data collected were used to demonstrate specific campus issues, re/designing sanctions to better educate students, and additional staffing. The other eight respondents did not select any other prewritten options and wrote similarly that their data were currently unused. I do not know how these eight respondents interpreted the first part of Question 20 or why they selected *yes* as their response. For the credibility of the outcomes, I did not change their responses.

Who Receives the Report?

At the end of Section I, Question 21 asked respondents if they were aware of any official report(s) generated based on assessment projects for student conduct at their current institution. A *yes* response directed respondents to a follow-up question asking them to indicate all the community members they were aware of who received assessment reports; respondents were provided 10 prewritten options and could select all that applied. The option of *prefer not to answer* was provided, as was *other* with an open text box for additional responses. A total of 202 valid responses were received.

Most respondents (56.9%, $n = 115$) indicated they were not aware of any official reports generated. Of the remaining respondents who indicated *yes* (43.1%, $n = 87$) they were aware of the reports, these respondents selected a total of 252 community members who received the assessment reports. Three respondents (3.4%) indicated they knew the reports were disseminated but were unaware who received the report.

The top three selected prewritten responses selected were (a) end of the year or annual reports provided to departmental leadership (31%, $n = 78$), (b) student affairs or other divisional leadership (28.6%, $n = 72$), and (c) student affairs or other divisional departments (17.9%, $n = 45$). The lowest selected prewritten options were student organization advisors (1.6%, $n = 4$) and student leadership (1.2%, $n = 3$). See Table 8 for further details.

Table 8

Frequency of Which Community Members Receive Assessment Reports Regarding Student Conduct Programs

Community members	Responses		% of cases^^
	<i>n</i>	%^	
End of the year or annual reports provided to departmental leadership	78	31	89.7
Student affairs or other divisional leadership	72	28.6	82.8
Student affairs or other divisional departments	45	17.9	51.7
Student conduct board members	14	5.6	16.1
Faculty partners	12	12	13.8
Academic leadership	10	4	11.5
Findings are posted on the student conduct or residence life website	7	2.8	8
Student organization advisors	4	1.6	4.6
Other	4	1.6	4.6
Student leadership	3	1.2	3.4
I know it is disseminated, but I do not know who receives it	3	1.2	3.4
Prefer not to answer	0	0	0

Note. ^ $n = 252$; ^^ $n = 87$.

Of the four respondents (4.6%) who selected *other*, their responses included: submitted to council of trustees, learning outcomes are entered into a university database, findings are published but not marketed, university assessment committee, and data informs Clery Report.

Doing Learning Assessment Work

Section I Question 14 asked respondents the degree to which they were directly involved (e.g., perform tasks) with efforts to assess what students learn from the conduct process. Of the 201 valid responses, most respondents indicated they performed these tasks *most of the time* (28.2%, $n = 57$) and *sometimes* (26.74%, $n = 54$). To determine if there was a region where student conduct educators perceived themselves to be more likely directly involved in efforts to

assess student learning, I reviewed the mean outcomes. Responses to Section I Question 14 were valued as: 1 = *never*, 2 = *sometimes*, 3 = *about half the time*, 4 = *most of the time*, and 5 = *always*. There were 201 valid responses.

Respondents from Region 1 and Region 5 were on average most likely to be directly involved in efforts to assess student learning with the mean at 3.44 ($n = 9$, $SD = 1.424$). Only respondents from Region 7 ($n = 23$), Region 8 ($n = 41$), and Region 2 ($n = 7$) were on average below the midpoint value of *sometimes* ($M = 2.87$, $SD = 1.486$; $M = 2.78$, $SD = 1.475$; $M = 2.29$, $SD = 1.604$, respectively). See Table 9 for more information.

Table 9

How Often Student Conduct Educators are Directly Involved in Efforts to Assess Student

Learning by Region

ASCA region	<i>n</i>	<i>M</i>	<i>SD</i>
Region 1: Alaska, Washington, Oregon, Idaho, Montana, Wyoming	9	3.44	1.424
Region 5: Oklahoma, Arkansas, Texas, Louisiana	9	3.44	1.424
Region 3: Arizona, Colorado, Nevada, New Mexico, Utah	5	3.40	0.894
Region 6: Illinois, Indiana, Michigan, Ohio	27	3.30	1.325
Region 9: West Virginia, Virginia, District of Columbia, Maryland	17	3.29	1.490
Region 4: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin	17	3.24	1.640
Region 10: Delaware, Pennsylvania, New York, New Jersey	28	3.18	1.679
Region 11: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont	18	3.11	1.367
Region 7: Kentucky, Tennessee, North Carolina, South Carolina	23	2.87	1.486
Region 8: Mississippi, Alabama, Georgia, Florida, Puerto Rico, U.S. Virgin Islands	41	2.78	1.475
Region 2: California, Hawaii, Guam, American Samoa, Northern Mariana Islands	7	2.29	1.604

Research Question 3

The last set of questions I analyzed captured respondents' knowledge of, and training received in, learning outcome and assessment practices for student conduct programs. Section I Questions 9–13, Section II Questions 1–5, and Section III Questions 8–10 were evaluated.

Knowledge and Skills

Questions 9–13 in Section I asked respondents to what extent they agreed or disagreed with statements regarding their knowledge, skills, and training on assessment within student conduct. Responses were valued as: 1 = *strongly disagree*, 2 = *somewhat disagree*, 3 = *neither agree nor disagree*, 4 = *somewhat agree*, and 5 = *strongly agree*. There were 202 valid responses. Table 10 provides the mean and standard deviation of responses to these questions.

Table 10

Means and Standard Deviation of Section I Question 9–13

Section I questions	<i>M</i>	<i>SD</i>
SIQ9. I have the knowledge and skills to write learning outcomes for the student conduct process.	4.04	1.052
SIQ11. I have the knowledge and skills to determine whether charged students are learning what is intended from the student conduct process.	3.78	1.033
SIQ10. I have the knowledge and skills to write an assessment plan for the student conduct process.	3.70	1.223
SIQ12. I have been provided sufficient training to utilize learning outcomes in my role as a Student Conduct Educator.	3.12	1.396
SIQ13. I have been provided sufficient training to participate in assessment projects in my role as a Student Conduct Educator.	3.04	1.354

The respondents somewhat agreed to strongly agreed that they had the knowledge and skills to write learning outcomes for the student conduct process with a mean of 4.04 (*SD* = 1.052). For the remaining four questions, the means were just above the midpoint, indicating

they neither agreed nor disagreed with statements. Interestingly, for Question 9, 10, and 11—which asked about respondents’ knowledge and skills writing learning outcomes and assessment plans, and determining if students were learning what was intended—most responses were *somewhat agree* (43.6%, $n = 88$; 34.2%, $n = 69$; 43.6%, $n = 88$); conversely, the two questions pertaining to the respondents receiving sufficient training to use learning outcomes and participate in assessment projects—Questions 12 and 13—respondents mostly said *somewhat disagree* ($n = 51$, 25.2%; $n = 59$, 29.2%).

Five Resources

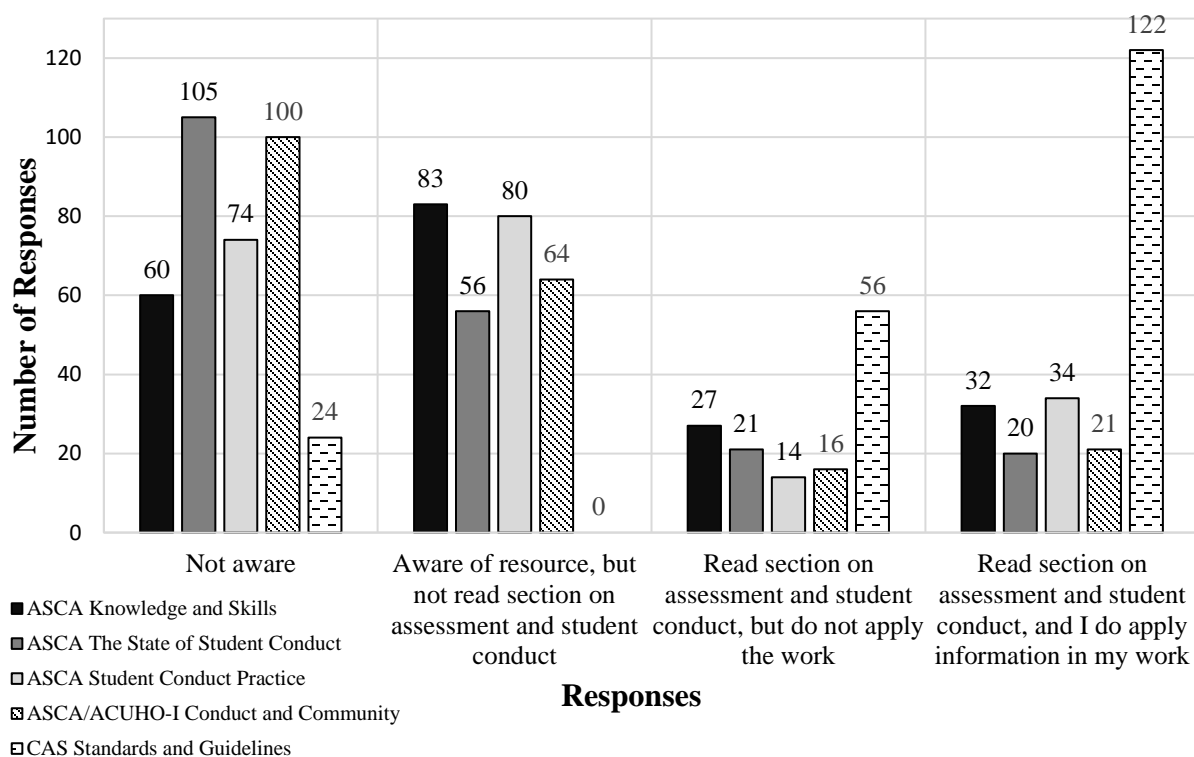
In Section II, student conduct educators were asked about their knowledge and use of five specific publications that are publicly accessible resources on assessment practices for student conduct. Using a multiple-choice selection, the respondents reported (a) if they were not aware of the resource, (b) if they were aware of the resource but had not read a specific section identified within the resource, (c) if they had read the identified section but did not apply the information to their work, or (d) if they have read the identified section of the resource and applied the information in their work. There were 202 valid responses for *ASCA’s Knowledge & Skills* (ASCA, 2021), *The State of Student Conduct* (Waryold & Lancaster, 2013), *Student Conduct Practice, 2nd Edition* (Waryold & Lancaster, 2020), *CAS Standards and Guidelines for Student Conduct Programs* (Council for the Advancement of Standards in Higher Education [CAS], 2019). There were 201 valid responses for *Conduct and Community: A Residence Life Practitioner’s Guide* (Hudson et al., 2018).

Most respondents were aware of the *ASCA’s Knowledge & Skills* (ASCA, 2021), but had not read the section on Assessment (41.1%, $n = 83$). Additionally, most respondents were aware of *Student Conduct Practice, 2nd Edition* (Waryold & Lancaster, 2020), but had not read

Chapter 8: Assessment and Student Conduct (39.6%, $n = 80$). Contrastingly, most respondents indicated they had read *CAS Standards and Guidelines for Student Conduct Programs* (CAS, 2019) and did apply the information to their work (60.4%, $n = 122$), with only 11.9% ($n = 24$) indicating they were not aware of this resource. Lastly, most respondents (49.5%, $n = 100$) were not aware of *Conduct and Community: A Residence Life Practitioner's Guide* (Hudson et al., 2018), nor were most aware of *The State of Student Conduct* (Waryold & Lancaster, 2013) (52.0%, $n = 105$). See Figure 1 for more information.

Figure 1

Assessment and Conduct Resource Knowledge and Use



Note. $N = 202$, except for *Conduct and Community: A Residence Life Practitioner's Guide*, where $n = 201$.

When reviewing the frequency of all responses ($N = 1,009$), most respondents indicated they were not aware of the resources provided (36%, $n = 363$). Close behind at 33.6% ($n = 339$), the respondents indicated they were aware of the resources but had not read the section(s) pertaining to assessment and student conduct in the resources.

Formally Educated

In the demographic questions of Section III, student conduct educators were asked when they attained their highest degree, and if they were taught learning outcomes and assessment techniques during their graduate coursework. Most respondents (77.2%, $n = 156$) had earned a master's degree, with 15.3% ($n = 31$) having a PhD, EdD, JD, or equivalent terminal degree, and 7.4% ($n = 15$) having an educational specialist or all but dissertation status. Most respondents attained their highest degree between 2016 and 2021 (47.0%, $n = 95$). See Table 11 for full frequency data.

Table 11

Frequency of Year of Highest Degree Attainment

Time span	<i>n</i>	%
Prior to 2004	21	10.4
2004–2009	30	14.9
2010–2015	55	27.2
2016–2021	95	47.0

Note. $n = 201$ valid responses.

Most respondents also indicated they were taught how to create and use learning outcomes during their graduate course work (60.9%, $n = 123$) and were taught how to create and use assessment techniques during their graduate coursework (73.3%, $n = 148$). I further analyzed

the data to see if there was a relationship between when student conduct educators last attained their highest degree and if they were taught how to create and use learning outcomes and assessment techniques during their graduate coursework. I used a crosstabulation analysis with the year of highest degree attainment as the independent variable, and the responses to the two questions on if they taught as the dependent variables. A total of 201 valid responses were received.

Of the respondents who last earned their highest degree prior to 2004 ($n = 21$), most (57.1%, $n = 12$) had not been taught how to create and use learning outcomes, nor were they taught how to create and use assessment techniques (57.1%, $n = 12$). For those who earned their highest degree between 2004 and 2009 ($n = 30$), there was an even distribution of those who were taught how to create and use learning outcomes and those who were not ($n = 15$, 50%), but most (70%, $n = 21$) indicated they were taught how to create and use assessment techniques. Of the respondents who attained their highest degree between 2010 and 2015 ($n = 55$) and 2016–2021 ($n = 95$), most indicated that they were taught both how to create use learning outcomes (65.5%, $n = 36$; 65.3%, $n = 62$, respectively) and assessment techniques (80.0%, $n = 44$; 76.8%, $n = 73$, respectively). See Table 12 for more information.

Table 12*Crosstabulation of Section III Questions 8–10*

Question	Response	Count	S3Q8. In what year did you attain your highest degree?				Total
			Prior to 2004	2004–2009	2010–2015	2016–2021	
S3Q9. Were you taught how to create and use learning outcomes at any point during your graduate coursework?	Yes	Count	9	15	36	62	122
		% in S3Q9	7.4	12.3	29.5	50.8	100
		% in S3Q8	42.9	50	65.5	65.3	60.7
	No	Count	12	15	19	33	79
		% in S3Q9	15.2	19	24.1	41.8	100
		% in S3Q8	57.1	50	34.5	34.7	39.1
	Total	Count	21	30	55	95	201
		% in S3Q9	10.4	14.9	27.4	47.3	100
	S3Q10. Were you taught how to create and use assessment techniques at any point during your graduate coursework?	Yes	Count	9	21	44	73
% in S3Q9			6.1	14.3	29.9	49.7	100
% in S3Q8			42	70	80	76.8	73.1
No		Count	12	9	11	22	54
		% in S3Q9	22.2	16.7	20.4	40.7	100
		% in S3Q8	57.1	30	20	23.2	26.9
Total		Count	21	30	55	95	201
		% in S3Q9	10.4	14.9	27.4	47.3	100

Note. S3Q9 represents Section III Question 9. S3Q10 represent Section III Question 10.

Of those who indicated they were taught how to create and use learning outcomes at any point during their graduate coursework ($n = 122$) and were taught how to create and use assessment techniques at any point during their graduate coursework ($n = 147$), most respondents had earned their highest degree between 2016 and 2021 (50.8%, $n = 62$ for learning outcomes; 49.7%, $n = 73$ for assessment techniques). The next timespan with the most respondents who indicated similarly was 2010–2015 (29.5%, $n = 36$ for learning outcomes; 29.9%, $n = 44$ for

assessment techniques). Furthermore, each timespan's responses of *yes* increased as the year of degree attainment was closer to the year of this study. See Figures 2 and 3 for further details.

Figure 2

Frequency of Response to Section III Question 9 (Learning Outcomes) Based on Year of Degree Attainment

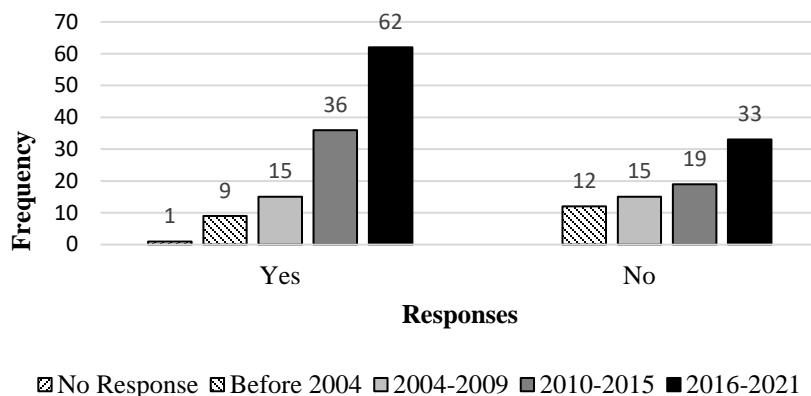
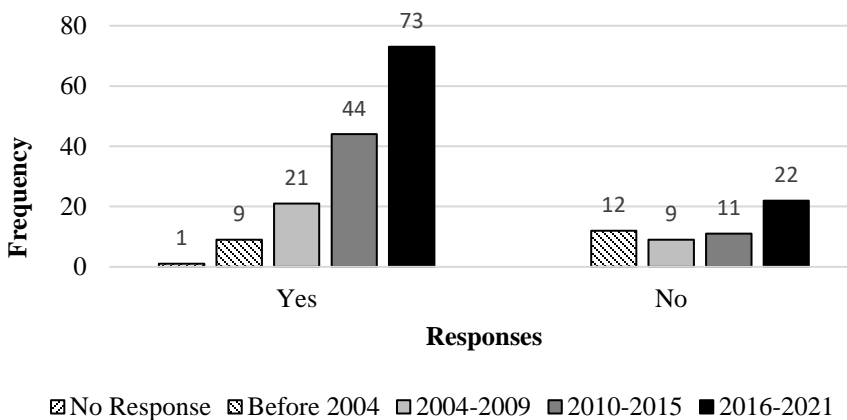


Figure 3

Frequency of Response to Section III Question 10 (Assessment) Based on Year of Degree Attainment



Although I found these increases interesting, it was important to know the statistical significance of the data. The null hypothesis for possible relationships between responses to Section III Question 8 with Questions 9 and 10 was that there was no relationship between when a student conduct educator last attained their highest degree and whether they were taught how to create and use learning outcomes and assessment techniques; the variables are independent of one another. The alternative hypothesis was that there was a relationship between when a student conduct educator last attained their highest degree and whether they were taught how to create and use learning outcomes and assessment techniques; the variables are dependent on one another. To test these hypotheses, I conduct a Chi-Square test with a .05 significance level.

Whether respondents were taught how to create and use learning outcomes at any point during their graduate coursework was not dependent on the year they last attained their highest degree, as there was not a statistical significance, $\chi^2 (3, N = 201) = 5.593, p = .133$. Therefore, the null hypothesis was accepted.

Respondents being taught how to create and use assessment techniques at any point during their graduate coursework and the year the last attained their highest degree were dependent on one another, with a statistical significance of $\chi^2 (3, N = 201) = 11.932, p = .008$. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted.

Conclusion

The data described in this chapter summarized student conduct educators' perceptions of student learning within respondents' current student conduct programs, and respondents' knowledge or use of learning outcomes and assessment practices in their student conduct programs. A total of 202 completed surveys were received. The survey instrument used 26 questions in two sections that were a mix of fully anchored 5-point rating scales, yes/no

questions, and multiple choice. An additional 11 demographic and survey notification responses were also captured. The data were measured and evaluated using frequency measures and central tendency. Crosstabulations and chi-square tests were also implemented. Chapter 5 provides a summary of this research and implications of these findings.

CHAPTER 5

DISCUSSION AND IMPLICATIONS

This chapter first provides a summary of this study and then presents the implications of the findings and any similarities to prior studies completed is presented. This chapter closes with recommendations for the future and a conclusion.

Summary of the Study

This section briefly summarizes the purpose of the study, research questions, literature reviewed, and the methodology.

Purpose of the Study

The purpose of this study was to explore current student conduct educators' knowledge and application of learning outcomes and assessment practices in student conduct programs. The initial intent was to understand what was grounding the educative practices of student conduct programs, but during the review of the literature, I found two prior studies that were critical in influencing the exploration and scope of this study. In 2009 and 2012, the Association of Student Conduct Administration (ASCA; formerly the Association for Student Judicial Affairs), the leading professional association in the United States for student conduct professionals, completed research to “understand the current assessment practices of the ASCA membership” (Goldstein et al., 2010a, p. 1) and “document the practices and perceptions of ASCA members regarding assessment in student conduct administration” (Goldstein et al., 2012, p. 1). Though it was recommended these studies be formalized and repeated, they had not been replicated at the time of this study. Moreover, those prior studies limited their population sample to ASCA

membership. Because there are student conduct educators who are not members of ASCA, including, but not limited to, administrators in housing and residence life departments, this study broadened the criteria for participation. Additionally, the scope of the research questions was different than the prior studies.

Research Questions

This study aimed to answer the following questions:

1. Do student conduct educators believe student learning and assessment projects are important components of student conduct programs?
2. How, if at all, are learning outcomes and assessment practices utilized within student conduct programs?
3. What knowledge and training do student conduct educators have regarding learning outcome and assessment practices for student conduct programs?

To fully consider Questions 2 and 3, I created several subquestions for the survey instrument to gather data. The subquestions for Question 2 explored student conduct programs with stated learning outcomes, use of empirical data, assessment projects completed, data informed improvements or changes, assessment reports, and if there was a region, based on ASCA's regional breakdown, where survey respondents felt they were directly involved in efforts to assess student learning. The subquestions for Question 3 evaluated if the respondents were aware of five specific resources that address assessment practices for student conduct programs, if student conduct educators were taught learning outcomes or assessment at any point in their graduate coursework, and if there was a relationship between when student conduct educators last attained their highest degree and if they were taught how to create and use learning outcomes and assessment techniques during their graduate coursework.

Review of Literature

Although it is impractical to review all U.S. higher education history in a single dissertation (Thelin, 2004), it is valuable to understand the connection between the development of colleges and universities in the United States and the evolution of modern-day student conduct programs. Furthermore, one must understand what principles guide current student conduct practice from publications to associations, and how student learning is incorporated within student conduct processes.

The literature review highlighted key moments in history from Colonial America through to the early 2000s that impacted the work of student conduct professionals. For over 300 years, parents entrusted the education and discipline of their children to the college and university employees. The leading principle of student discipline at the time being *in loco parentis*—university staff having full discretion, as a parent, to administer discipline to their pupils (Lake, 2013). As student bodies grew with the diversity of admission, it was not until 1961, when case law established from *Dixon v. Alabama* concluded university students retained their constitutional rights, and basic due process requirements were mandated for any university disciplinary action. Lake (2013) referred to this time as the death of universities' insularity of legal interventions due to student discipline. Later case law and state and federal legislation continued to outline universities' codes of conduct and judicial procedures (*Esteban v. Central Missouri State College*, 1967; Glick & Haug, 2020; Lowery, 2008, 2020).

To assist student conduct programs with applying case law, upholding state and federal legislation, and fulfilling their due process obligations to students, several model codes of conduct have been published (Fisher et al., 2013; Pavela, 1979, 2006). However, student learning and educative practices within student conduct processes are not among those templates or legal

expectations. ASCA's (2019) bylaws and other sponsored publications include empirical data and good practice recommendations for how student conduct programs should and can incorporate student learning into procedures. Most notably, in 2021, ASCA published its Knowledge & Skills resource (ASCA, 2021) to assist professionals' personal development and growth in the context of student conduct work. Knowledge & Skills Area 2 specifically covered assessment (ASCA, 2021).

Furthermore, The Council for the Advancement of Standards in Higher Education (CAS) established standards and guidelines for student conduct programs in 2006. The authors of the most recent CAS Contextual Statement for student conduct programs reminded readers that student conduct programs should be learning-centered. They stated, "The imperative, therefore, is to identify and utilize conduct practices and interventions that have a demonstrable effect on students' knowledge, values, behavior, and dispositions" (De Gearo et al., 2021, p. 6). Tying back to ASCA, the authors pointed out ASCA's Knowledge & Skills publication and recommended student conduct educators avail themselves of this resource to enhance their own practice.

This study's intent was not to determine the effectiveness or need for learning outcomes and assessment within student conduct programs; thus, a full literature review of learning outcomes and assessment practices was not completed. However, I did examine several chapters from *Learning Reconsidered 2*, which established the importance of learning outside the classroom and the need for clearly defined steps for students to reach desired milestones (Borrego, 2006; Fried, 2006). This review also presented several dissertations and research articles on student learning with student conduct sanctions (Draper Davis, 2014; Gehring et al., 2012; Khey et al., 2010) and students' self-reported learning attainment within student conduct

program (Howell, 2005; Janosik & Stimpson, 2017; King, 2012; Stimpson & Janosik, 2011, 2015). However, I have not reviewed research regarding which aspects of the conduct process students learn, and only the two prior audits completed by ASCA were found addressing a practitioner's knowledge and ability to gather information on student learning and adequately evaluate data. In 2008, Stimpson and Simpson completed a comprehensive review of 27 years of published literature regarding student conduct programs. At that time, they noted a lack of research on student learning attainment with student conduct. In Morrill's (2021) more recently published dissertation, he noted no similar comprehensive review of literature has been published since 2008 and reiterated the need for such studies to examine what students learn within conduct processes.

Methodology

This study engaged quantitative research methods to answer the research questions. The population for this study included those who were currently employed at institutions of higher education in the United States and U.S. Territories, held at least a master's degree, and currently participated in individual student conduct proceedings. A quantitative electronic survey was developed and calls for participants were dispatched. Though I had specific characteristics of a population I wanted to study, which correlated to purposive sampling (Johnson & Christensen, 2017), I used the convenience sampling method to invite participants to complete the electronic survey. Emails were sent to the membership of ASCA by the association; I also sent emails to my personal networks and posted on several Facebook groups that pertained to higher education, student conduct, and residence life. This study also received an approval of research support from the Association for College and University Housing Officers-International (ACUHO-I). Unfortunately, their research agenda timeline did not align with this study's timeline for

successful completion; therefore, ACUHO-I's membership was not directly sent an invitation to participate in this study.

The full population size of those who fit the study's criteria is unknown, but 202 completed surveys were collected. Though there is no set number required to be considered a representative sample size, Johnson and Christensen (2017) did provide a table of recommended sample sizes. Based on their chart, I estimated a population of 2,200–2,400 when I considered the size of ASCA's membership listserv (2,248 emails) at the time of this study and feedback I directly received from Facebook and emails. Johnson and Christensen's recommended sample size for this population is between 327 and 331. Therefore, this study's sample size was about 39% below the recommendation.

I was a bit disheartened when I realized the low response rate, and these data may not be as representative as I would have hoped, but then I remembered a study of this nature has not been conducted in 10–13 years. Though the previous researchers recommended ASCA should “repeat the practice of collecting this information regularly to track practices, needs, and develop examples of Best Practices” (Goldstien et al., 2010a, p. 14), it has not been implemented since 2012. I see this study and these results as a restarting point and an opportunity for student conduct educators to see what 202 of their colleagues have said about learning outcomes and assessment work in student conduct programs, how their perceptions compare to what colleagues have said in the past, and to see any spaces for improvement and change in the future.

The Survey Instrument

The final instrument was a 37-question quantitative survey broken down into three sections. Section I had 18 questions using fully anchored 5-point scales and three multiple-choice questions. The first 18 questions measured respondents' perceptions of educational opportunities

in their current work with student conduct programs and processes, and their knowledge of assessment techniques and of assessment projects at their current institutions; the last three questions asked respondents about their awareness of assessment data collection, data-informed departmental improvements, and official assessment project report creation.

Section II included five multiple choice questions to explore respondents' awareness and use of five specific assessment resources for student conduct programs. Section III collected respondents' institutional and personal demographics, and if they were ever taught how to create and use learning outcomes or assessment techniques in their graduate coursework.

Student Conduct Practice Over a Decade Later

As stated earlier, this study elaborated on two previous studies: ASCA's Association of Student Conduct Administrators Audit of Professional Practice: Learning Assessment in Student Conduct Administration (Goldstein et al., 2010a) and ASCA's Membership Survey: Assessment Practices and Perceptions (Goldstein et al., 2012). I combined, rearranged, and adapted the research instruments to fit the research questions of this study and expanded the criteria for participation. Therefore, I cannot make direct correlations between the prior research and this study's outcomes. Nevertheless, I did find it prudent to see if there were any changes in the similar themes in the findings of the last decade. The data resemblances support the idea that not much has changed with student conduct educators' knowledge and application of learning outcomes and assessment practices from 2009 to 2012 to 2022.

Survey Response and Respondent Demographics

A total of 202 completed surveys were collected in this study; the response rate was unknown as I did not know the exact population of those who may have received the invitations to participate through email, Facebook posts, or third-party referrals. The previous studies in

2009 and 2012 (Goldstein et al., 2010a, 2013) had response rates from ASCA membership of 17.8% ($n = 268$) and 20.46% ($n = 433$), respectively. In this study, respondents were asked how they received the survey; 63.4% ($n = 128$) indicated they received it from the ASCA email. Therefore, the response rate of ASCA membership, represented a 5.7% response rate—a decrease of about 24.6%–53.3%. Yet, this number did not account for ASCA members who may have accessed the survey by viewing a post on Facebook or receiving the email from me directly or a third party or colleague before they saw the email from ASCA.

The institution types included were fairly similar. In the previous audits, the authors combined 4-public designations, whereas I separated out the categories. In 2009, 56.9% of respondents, and 49% of respondents in 2012, indicated they worked at 4-year public institutions. In this survey, most respondents selected they were from 4-year (76.7% of year-based demographic), public institutions (64.9% of public/private/for profit demographic). The previous studies' respondents also mostly worked at schools enrolling more than 20,000 students (23.4% and 27%, respectively); in this study, most respondents (31.7%) represented the same.

Most of the previous audits' respondents had completed their master's degree (67.5% in 2009 and 72% in 2012). In this study, most respondents (77.2%) had completed their master's degree. Additionally, all three studies collected information on respondents' years in higher education and in their current role. In the previous studies in 2009 and 2012, the researchers found, on average, respondents had worked in higher education for 13.86 ($SD = 8.86$) years and 12.35 ($SD = 8.13$) years, respectively, and worked in student conduct on average for 8.06 ($SD = 6.55$) years and 7.50 ($SD = 6.05$) years, respectively. In this study, I did not ask for specific years, but rather time spans. The data demonstrated, on average, respondents had worked in higher education for 7–10 years ($M = 3.07$, $SD = 1.025$), with most (93%, $n = 93$) working in

higher education for 11 or more years. Additionally, I asked respondents about working in their current roles, not how long they have worked in student conduct. The reason is because some university staff who implement student conduct procedures do not necessarily report to student conduct offices. Although most respondents indicated they were full-time student conduct educator-senior conduct officers (39.1%, $n = 79$) and full-time student conduct educators (27.2%, $n = 55$), on average, respondents were still in their 1st year to up to 3 years of working in student conduct ($M = 1.59$, $SD = 0.843$).

Respondents' Skills With Learning Outcomes and Assessment

During the presentation of the 2012 study findings at the 2013 ASCA Annual Conference, the researchers explained, "Not much has changed since our audit in 2009" (Goldstein et al., 2013, slide 36), when it came to respondents' skills and abilities related to assessment. Their respondents felt they "have the ability to write learning outcomes and manage the variety of assessment pieces but are looking for additional tools to support them" (Goldstein et al., 2013, slide 36). In this study, I explored similar questions pertaining to respondents' knowledge of how to write learning outcomes, assessment plans, and their skill sets to assess student learning. The data from Section I Questions 9–13 reflected similar sentiments as the previous studies. On average, respondents felt they had the knowledge and skills to write learning outcomes and assessment plans, and to determine if students were learning what is intended from the process; however, most respondents somewhat disagreed they had been provided sufficient training to use learning outcomes and assessment projects in their role as a student conduct educator.

Student conduct educators still seemed sure of their skills for learning outcome and assessment projects but were not necessarily provided official training to do the work.

Considering this information with the respondents' lack of knowledge of resources available to student conduct educators, I believe further examination of this gap between training and perceived knowledge is necessary. It may be helpful for those responsible for student conduct programs to review what training is offered to those doing assessment work in their programs, and what options are available to assist these educators. For example, if the person in the department who accesses and analyzes the data has not attended the American College Personnel Association-College Student Educators International's (ACPA) Assessment Institute or ASCA's Gehring Academy's 1-day assessment track, there may be opportunities to offer that professional development. The supervisor may also want to reach out to the university's office of institutional research or human resources to see if other official assessment trainings are available through the institution. These data also supported the idea that higher education and student affairs professional associations, not just ASCA, may need to reflect on their professional development opportunities concerning learning outcome and assessment application for different functional areas, primarily student conduct.

Use of Learning Outcomes and Assessment Practices

In the qualitative component of the 2009 audit, most institutions reported the data collected in assessment projects were provided to the vice president for student affairs and were used to assist in other assessment projects (Goldstein et al., 2010a); however, one institution stated it was "still being determined who this data will be reported to" (Goldstein et al., 2010a, p. 12). No other specific information for how departmental improvements from assessment projects was collected in this component of that study. In 2012, the researchers found it was "difficult to discern from the data how professionals may be making improvements to their program" (Goldstein et al., 2013, slide 52). There was no official documentation of how assessment

outcomes and findings were being presented or used in meaningful ways (Goldstein et al., 2013). This study found a similar lack of communication on the changes implemented from assessment outcomes. Most respondents in the current study (55%) indicated they were aware of how data were used at their respective institutions, but use was mostly regarding system efficacy—departmental training, professional development, evaluation of department performance. Only 44.1% of respondents stated findings helped them to revise student learning outcome or program goals, but 64% did indicate findings helped them determine educational needs for the campus community.

It seems not much has changed since 2009 with student conduct educators use of assessment projects concerning learning outcomes and other categorical data. The work to collect and analyze data is being done, but there is little information addressing what student conduct programs are doing with these data. In the future, it would be helpful to have a targeted study exploring which student conduct programs have clearly defined learning outcomes for all or parts of the student conduct process. It would be constructive to know (a) if the learning outcomes are published or for internal use only and why, (b) how the learning outcomes were developed and used, (c) what assessments projects have been completed with the learning outcomes, and (d) what data-informed decisions have been made. This information could be advantageous for other student conduct programs that want to create learning outcomes and use assessment to gather empirical evidence that demonstrates student learning within the student conduct processes. Because respondents from universities in Regions 1 and 5 seemed to be doing quite a bit of work with assessment, starting with reviews of institutions in those areas may be a good place to start.

It is also important to note that although departmental assessment may include a goal of “improv[ing] the work being done with students outside the classroom” (Bentrim et al., 2015, p. xviii), the information is largely unpublished or publicly accessible. Part of the training and development of student conduct educators doing the assessment work also needs to focus on reporting, which may include providing a webinar for a professional association, written reports for divisional partners, or sections of the department website that can highlight the data in meaningful ways.

Expectations of Assessment Work

In this study, I found, on average, respondents somewhat agreed they believed students learn throughout the conduct process ($M = 4.16$, $SD = 0.845$), with most selecting they somewhat agreed (48%, $n = 97$) and strongly agreed (37.6%, $n = 76$) with the statement. Furthermore, on average, they agreed with the statement that student learning is an important aspect of the student conduct process ($M = 4.20$, $SD = 0.860$), with most somewhat agreeing (42.6%, $n = 86$) and strongly agreeing (42.1%, $n = 85$) with the statement. Nonetheless, the respondents did not necessarily support the idea that they were expected to inform students of learning outcomes or do any work towards assessing learning outcomes.

Section I Question 7 asked respondents to what degree they agreed or disagreed with the statement that they are expected to complete tasks to determine what learning has been attained by charged students at some point during the student conduct process. On average, respondents somewhat disagreed with the statement ($M = 2.78$, $SD = 1.317$), with most selecting *somewhat disagree* (27.7%, $n = 56$). Additionally, Section I Question 16 asked respondents to what degree they agreed or disagreed with the statement that they have used a rubric to determine whether learning outcomes have been attained by charged students at some point in the student conduct

process. On average, they responded between *never* and *sometimes* ($M = 1.70$, $SD = 1.197$), with most selecting *never* (66.3%, $n = 134$). I do recognize, however, that other methods may be deployed to determine whether learning outcomes have been attained, and the inclusion of the specific use of a rubric may have impacted responses.

In 2012, researchers found “despite the fact that more than **83%** of respondents reported that it is *important to assess learning*, the data are suggestive that **expectations around assessment are low**” (Goldstein et al., 2013, slide 55, original emphasis). Although student conduct educators believe learning happens and is important within a student conduct program, the assessment work, which is “vital to the teaching-learning process inherent with the professional practice of student conduct administration” (Goldstein & Stimpson, 2013, p. 42), has not quite aligned in importance just yet. Whether assessment is for accountability or improvement, data gathered can be helpful in determining (a) what students actually learn from student conduct procedures; (b) if a program has learning outcomes, are they are achieved by students; and (c) if changes need to be made the data can inform those actions (Ewell, 2009).

If good practice for student conduct work is to include “learning-centered practices” (ASCA, 2019, p. 2), then ASCA needs to promote good practices in learning outcome creation and assessment work. They have already included a chapter on assessment in the second edition of *Student Conduct Practice* (Stimpson & Ericson, 2020), provided access to the most recent CAS Standards and Guideline for Student Conduct Programs in their resources section of their website for registered members of the association, and created an assessment-track for the Summer 2022 Gehring Academy. On the other hand, there has been a considerable lack of information on learning outcomes and assessment best practices on their website. As the “leading

voice for student conduct in higher education” (ASCA, n.d., para. 1) it will be important for guidance on these topics to continue come from ASCA.

Findings and Implications

Comparing this study’s findings to the prior audits helped me to understand how student conduct practice has not developed or changed much regarding learning outcome and assessment work. However, I also reviewed this study’s data as an opportunity to restart—understanding where student conduct educators are currently with learning outcome and assessment practices and offering recommendations to move forward; that way student conduct programs are not in similar positions in another 10 years. In this study, I found the respondents agreed student learning is an important aspect of the student conduct process, and assessment projects should be completed. Despite these beliefs, respondents were not encouraged or expected, for the most part, to complete learning outcome creation or assessment tasks. Furthermore, this study determined that though there are several resources publicly available to assist student conduct educators with learning outcome and assessment creation and use, few used them or were even aware of them.

Not Collecting or Using Data

In the survey questions pertaining to respondents’ perceptions of learning outcomes and assessment practices and the reality of their use in student conduct programs, these data support a positive view of these practices. Yet, little actual work is expected and not much is known about any changes that were implemented. The respondents somewhat agreed to strongly agreed that the mission of their student conduct program included the promotion of student learning/development ($M = 4.59, SD = 0.743$), and that assessing student learning is an important aspect of the student conduct process ($M = 4.20, SD = 0.860$). Furthermore, the

respondents indicated they verbally explained intended learning outcomes to students just over half of the time ($M = 3.29$, $SD = 1.377$). Despite that, they were only sometimes to about half of the time expected to complete tasks to determine what learning has been attained by charged students ($M = 2.78$, $SD = 1.317$). Kinzie (2019) pointed out that “the assessment movement has made significant strides. . . [to] better document what student know and can do” (p. 592).

Although the respondents felt learning was important within student conduct programs, they did not collect data to highlight student learning attainment.

Additionally, on average, respondents agreed they believed students learn through the conduct process ($M = 4.16$, $SD = 0.845$). Yet, of the respondents who indicated data were collected for assessment projects ($n = 129$), only 44.2% indicated assessing students self-reported learning from the process, 28.7% indicated they assessed learning outcome attainment for charged students, and 15.5% indicated assessing learning outcome attainment for student conduct board. If the professionals doing the conduct work are not also doing the work to “provide powerful evidence of what student know and can do” (Kinzie, 2019, p. 593), they do not know if they are helping students to achieve expected learning milestones within the student conduct processes.

Moreover, of the 111 respondents that indicated assessment findings were used to make improvements in the student conduct program, just 44.1% indicated findings helped them revise student learning outcomes or program goals. Additionally, though most respondents (63.9%, $n = 129$) indicated they knew what information was collected regarding the conduct process, just

over half (55%, $n = 111$)² knew how that data were used to make improvements to their student conduct programs, and most (56.9%, $n = 115$) were not aware of any official reports generated from the assessment data. Shuh and Upcraft (2001) recommended creating several reports of result findings upon completion of an assessment cycle, based on the audience to receive such data. Not everyone needs all the data, all at once, every time there is a project, but with just over half of the respondents in this study knowing how the data were used, it may be time for student conduct programs to interrogate (a) where their data are housed, (b) who has access to it, (c) what decisions are made based on the data, and (d) if or how any assessment outcomes are communicated out to others in an effective manner.

Skills, Training, and Education

On average, the respondents agreed they have the knowledge and skills to write learning outcomes ($M = 4.04$, $SD = 1.052$). Their responses were also well above the midpoint between *neither agree nor disagree* to *somewhat agree* that they have the knowledge and skills to write an assessment plan ($M = 3.78$, $SD = 1.033$) and determine whether charged students have learned what was intended from a student conduct process ($M = 3.70$, $SD = 1.223$). However, their responses to being provided sufficient training to use learning outcomes and participate in assessment projects were a bit apathetic, with averages just barely over the mid-point range ($M = 3.12$, $SD = 1.396$; $M = 3.04$, $SD = 1.354$, respectively). Respondents felt they had knowledge and skills to do the work of learning outcome and assessment projects but had not been provided the training to do so as student conduct educators. This study did not delve into from where this lack

² Eight respondents marked *yes* for the first part of Question 20, but when prompted for more information in the second half of this question, they indicated the data collected are not currently used. Their responses were not adjusted in the overall data analysis. However, if those eight were added to the count for those who indicated *no*, the outcome of those who know how data are used to make improvements would only be 51%.

of congruence stemmed, but further questions regarding respondents' formal education and training on these topics may hold further explanation.

Most of the respondents in the study (47%, $n = 95$) had earned their highest degree of education from 2016–2021 and indicated they were taught how to create and use learning outcomes (50.8%, $n = 62$) and assessment techniques (49.7% $n = 73$) during their graduate coursework. However, when the chi-square test was completed, the data confirmed there was no statistical significance for the dependency of when a respondent earned their degree and if they were taught to create and use learning outcomes, $\chi^2 (3, N = 201) = 5.593, p = .133$. However, there was a statistical significance for when a respondent earned their degree and if they were taught to create and use assessment practices, $\chi^2 (3, N = 201) = 11.932, p = .008$. The more recent the degree attainment, the more likely respondents were formally educated on assessment practices. I did not analyze the data to determine if those who had been taught assessment in their graduate program were expected to do assessment tasks in their current roles but understanding any connections may be helpful in the future to determine what support can be extended to those who graduated some time ago than more recently.

Overall, respondents felt they had knowledge and skills in the subject areas, and I found that year of degree attainment had no bearing on formal education of learning outcome practices, but it did for assessment practices. The more distant the degree attainment, the less formal education respondents had with creation and use of assessment. It may be helpful in future studies to understand who is responsible for assessment projects in student conduct programs and what education or formal training they have with these topics. It is also important for those who lead student conduct programs to ascertain the formal education, knowledge, and skill sets of the staff members responsible for assessment projects in their departments. Because determining if

learning outcomes have been achieved requires assessment skills and more supplemental training may need to be provided to those doing the work. Lastly, future studies may need to further separate research on assessment practices from research on the use of learning outcomes. The 2009 and 2012 audits (Goldstein et al., 2010a, 2012) focused on learning outcome assessment, but this study explored assessment techniques apart from learning outcome assessment because not every student conduct program has learning outcomes and not every assessment project is about evaluating learning outcomes.

Awareness of Resources

Published resources can offer supplemental training and support to assist student conduct educators with learning outcome and assessment practices. As a student conduct educator myself, who had limited formal education on assessment techniques, I took advantage of many resources available when working on assessment projects. As a researcher, I wanted to know if other student conduct educators were aware of some these resources or were applying the practices detailed, especially considering four of the five resources were published after the 2012 audit.

When all the responses were compiled for the five resources ($N = 1,009$), most respondents indicated they were not aware of the five resources identified (36%, $n = 363$), and those who were aware of some of the resources had not read the specific section regarding assessment and student conduct (33.6%, $n = 339$). If the respondents were not aware of these publications, I wondered what resources they were tapping into and applying. Not too surprisingly, most respondents read and used the *CAS Standards and Guidelines for Student Conduct Programs* (CAS, 2019; 60.4%, $n = 122$). This resource has been published the longest,

and CAS Standards and Guidelines are used for a multitude of student affairs offices, not just student conduct programs.

The most surprising outcome to me was the lack of awareness of *Conduct and Community: A Residence Life Practitioner's Guide* (Hudson et al., 2018). Only half (50.2%, $n = 101$) of the respondents were aware or had read this resource. This publication was created to support residence life practitioners navigating the “intersection between student conduct and college and university residence halls” (Acosta et al., 2018, p. 1). The chapter on assessment helps these educators further delve into meaningful data that comes with housing programs (Heiser et al., 2018). Because this resource had been available for 4 years when this study was conducted, I did not expect that just about half of respondents would not be aware of it. Yet, when I considered only 21.8% ($n = 44$) of respondents identified as being a residence life professional with some conduct, it is understandable why their awareness was low. I am not aware of the book sales data, but perhaps ASCA and ACUHO-I may need to reevaluate how they market and encourage use of this resource to their respective memberships.

Who Is Doing Learning Outcome and Assessment Work?

I wanted to know if there was an area of the country where student conduct educators were more likely to be directly involved in efforts to assess student learning. The mean scores revealed that the averages from Region 1 (i.e., Alaska, Washington, Oregon, Idaho, Montana, Wyoming) and Region 5 (i.e., Oklahoma, Arkansas, Texas, Louisiana) were the highest frequencies above the midpoint of about half the time ($M = 3.44$, $SD = 1.424$ for both), though many of the regions were above the midpoint. A good starting place for future research into what assessment projects of learning attainment student conduct programs complete could be with

institutions in these regions. They may be participating in projects that can be identified as overall good practices for other student conduct programs to implement.

On the other hand, Region 2 (i.e., California, Hawaii, Guam, American Samoa, Northern Mariana Islands) had an average score just above the sometimes level ($M = 2.29$, $SD = 1.604$). Although I am not advocating all student conduct programs need to complete the same assessments or need to have the same learning outcomes, it could be helpful to understand why respondents from Region 2 are only sometimes completing learning assessments. Is it a lack of training or knowledge? Is it a lack of institutional support? Is there some other priority that limits the work? These questions were not within the scope of this study, but in an effort to support the student conduct educators of Region 2, and other regions where the average score was below the about half the time level (see Table 9 in Chapter 4), research on why assessment of student learning is not occurring can be helpful in providing productive solutions.

Recommendations for the Future

Throughout this chapter, I have provided several recommendations. Further research is needed in several areas to fully elaborate on some of the key areas. For one, the respondents in this study felt they were knowledgeable and able to do the work of learning outcome and assessment creation and use but did not have the support or formal training. Exploration into why preestablished trainings are not provided or used could help student conduct program supervisors ascertain what they need to offer to support their departmental staff, or help professional associations develop these opportunities for development.

Similar to past studies, this study was not able to establish what changes were implemented from student learning assessment data. It is one thing for a student conduct program to have learning outcomes or do assessment work, but if data-informed decisions are

not being made or presented, student conduct programs may be hard pressed to show the great work they do to support student growth and development. Ewell (2009) recommended the good assessment practice of thinking about the result at the start of the assessment project creation. He also recommended including built-in potential uses of the outcomes when composing the assessment plan and thinking of what the data may highlight and what steps may be taken due to any new information. Promoting these good practices of assessment practice in student conduct can help shape and form what is done in these programs.

I also recommend student conduct program supervisors review the skills, training, and knowledge of the employees assigned to learning outcome and assessment work for their respective programs. They could ask themselves the following questions: When did they graduate? Did they receive formal training? Have they been provided professional development on the topic? If a student conduct program is undergoing a formal review, it may be helpful to build this reflection into the review.

As ASCA's Archiving Committee continues to capture the association's milestones (ASCA, personal communication, February 28, 2022), I recommend they expand their inquiry to look at research completed with student conduct. To start, they could make the prior audits of practice accessible to the membership. I was only able to receive the information due to my attempts at finding an original source and sending a cold email to the original researchers, who were then kind enough to respond. This committee has a great opportunity to create a clearinghouse of resources connected to student conduct education on which future researchers can build.

There have now been three research studies since 2009 exploring learning outcomes and assessment practices within student conduct programs and the skills of student conduct educators

(i.e., Goldstein et al., 2009, 2012, and this study). All three of these studies have similar outcomes and not much has changed. If it is essential for student conduct programs to provide “student learning and growth within our diverse student populations” (ASCA, 2019, p. 1), then student conduct programs need to collect and analyze the empirical data that highlights what student conduct programs do that support students’ changed behavior and what students are learning from these processes. I would recommend looking to the institutions in ASCA’s Regions 1 and 5, as those respondents are more likely to be directly involved in efforts to assess student learning. Research to understand what they do, how they do it, and what they do with the assessment information can prove beneficial to the field.

Another area of research that may be helpful in this topic area is comparing the types of roles student conduct educators hold and their assessment job duties or tasks, as well as their training and education on learning outcomes and assessment. As I was analyzing the collected data, I was curious if respondent’s roles may have a significant impact in their responses, but seeking that answer was outside the scope of my initial research inquiry. Furthermore, with an increase in the participation of residence life professionals to studies of this nature, I believe future data may shed a light on how student conduct educators evaluate what and how students learn through student conduct processes.

Lastly, to echo one of the recommendations from the 2009 study (Goldstein et al., 2010a), I recommend research regarding student conduct programs use of learning outcomes and learning assessment be conducted on a semiregular basis. Although having presentations, webinars, skill support, and an ASCA community of practice on the topic is great, it is hard to develop resources and best practices to assist the community if there is no formalized tracking and presentation of this information.

Study Limitations

In review of this study, I identified several limitations that may have affected the responses, findings, and outcomes.

Lack of Residential Life Staff Voices

One of the goals of this study was to explore the responses from student conduct educators who may not work in student conduct offices or are members of ASCA. As a former residential life professional who became a student conduct educator, I had firsthand experience of not working in the conduct office but being responsible for student learning through the conduct processes. I wanted to make sure those voices had a chance to be heard. Although I targeted two residence life specific Facebook groups with the calls for participants and contacted several colleagues I knew oversaw or had connections to residential life programs, only 21.8% of respondents identified themselves as residence life professionals with some conduct experience. I think the response rate for residential staff was limited by not having ACUHO-I send out the call for participants, and in the future, I think a successful partnership may be helpful in capturing these missing voices.

Scope of Participant Demographic Too Narrow

To ensure respondents had some knowledge or exposure to learning outcomes and assessment techniques, I required respondents to have obtained a master's degree. I also did not want to have too broad of a population (e.g., faculty or other administrators who may sit on a conduct board panel), so I limited employment criteria to those who reported to student conduct programs, housing and residence life departments, or equivalent offices. I now believe the combination of those two criteria points may have excluded those who would have been able to provide significant data. During the summer of 2022, on some higher education Facebook

groups, there were several job postings for residential life positions where conduct case adjudication was a job function, but the positions did not require a master's degree. Therefore, it is likely individuals in those positions may be responsible for ensuring learning outcomes are attained through a student conduct process but would not have been eligible for this research. If this study is to be repeated, I would recommend adjusting the criteria to be more inclusive. It may also be worthwhile to capture the perceptions of those who sit on hearing board panels and their understanding of learning within student conduct processes.

Timing

The original goal was to invite participants to complete the survey in early April 2022. Due to research approval timelines, adjustments made to materials, and awaiting research support approval from two professional associations, my timeline was delayed. I did not want to send this survey at the end of April, knowing many institutions were concluding traditional semesters. I decided to wait until the start of May 2022 instead. I assumed although semester-based schools were ending, and those in housing and residence life departments may be busy for the first 2 weeks of the month with residence hall closures and transition to summer school housing, staff schedules would be a bit lighter by the 2nd and 3rd week of May. I also spoke with some colleagues who were on the quarter-system who stated May was toward the end of midterms and perhaps not as hectic of a time. I do not have the evidence to suggest that the timing hindered the response rate, but the 2012 study was administered in November and December and received a higher return rate. In future iterations of this, or a similar, study, I recommend reviewing the timing of the study so it takes place more toward the middle of a traditional semester than at the start or end of the semester.

Terminology

I was very intentional with my use of educator rather than administrator or practitioner when discussing employees who oversee conduct case adjudication. I first became exposed to the term during a conference presentation (Shepard & Crain, 2020) and in recent publications (Bates, 2021; Waryold & Lancaster, 2020). Yet, not all who do conduct work may inherently see themselves as educators. They simply may be administrators of a process. That is not meant to be a judgement on them or their work, but rather a constructive criticism of my own work. I may not have fully explained or described effectively enough why I used this terminology in my call for participants or in the survey instrument. Some eligible participants may have viewed the initial wording and determined they were not eligible before reading the full criteria. In the future, more context for the terminology is needed to ensure full understanding from possible participants.

Conclusion

Teaching and Learning in Higher Education (n.d.) stated, “Learning is not something done *to students*, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences” (para. 3, original emphasis). Student conduct educators help students walk through their accountability experiences and learn along the way. In 2013, Waryold pointed out that “Gone are the days of when student conduct can anecdotally suggest that students are learning through the disciplinary process” (p. 13). Empirical data reigns supreme in higher education, and student conduct programs are not immune to collecting and presenting data. Most educators who participated in this study believed student learning is part of the student conduct process; now student conduct educators must showcase the learning students have attained within their processes and make data informed decisions for their programs.

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APPENDIX A
SURVEY INSTRUMENT



**UNIVERSITY OF
GEORGIA**

An Exploration of Knowledge and Application of Learning Outcome and Assessment Practices in Student Conduct Programs

You are being asked to take part in a research study. The information in this form will help you decide if you want to complete the survey. Please ask the researcher(s) below if there is anything that is not clear or if you need more information.

Principal Investigator: Merrily Dunn, Ph.D., Associate Professor
Counseling and Human
Development Services
[REDACTED]

Student Co-Investigator: Nicole Kogan
[REDACTED]

Purpose of Survey

The purpose of the study is to explore current student conduct educators' perceptions of learning outcomes and assessment practices and use within student conduct programs. Participation in this research is completely voluntary and you can refuse to participate before the study begins or stop taking part at any point. If you decide to participate in this study you will be asked a series of questions dealing with the following topics: learning outcomes, assessment practices, data collection and distribution, and data-informed decision making. We estimate that it will take 20-25 minutes to complete the survey.

Participant Criteria

As a reminder, to be eligible to complete this survey, participants must meet the following criteria:

- Currently employed full-time at an accredited college or university in the United States or U.S. Territory, and have been so for at least six months.

- Current primary employment reports to a student conduct program, a housing and residence life department, or equivalent office.
- Have completed a master's degree in higher education, student affairs, college student personnel, or other related field.
- Currently participate in individual student conduct proceedings (non-academic integrity, non- Title IX or VII) as one or more of the following: hearing officer, case manager, hearing board advisor or member, appellate officer, judicial officer responsible for hearing process, training administrator of the student conduct process, or staff responsible for the overall administration of a student conduct program on their campus.

For the purposes of this study, a person who meets the above criteria is identified as a "Student Conduct Educator."

Data Collection

Pursuant to the European General Data Protection Regulation (GDPR) UGA, acting in its capacity as a data controller under the GDPR with respect to the information gathered from you the data subject, must obtain your explicit, affirmative consent before it can collect or process your data for this project. Any data, including sensitive personal data, that is collected from you will be for the sole purpose of participating in the research study entitled "Perceptions of Educative Practices in Student Conduct Programs" referenced above, and is necessary for the completion of the study. This may include processing the data as required to comply with applicable laws. The University has an EU GDPR Compliance Policy which includes your individual rights concerning your data. Please see the EU GDPR Compliance Policy.

UGA is committed to ensuring the security of your information. We have put in place physical, technical, and administrative safeguards designed to prevent unauthorized access to your information. Your data will be held under security standards for sensitive devices outlined in the UGA Policy - Minimum Security Standards for Sensitive Devices. Data will be handled and processed only by the persons who are responsible for the necessary activities for the purposes above. The information you provide will/will not be associated with any identifier. No automated decision making will be performed, including profiling, and the collected data will not be further processed other than the purpose for which it was collected. The data will be stored for a period 1 calendar year upon successful completion of this research project and accompanying dissertation.

Benefits, Harm, Compensation

There will be no direct benefit to you for your participation in this study. However, we hope that by learning more about your experiences with educational components of student conduct programs other and future student conduct educators can continue to create, develop, and facilitate student conduct processes that are not only fair and equitable, but educative at all points in the process.

We do not expect that filling out this survey will create any risks or discomforts on your part.

There is an opportunity to enter a drawing to receive one of four gift cards, valued at \$100, \$75, \$50, or \$25. You may click on this link [REDACTED] to complete the entry form; the link will also be available upon completion of the survey. Entry into the drawing is voluntary and survey responses will not be connected to your drawing entry. You do not need to complete the survey to be eligible for the drawing.

If you have any further questions about this research project please contact Nicole Kogan at [REDACTED] You may also reach out to Dr. Dunn at [REDACTED] with any concerns. If you have any questions or concerns regarding your rights as a research participant in this study, you may contact the UGA Institutional Review Board (IRB) at [REDACTED]

Consent

Submitting this survey is evidence of your consent to participate in this study and use of your responses as research data. If you do not wish to proceed, simply close the browser now. If, after starting the survey, you decide you no longer wish to continue, simply close the browser.

By clicking the red arrow, you are consenting to participate in this survey and confirming that you will only submit one completed survey.



[Page Break]

Educative Practices of Student Conduct Programs Survey

This survey instrument has been adapted from: ASCA Membership Survey: Assessment Practices and Perception (Goldstein et al., 2012) and Assessing Learning in Student Conduct Programs (Goldstein et al., 2010).

Terms & Definitions:

1. **Charged Student:** a student, as defined by respective institutions, who is alleged to have violated an institution's policies (e.g. student code of conduct, honor code, etc.)
2. **Student Conduct Process:** The resolution of an incident report that has been provided to a university employee to address possible violations of university policy by an enrolled student. This may include, but is not limited to: inquiry, investigation, application of alleged violations (charges) to student, notification of meeting and outcomes, hearing/panel or board meeting, application, and completion of sanctions/educational activities, etc.

Section I: Practices and Perceptions

Please indicate the degree to which *you* agree or disagree with each of the following statements regarding your current work with the student conduct program and processes

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1. The mission of the student conduct process includes the promotion of student learning/development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I believe the student conduct process is designed to be an educational opportunity for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I believe students learn throughout the student conduct process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I can provide credible evidence to support that students learn throughout the student conduct process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. It is important to assess the learning that occurs for a charged student referred through the student conduct process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Learning outcomes inform the work of the student conduct process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I am expected to complete tasks to determine what learning has been attained by charged students at some point during the student conduct process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I believe assessing student learning is an important aspect of the student conduct process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I have the knowledge and skills to write learning outcomes for the student conduct process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I have the knowledge and skills to write an assessment plan for the student conduct process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I have the knowledge and skills to determine whether charged students are learning what is intended from the student conduct process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I have been provided sufficient training to utilize learning outcomes in my role as a Student Conduct Educator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I have been provided sufficient training to participate in assessment projects in my role as a Student Conduct Educator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree

[Page Break]

Section I: Practices and Perceptions cont.

Please indicate how often the following activities occur in your current work with student conduct programs and processes.

	Never	Sometimes	About half the time	Most of the time	Always
14. I am directly involved (e.g. perform tasks) with efforts to assess what students learn from the student conduct process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I verbally explain intended learning outcomes to charged students at some point in the student conduct process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I utilize a rubric to determine whether learning outcomes have been attained by charged students at some point in the student conduct process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I review completed sanctions to determine whether learning outcomes have been attained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Learning outcomes for the student conduct process are published in a publicly accessible location (e.g. university website, in a handbook, a poster in the office, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Sometimes	About half the time	Most of the time	Always

[Page Break]

Section I: Practices and Perceptions cont.

If you select “No” for any of the following three questions you will be directed to the next question.

If you select “Yes” for any of the following three questions you will be prompted to provide additional details.

19. Are you aware of what information is collected for assessment projects regarding the student conduct process at your current institution?

Yes

No

[Page Break—Skip logic: If “No,” proceeds to question 20]

19 cont. Since you selected "Yes," please indicate what information is collected for assessment projects regarding the student conduct process (select all that apply).

Conduct charges adjudicated (e.g. number of students charged with policy violations)	Learning outcome attainment for charged students	Student satisfaction with the process
Demographic data on students <i>charged</i> with violating the student conduct code (e.g., gender, race, year in school)	Learning outcome attainment for student conduct board members	Student self-reported learning from the process
Demographic data on students found responsible for violating the student conduct code (e.g., gender, race, year in school)	Student perception of fairness	Prefer not to answer
Hearing outcomes and sanctions assigned (e.g., number of students found responsible, placed on probation)	Student perception of timeliness	Other (please specify)
<input type="text"/>		

20. Are you aware of how your current institution uses assessment findings to make improvements to the student conduct process?

Yes

No

[Page Break—Skip logic: If “No,” proceeds to question 21]

20 cont. Since you selected "Yes," please indicate all the ways you are aware that assessment findings are used to make improvements in the student conduct process (select all that apply).

The findings help prepare a self-study or program review	The findings help evaluate staff/faculty performance	I know they were utilized, but I do not know specifically how
The findings help revise student learning outcomes or program goals	The findings help evaluate overall program or department performance	Prefer not to answer
The findings help improve professional skills and strategies for individual student conduct educators	The findings help determine training needs for student conduct educators	Other (briefly describe): <input type="text"/>
The findings support budget requests for financial support	The findings help determine educational needs for the campus community	

21. Are you aware of any official report(s) generated based on assessment projects for student conduct at your current institution?

Yes

No

[Page Break—Skip logic: If “No,” proceeds to Section II]

21 cont. Since you selected "Yes," please indicate all the community members you are aware of who receive assessment reports about the student conduct process (select all that apply).

Faculty partners	Student Affairs or other divisional leadership	End of the year or annual reports provided to departmental leadership
Student organization advisors	Student conduct board members	I know it is disseminated, but I do not know who receives it
Academic leadership	Student leadership	Prefer not to answer
Student Affairs or other divisional departments	Findings are posted on the student conduct or residence life website	Other (briefly describe):
		<input type="text"/>

[Page Break]

Section II: Resources

Please indicate your awareness of the following resources. The title links will take you to an external website with more information for each resource.

1. ASCA's [Knowledge and Skills](#) (2021)

I am not aware of this resource

I am aware of it but have not read the section on Assessment

I have read the section on Assessment *but do not* apply the information in my work

I have read the section on Assessment *and I do* apply the information in my work

2. ASCA's [The State of Student Conduct: Current Forces & Future Challenges: Revisited](#) (2013)

I am not aware of this resource

I am aware of it but have not read Competency Nine: Assessment

I have read Competency Nine: Assessment *but do not* apply the information in my work

I have read Competency Nine: Assessment *and I do* apply the information in my work

3. ASCA's [Student Conduct Practice, 2nd edition](#) (2020)

I am not aware of this resource

I am aware of it but have not read Chapter 8: Assessment and Student Conduct

I have read Chapter 8: Assessment and Student Conduct *but do not* apply the information in my work

I have read Chapter 8: Assessment and Student Conduct *and I do* apply the information in my work

4. ASCA/ACUHO-I's [Conduct and Community: A Residence Life Practitioner's Guide](#) (2018)

I am not aware of this resource

I am aware of it but have not read Chapter 10: Assessing Conduct and Student Behavior

I have read Chapter 10: Assessing Conduct and Student Behavior *but do not* apply the information in my work

I have read Chapter 10: Assessing Conduct and Student Behavior *and I do* apply the information in my work

5. [CAS Standards and Guidelines for Student Conduct Programs](#) (editions from 2015-present)

I am not aware of this resource

I am aware of it but have not read the CAS Standards and Guidelines for Student Conduct Programs

I have read CAS Standards and Guidelines for Student Conduct Programs *but do not* apply the information in my work

I have read CAS Standards and Guidelines for Student Conduct Programs *and I do* apply the information in my work

[Page Break]

Section III: Institutional and Personal Demographics

1. Institutional Size (number of students enrolled)

- Less than 2,000 10,001 – 15,000
 2,001 – 5,000 15,001 – 20,000
 5,001 – 10,000 More than 20,000

2. Type of institution (select all that apply)

Public	Award up to Doctoral degrees	Technical College	Predominately Black Institution (PBI)
Private	Award up to Masters degrees	Tribal College	Hispanic Serving Institution (HSI)
For Profit	Award up to Baccalaureate degrees	Historically Black Colleges and Universities (HBCU)	Access Institution
Two-Year	Award Associates degrees	Predominately White Institution (PWI)	Other designation not listed (please provide)
			<input type="text"/>
Four-Year	Community College		

3. Region of Institution

Based on [ASCA designations](#)

Region 1: Alaska, Washington, Oregon, Idaho, Montana, Wyoming	Region 5: Oklahoma, Arkansas, Texas, Louisiana	Region 9: West Virginia, Virginia, District of Columbia, Maryland
Region 2: California, Hawaii, Guam, American Samoa, Northern Mariana Islands	Region 6: Illinois, Indiana, Michigan, Ohio	Region 10: Delaware, Pennsylvania, New York, New Jersey
Region 3: Arizona, Colorado, Nevada, New Mexico, Utah	Region 7: Kentucky, Tennessee, North Carolina, South Carolina	Region 11: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Region 4: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin	Region 8: Mississippi, Alabama, Georgia, Florida, Puerto Rico, U.S. Virgin Islands	Not listed (please identify location)

4. Which option most closely describes your current primary area of responsibility

Full-time Student Conduct Educator—Senior Conduct Officer

Full-time Student Conduct Educator

Senior Student Affairs Officer

Student Affairs Generalist with some conduct

Residence Life Professional with some conduct

Supervisor of student conduct program (position not already listed)

Other (please specify)

[Page Break]

Section III: Institutional and Personal Demographics cont.

5. How many years have you worked in higher education (round to nearest year)?

Still in first year-3 years

4-6 years

7-10 years

11+ years

6. How many years have you worked in your current role (round to nearest year)?

Still in first year-3 years

4-6 years

7-10 years

11+ years

7. Highest degree you have earned?

Masters

Educational Specialist or ABD (all but dissertation)

Ph.D., Ed.D., J.D. or equivalent terminal degree

Other: (please specify)

8. In what year did you attain your highest degree?

Prior to 2004

2004-2009

2010-2015

2016-2021

9. Were you taught how to create and use learning outcomes at any point during your graduate coursework?

Yes

No

10. Were you taught how to create and use assessment techniques at any point during your graduate coursework?

Yes

No

11. How did you receive this survey?

ASCA email

It was sent to you directly by a colleague or third party

Post on social media (please specify which group)

[Page Break]



**UNIVERSITY OF
GEORGIA**

Thank you for your time spent taking this survey.

Your response has been recorded. You are welcome to close your browser now.

If you would like to be entered into a drawing for one of the four gift cards (\$100, \$75, \$50, or \$25), please click this link [\[REDACTED\]](#) you will be directed to an unconnected entry form. You are not required to participate in the drawing and are welcome to close your browser now.

APPENDIX B

QUANTITATIVE AND QUALITATIVE INSTRUMENTS FROM ASCA

Quantitative and Qualitative Instruments from *ASCA audit of professional practice; Learning assessment in student conduct administration* (Goldstein et al., 2010a)

Permission to include in study provided by lead researchers

*Association of Student Conduct Administrators (ASCA)
Goldstein, Pflugar, Stimpson, and Green*

June 25, 2009

Survey of Current Practice

“Colleges and universities increasingly are emphasizing educational practices that help students both achieve essential learning outcomes *and* also demonstrate their achievement across multiple levels of learning.”

Carol Schneider, AAC&U President

Findings of a national study released April 2009 ¹ by the Association of American Colleges & Universities (AAC&U) indicate that a large majority of colleges and universities have established intended learning outcomes for undergraduate students and systems for evaluating them:

- ◆ Nearly 80% of colleges now have a broad set of learning outcomes for all students
- ◆ More than 70% now assess outcomes across the curriculum beyond the use of course grades
- ◆ Even so, only 37% believe that a majority of their students understand the learning outcomes established for them. This finding reveals a need to further understand how intended learning outcomes are communicated to students.

Purpose of the ASCA Membership Survey of Current Practice

The purpose of this survey is to document and explore current practice of ASCA member/conduct officers regarding the assessment of student learning outcomes during the student conduct process. The results will be presented to ASCA with an educational agenda, and recommendations for new resources, programs, and practical tools for colleges and universities.

Target Audience:

This survey is being sent to all members of the ASCA. Please complete this survey if you have direct responsibility for student conduct administration, and/or are a staff member that advises a conduct board, or serves formally or informally as a university judicial officer for hearings or appeals.

¹The 2009 study was completed by 433 members of the AAC&U and that serve as chief academic officers at a diverse selection of colleges and universities (i.e., public and private, 2-year and 4-year, large and small).

For more information about the study:

http://www.aacu.org/membership/documents/2009MemberSurvey_Part1.pdf

For more resources and information about the AAC&U:

http://www.aacu.org/press_room/press_releases/2009/membersurvey09.cfm

Instructions:

The survey below will take approximately 20-minutes to complete. All responses will be recorded and presented as aggregate data. All responses are anonymous.

Assessment in Student Conduct Programs

Please indicate if staff members in the student conduct office at your institution identify student learning outcomes for charged students, utilize sanctions to intentionally educate students, and document/report learning gains:

- | | | | |
|--|-----------------|-------------------|-------------|
| 1. Staff members in the student conduct office produce an annual report. | Yes | No | |
| 2. Does your student conduct office state that it has an educational mission? | Yes | No | |
| 3. Does your student conduct office record educational statistics related to the mission in the annual report? | Yes | No | |
| 4. As a conduct officer, do you believe you are an effective educator? | Yes | No | |
| 5. Do you develop intended learning outcomes for charged students in the student conduct system? | Yes | No | |
| a) Do you communicate intended learning outcomes to charged students? | Yes | No | |
| b) How do you communicate intended learning outcomes to charged students? | Verbally | In Writing | Both |

6. How often do staff members in the student conduct office assess what students have learned as a result of the conduct system?
- | | | | |
|--|----------------------------|-----------------|--|
| Upon
Completion
of Sanction | Once a
Semester | Annually | We do not
assess
effectiveness
of sanctions |
|--|----------------------------|-----------------|--|
7. How often does your office survey charged students about their perception of the student conduct process (e.g. fundamental fairness, learning attained, satisfaction)?
- | | | | |
|--|----------------------------|-----------------|--|
| Upon
Completion
of Sanction | Once a
Semester | Annually | We do not
assess
effectiveness
of sanctions |
|--|----------------------------|-----------------|--|
8. Staff members in the student conduct office state in an annual report or through some other avenue, statistics based on conduct charges (e.g. number of students charged with alcohol violations, etc.).
Yes No
9. Staff members in the student conduct office state in an annual report or through some other avenue, demographic statistics based on students who were charged with conduct violations (e.g. gender, race, etc.).
Yes No
10. Staff members in the student conduct office state in an annual report or through some other avenue statistics on outcomes of hearings and sanctions assigned (i.e. number of students found responsible/not responsible, number of students assigned a sanction).
Yes No
11. Staff members in the student conduct office have identified learning outcomes related to their work as student conduct officers.
Yes No
12. Staff members in the student conduct office report which learning outcomes are most frequently influenced.
Yes No
13. My conduct office views sanctions as 'educational interventions' that facilitate the intended learning outcomes from the student conduct process.
14. The 'effectiveness of sanctions' is measured/determined by: _____

Data Collection and Reporting

Please indicate if staff members in the student conduct office at your institution engage in the following Data Collection and Reporting activities:

- | | | | |
|--|----------------|---------------|-------------|
| 15. Data on the types of conduct charges adjudicated through your office (e.g. number of students charged with alcohol violations, etc.). | Collect | Report | Both |
| 16. Demographic data on students charged with conduct violations (e.g. gender, race, etc.). | Collect | Report | Both |
| 17. Data on hearing outcomes and sanctions assigned (e.g. number of students found responsible/not responsible, number of students assigned a sanction). | Collect | Report | Both |
| 18. Formally report student conduct outcomes through departmental, divisional, or institutional process (e.g. annual report). | | Yes | No |

In the next set of questions, please indicate if staff members in the student conduct office at your institution are currently engaged in the following activities and the frequency of those activities.

19. Staff members in the student conduct office survey charged students, asking the student to rate items such as: fairness, timeliness, satisfaction with the conduct process, etc.
Yes No
20. How often do staff members conduct the survey?
On an ongoing basis Once a Semester Once an Academic Year Other:_____
21. Staff members in the student conduct office assess the effectiveness of sanctions
Yes No
22. How often do staff members conduct the assessment
On an ongoing basis Once a Semester Once an Academic Year Other:_____
23. Staff members in the student conduct office assess what students have learned as a result of interacting with the conduct system
Yes No
24. How often do staff members conduct the assessment
On an ongoing basis Once a Semester Once an Academic Year Other:_____
25. Are learning outcomes established by your office?

26. Are learning outcomes assessed by your office?
27. Is the attainment of learning outcomes recorded by your office?
28. Is the attainment of learning outcomes reported by your office?

In this next set of questions, please indicate the degree to which you agree with each of the following statements using the following scale:

1 = Strongly Disagree

5 = Strongly Agree

29. Staff members in my office are expected to incorporate learning outcomes in their work with students.
1 – Strongly Disagree 2 3 4 5 – Strongly Agree
30. Assessing student learning is an important part of the institutional culture where I work.
1 – Strongly Disagree 2 3 4 5 – Strongly Agree
31. I attempt to assess individual student learning as I work with students.
1 – Strongly Disagree 2 3 4 5 – Strongly Agree
32. I have the skills and abilities to develop and write learning outcomes related to my work as a student conduct officer.
1 – Strongly Disagree 2 3 4 5 – Strongly Agree

C. Attitudes and Beliefs

In this next set of questions, please indicate the degree to which you agree with each of the following statements using the following scale:

	Strongly agree	Agree Somewhat	Neutral	Disagree Somewhat	Strongly Disagree
33. Assessing student learning is an important part of the institutional culture where I work.	1	2	3	4	5
34. I am able to develop learning outcomes related to my work as a student conduct officer.	1	2	3	4	5
35. I am able to assess and report student learning outcomes.	1	2	3	4	5
36. I would like ASCA to offer professional development opportunities focusing on the assessment of student learning.	1	2	3	4	5

D. About Your Institution and Office of Student Conduct:

37. Total institutional enrollment

 Less than 2,000 10,001 – 15,000 2,001 – 5000 15,001 – 20,000 5,001 – 10,000 More than 20,000

38. Type of institution:

 4-Year Public 4-Year Private 2-Year Public 2-Year Private

39. Number of full-time professional staff in the office of student conduct:

40. Approximate number of students adjudicated during the last academic year (2008-2009)

E. About You

41. Your age:

 18-24 40-44 25-29 45-49 30-34 50-59 35-39 60 or over42. Your gender: Male Female

43. Your race:

44. Highest degree you have earned:

 Bachelor's Degree Master Doctorate JD

45. Years working in student affairs

46. Years working in student conduct administration

[Qualitative component of study continued on next page]

Audit of Professional Practice

Assessing Learning in Student Conduct Programs

Interviewer: _____ Date: _____

Interviewee: _____ School: _____

E-mail: _____ Phone: _____

Hello, my name is _____, I am calling for our scheduled phone interview. I am going to first go over the purpose and process. Please feel free to ask any questions you may have.

The purpose of this call is to better understand your current practice of assessing learning in the student conduct process at your institution. We are contacting you because you responded that you currently assess learning and indicated a willingness to share information and resources with other members of ASCA. Our goal is to increase the learning assessment resources available to ASCA members and to encourage further exploration of this important area. We will present our findings to ASCA so that they can make the information available through the member-access web site. Any information you provide will have your Office and institution's contact information clearly indicated. Do you have any questions?

I have a protocol of questions to follow to guide us through this process. Are you ready to get started?

- I. The first series of questions are intended to provide us with a **broad overview** of your process for assessing learning in the student conduct system.
 - a) Why is assessing learning in the student conduct system important to you and/or your community?

- b) In which areas of the student conduct system do you assess learning (i.e., student justice training, student justice experience, *hearings* for charged students, *sanction* for students found responsible)?
 - c) How long have you been assessing learning in the student conduct system?
 - d) What changes and improvements have you made to the assessment process over time?
 - e) Why did you begin assessing learning in the student conduct system?
 - f) When you first began assessing learning in the student conduct system, what did you find most challenging? What helped you work through these challenges?
 - g) What part of your education and training best prepared you to assess learning in the student conduct process? Where did you receive this education and training?
 - h) Do you think ASCA should do more to prepare its members to assess learning in the student conduct system? If so, what type of professional development opportunity do you think would most help the Association's members?
 - i) Given your level of experience in learning assessment in student conduct programs, what type of professional development opportunity would offer the most support to you?
 - j) Has the process of assessing learning improved your practice as a student conduct officer? If so, in what ways? If not, why do you think this is the case?
- II. The next series of questions are about the use of **learning outcomes** in your assessment process.
- a. Do you utilize defined and measurable learning outcomes in the student conduct system? *If NO, what process do you use to identify the learning needs of the student?*
 - b. What process did you use to develop learning outcomes for your student conduct system?
 - c. Who was involved in the development of the learning outcomes?
 - d. In what way were, or are, students involved in the writing of the learning outcomes?
 - e. Are learning outcomes identified and explained to students verbally at a point in the hearing? If so, how is this done?
 - f. Are the learning outcomes identified and explained to students in writing in the decision letters? *If so, are you comfortable providing a redacted sample of a decision letter that clearly identifies learning outcomes for student conduct officers to reference?*
 - g. Are the learning outcomes identified and explained to students verbally and/or in writing during sanction completion? If so, how is this done?
 - h. We are interested in collecting and presenting all learning outcomes utilized by campuses. This is best done by sending them electronically via e-mail. Are you comfortable doing this?

- III. The next series of questions are about the relationship between identified learning outcomes, **sanctions**, and the process used for determining learning attainment.
- a. In your student conduct system, are hearing officers trained to view sanctions as facilitated learning experiences? How is this done?
 - b. In your student conduct system, are sanctions assigned after the learning needs of students have been identified through the hearing process? Please explain how this is done.
 - c. In your student conduct system, do you have established and recurring sanctions based on frequently identified learning needs of students (i.e., alcohol education program)? Please explain.
 - d. (If yes to the above) Have the established and recurring programs been modified based on determinations reached about learning outcome attainment? If so, please give an example.
 - e. In your student conduct system, are individual and unique sanctions developed based on the learning needs of a student as identified through the hearing process? If so, please give an example.
 - f. In your student conduct system, are students asked if they believe the learning outcomes identified for them have been realized? If so, how is this done?
 - g. In what ways has your community re-evaluated the use of certain sanctions, or modified the sanctions themselves, based on conclusions reached about learning outcome attainment?
 - h. When sanctions are submitted to the student conduct office, what process is used to review them to determine whether the intended learning has occurred?
 - i. Is a learning matrix utilized (i.e., a tool for determining learning attained or learning in progress for specific learning outcomes)?
- IV. The next series of questions are about your methods of **data collection** and **reporting** learning outcomes in your community.
- a. Specific to learning assessment in your student conduct system, do you collect quantitative and qualitative data?
 - b. Do you record learning outcome results in the same place you record student conduct outcomes? (i.e., through use of a database?)
 - c. Who do you report learning outcome assessment results to? Is this the same population you report student conduct statistics to?
 - d. We are interested in collecting and presenting examples of learning outcome reporting to student conduct officers. This is best done by sending examples of reports electronically via e-mail. Are you comfortable doing this?
- V. Is there anything about learning outcome assessment in your student conduct process that we did not ask – but you believe it is important for us to know?

Thank you for your time. The data from the different universities is currently being collected. When all information has been collected we will send you a report of the information. If you have any questions or comments please e-mail us at

[REDACTED]

APPENDIX C

QUANTITATIVE INSTRUMENT FROM ASCA

Quantitative Instrument from *ASCA membership survey: Assessment practices and perceptions*

(Goldstein et al., 2012)

Permission to include in study provided by lead researchers

Association of Student Conduct Administration (ASCA) ***Membership Survey: Assessment Practices and Perceptions***

Purpose

The purpose of this survey is to document the practices and perceptions of ASCA members regarding assessment in student conduct administration. Survey findings will be presented to ASCA's Board of Directors and members at the 2013 ASCA Annual Conference and 2013 Donald D. Gehring Academy. All responses will be gathered by the ASCA Central Office and provided in aggregate form to the assessment team. All responses will be anonymous unless permission has been expressly granted by the respondent.

Instructions

The questions in Section I focus specifically on individual learning assessment practices and perceptions and will take approximately 10-minutes to complete. All ASCA members are asked to complete Section I.

Only those responsible for directing the activities of a student conduct office are asked to complete Section II. The questions in Section II focus on the assessment practices of student conduct offices and will take approximately 10 additional minutes to complete.

All survey respondents are asked to complete Demographics information. Respondents are provided the option of completing the Promising Practice question at the end of the survey.

Terms & Definitions:

For the purposes of this survey, the term "charged student" refers to a student charged with violating the institution's student conduct code.

Incentive to Participate

After completion of the survey, respondents will have the option of entering a drawing for one complimentary registration to the 2013 ASCA Annual Conference.

Project Team Members

Dr. Adam Goldstein	Dr. Matthew Stimpson	Greg Phlegar
Florida State University	North Carolina State University	Denison University
Mark Green	Travis Overton	Cyndi Vasquez-Barrios
Drexel University	Coastal Carolina University	Joliet Junior College

Section I: Individual Practices and Perceptions

All ASCA members are asked to complete this section

Please indicate the degree to which you agree with each of the following statements using the following scale:					
	1 = Strongly Disagree	2	3	4	5 = Strongly Agree
1. I believe students attain desired learning outcomes when they are charged in the student conduct process.	1 – Strongly Disagree	2	3	4	5 – Strongly Agree
2. I believe students are learning from the student conduct process, but I cannot provide credible evidence to support this belief.	1 – Strongly Disagree	2	3	4	5 – Strongly Agree
3. The mission of our student conduct office includes the promotion of student learning/development.	1 – Strongly Disagree	2	3	4	5 – Strongly Agree
4. It is important to assess the learning that occurs when a charged student has completed a hearing.	1 – Strongly Disagree	2	3	4	5 – Strongly Agree
5. It is important to assess the learning that occurs when a student has completed an assigned sanction.	1 – Strongly Disagree	2	3	4	5 – Strongly Agree
6. I am expected to use learning outcomes when conducting a hearing and/or assigning sanctions.	1 – Strongly Disagree	2	3	4	5 – Strongly Agree
7. I am expected to review completed sanctions that I have assigned to determine whether learning outcomes have been attained.	1 – Strongly Disagree	2	3	4	5 – Strongly Agree
8. When receiving my performance evaluation, I am given direct feedback about my skills and abilities as it relates to the assessment of student learning.	1 – Strongly Disagree	2	3	4	5 – Strongly Agree

9. When receiving my performance evaluation, I am given direct feedback about the extent to which I incorporate student learning assessment practices in my work as a hearing officer. 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
Please indicate the degree to which you agree with each of the following statements using the following scale:
1 = Strongly Disagree 2 3 4 5 = Strongly Agree
10. When receiving my performance evaluation, student learning assessment is not mentioned at all. 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
11. Assessing student learning is an important part of the institutional culture where I work. 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
12. At my institution recognition and/or awards are used to encourage the assessment of student learning. 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
13. I have the knowledge and skills to write learning outcomes for charged students. 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
14. I have the knowledge and skills to write an assessment plan for charged students. 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
15. I have the knowledge and skills to determine whether charged students are learning what is intended from the hearings and sanctions. 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
16. I have the capacity (i.e., time and resources) to determine whether charged students are learning what is intended from their hearings and sanctions. 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
17. I would like ASCA to offer more resources and training about learning assessment in student conduct administration. 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
Please indicate the degree to which the following activities occur using the following scale:
1 = Never 2 3 4 5 = Always
18. I am directly involved (i.e., perform tasks) with the student conduct office's efforts to assess what students have learned from their hearings or sanctions. 1 – Never 2 3 4 5 – Always
19. I verbally explain intended learning outcomes to charged students when conducting a hearing. 1 – Never 2 3 4 5 – Always
Please indicate the degree to which the following activities occur using the following scale:
1 = Never 2 3 4 5 = Always
20. I review completed sanctions that I have assigned to determine whether learning outcomes have been attained. 1 – Never 2 3 4 5 – Always

<p>21. I utilize a learning rubric to determine whether learning outcomes have been attained in hearings and/or completed sanctions.</p> <p style="text-align: center;">1– Never 2 3 4 5 – Always</p>
<p>22. My institution provides training opportunities for faculty/staff to improve student learning assessment practices.</p> <p>_____ Yes _____ No</p>
<p>23. I have attended a training opportunity provided by my institution about student learning assessment practices.</p> <p>_____ Yes _____ No</p> <p style="padding-left: 40px;">a. If yes, how long ago did you attend this training: _____</p>
<p>24. If you use learning outcomes in hearings and/or sanctions, please indicate the learning outcomes you have used from the list below. (Select all that apply) ¹</p> <p>_____ I do not use learning outcomes in hearings or sanctions</p> <p>_____ Connecting personal conduct to values, beliefs, and/or goals</p> <p>_____ Learning alternatives for handling conflict or future dilemmas</p> <p>_____ Recognizing personal responsibilities as a member of campus community</p> <p>_____ Recognizing personal rights as a member of the campus community</p> <p>_____ Taking personal responsibility for choices and actions</p> <p>_____ Increasing awareness of how personal actions impact the campus community</p> <p>_____ Identifying ways to personally connect with campus and community resources</p> <p>_____ Understanding why the campus is concerned about student behavior</p> <p>_____ Increasing understanding of other people’s perspectives</p> <p>_____ Increasing awareness of how future misconduct might affect college career</p> <p>_____ Other:</p>
<p>25. In your role as a conduct officer, which of the following factors, if present, would help you more effectively assess student learning? (Select all that apply) ²</p> <p>_____ a. Additional faculty partners to assist with learning assessment design and facilitation</p> <p>_____ b. Additional staff to assist with learning assessment design and facilitation</p> <p>_____ c. An assessment committee with institutional buy-in to assist with learning assessment design and facilitation</p> <p>_____ d. External consultant support to assist with learning assessment design and facilitation</p> <p>_____ e. Stronger leadership and support from institutional leaders</p> <p>_____ f. Better tests or measures of student learning outcomes</p> <p>_____ g. Additional financial resources</p>

<p>_____ h. Additional recognition of faculty and staff doing good work in assessment</p> <p>_____ i. Additional information about assessment tools currently available</p> <p>_____ j. Additional training on effective learning assessment approaches</p> <p>_____ k. Other:</p>
<p>26. From the list, please identify the three factors that would be most helpful by indicating the corresponding letter from above: ³</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>27. At your institution, are you the functional “Director of Student Conduct” (i.e., coordinating the activities of a student conduct office or staff member most responsible for facilitating the institution’s conduct process)?</p> <p>___ Yes ___ No</p> <p>If “yes”, please go to Section II: Office Practices</p> <p>If “no”, please go to Demographics to complete the survey</p>

NOTE

¹ Question modified with permission from the [CampusLabs](#) survey of student conduct administration (2009, 2012)

^{2,3} Questions modified with permission from the [National Institute for Learning Outcomes Assessment](#)’s survey of the assessment practices of academic programs at accredited two- and four-year colleges and universities (2010)

END Section I: Individual Practices and Perceptions

Section II: Office Practices

Only those responsible for directing the activities of a student conduct office are asked to complete this section

Please indicate the degree to which you agree with each of the following statements using the following scale:				
1 = Strongly Disagree	2	3	4	5 = Strongly Agree
28. The student conduct office assesses what charged students are learning from hearings and sanctions.				
1 – Strongly Disagree	2	3	4	5 – Strongly Agree
29. The student conduct office's assessment findings are used to reach judgment about the area's educational value, programs, and services.				
1 – Strongly Disagree	2	3	4	5 – Strongly Agree
Please indicate the degree to which the following activities occur using the following scale:				
1 = Never	2	3	4	5 = Always
30. Learning outcomes are verbally explained to charged students before or during their conduct hearing.				
1 – Never	2	3	4	5 – Always
31. Learning outcomes are provided in written form to charged students before or during their conduct hearing.				
1 – Never	2	3	4	5 – Always
32. Students have learning outcomes explained to them verbally or in writing when receiving a sanction.				
1 – Never	2	3	4	5 – Always
33. The student conduct office evaluates completed sanctions to determine whether learning/development has been attained.				
1 – Never	2	3	4	5 – Always
34. Does the student conduct office have a mission statement?		Yes	No	
a. If 'yes', does the mission statement include the promotion of student learning/development?		Yes	No	
35. Does the student conduct office have a strategic plan?		Yes	No	
a. If 'yes', how old is the strategic plan? _____		Yes	No	
b. Does the strategic plan include goals related to the promotion of student learning/development?		Yes	No	
36. Does the student conduct office have an assessment plan specific to the office and its activities?		Yes	No	
a. If 'yes', how old is the assessment plan? _____		Yes	No	
b. Does the assessment plan include goals related to the promotion of student learning/development?		Yes	No	
37. Does the student conduct office utilize learning outcomes specific to its role and function in the community?		Yes	No	

<p>a. If 'yes', please indicate all that apply:</p> <p><input type="checkbox"/> The office encourages the practice of writing individual learning outcomes for each charged student given the context of the incident under review</p> <p><input type="checkbox"/> The office uses learning outcomes that apply to all charged students</p> <p><input type="checkbox"/> The office uses learning outcomes for student conduct board members</p> <p><input type="checkbox"/> The office uses a common set of learning outcomes that are also in use by other offices/departments at the institution</p> <p><input type="checkbox"/> The office uses learning outcomes that apply to the campus community's knowledge of conduct expectations or policies</p> <p><input type="checkbox"/> The office uses learning outcomes that apply to the campus community's knowledge of educational topics/themes</p> <p><input type="checkbox"/> Other (briefly describe): _____</p>	
<p>38. Does the conduct office assess attainment of student learning outcomes?</p> <p>a. If 'yes', please indicate all methods utilized by the office to assess student learning outcomes attainment:</p> <p><input type="checkbox"/> Assignment and review of completed sanctions</p> <p><input type="checkbox"/> Comprehensive exams</p> <p><input type="checkbox"/> Locally developed surveys</p> <p><input type="checkbox"/> Student interviews or focus groups</p> <p><input type="checkbox"/> Learning rubric</p> <p><input type="checkbox"/> A company external to the institution is contracted to provide this service</p> <p>Please provide the name of the company: _____</p> <p><input type="checkbox"/> Other (briefly describe):</p>	Yes No
<p>39. Does the student conduct office utilize program (i.e., non-learning) outcomes? For example: <i>The student conduct office will increase the diversity of student conduct board members.</i></p>	Yes No

<p>40. Has the student conduct office completed a program review within the past three years?</p> <p>a. If 'yes', please indicate all that apply:</p> <p><input type="checkbox"/> The office utilized CAS Standards and Guidelines in the review</p> <p><input type="checkbox"/> The office utilized institutional staff external to the office on the review team</p> <p><input type="checkbox"/> The office utilized students on the review team</p> <p><input type="checkbox"/> The office utilized faculty on the review team</p> <p><input type="checkbox"/> The office utilized a consultant/external to the institution to facilitate the review</p> <p><input type="checkbox"/> Other (briefly describe):</p>	<p>Yes No</p>
<p>41. Has the student conduct office utilized assessment findings to make improvements to its program/services? ⁴</p> <p>a. If 'yes', please indicate all the ways assessment findings were applied:</p> <p><input type="checkbox"/> The findings helped prepare a self-study or program review</p> <p><input type="checkbox"/> The findings helped revise student learning outcomes or program goals</p> <p><input type="checkbox"/> The findings helped improve professional skills and strategies for individual hearing officers</p> <p><input type="checkbox"/> The findings supported budget requests for financial support</p> <p><input type="checkbox"/> The findings helped evaluate staff/faculty performance</p> <p><input type="checkbox"/> The findings helped evaluate overall program or department performance</p> <p><input type="checkbox"/> The findings helped determine training needs for hearing officers</p> <p><input type="checkbox"/> The findings helped determine educational needs for the campus community</p> <p><input type="checkbox"/> Other (briefly describe):</p>	<p>Yes No</p>
<p>42. If present, how important would the following factors be in prompting the student conduct office to improve the assessment of student learning? ⁵</p> <p>1 = Not Important 2 3 4 5 = Very Important</p> <p><input type="checkbox"/> National calls for accountability and transparency</p> <p><input type="checkbox"/> Federal or State legislative mandate</p> <p><input type="checkbox"/> Institutional accreditation requirement</p> <p><input type="checkbox"/> Mandate from the State System Governing Board or other institutional governing agency</p>	

<p>_____ Expressed interest within the institution (i.e., students, faculty, staff) to improve instruction, advising, and/or facilitation of services</p> <p>_____ Divisional, departmental, or student conduct office commitment to improve educational quality (e.g., strategic plan)</p> <p>_____ Divisional, departmental, or student conduct office review and revision of program goals or student learning outcomes</p>	
<p>43. Does the student conduct office generate a report(s) based on its assessment activities?</p> <p>a. If 'yes', please indicate all community members that have received this information:</p> <p>_____ Faculty partners and advisors</p> <p>_____ Academic leadership</p> <p>_____ Student affairs leadership</p> <p>_____ Findings are posted on the student conduct office web site</p> <p>_____ Student conduct board members</p> <p>_____ Student leadership</p> <p>_____ Other (briefly describe): _____</p>	<p>Yes No</p>

44. Please indicate whether the student conduct office collects and/or reports data on the following:	Collect	Report	Neither
a. conduct charges adjudicated (e.g. number of students charged with alcohol violations)	○	○	○
b. demographic data on students <i>charged</i> with violating the student conduct code (e.g., gender, race, year in school)	○	○	○
c. demographic data on students <i>found responsible</i> for violating the student conduct code (e.g., gender, race, year in school)	○	○	○
d. hearing outcomes and sanctions assigned (e.g., number of students found responsible, placed on probation)	○	○	○
e. learning outcome attainment for charged students	○	○	○
f. learning outcome attainment for student conduct board members	○	○	○
g. student perception of fairness	○	○	○
h. student perception of timeliness of the process	○	○	○
i. student satisfaction with the process	○	○	○
	○	○	○
	○	○	○

NOTE

^{4,5} Questions modified with permission from the [National Institute for Learning Outcomes Assessment](#)'s survey of the assessment practices of academic programs at accredited two- and four-year colleges and universities (2010)

END Section II: Office Practices

Section III: Demographics

All ASCA members are asked to complete this section

45. Total institutional enrollment	<input type="checkbox"/> Less than 2,000	<input type="checkbox"/> 10,001 – 15,000
	<input type="checkbox"/> 2,001 – 5000	<input type="checkbox"/> 15,001 – 20,000
	<input type="checkbox"/> 5,001 – 10,000	<input type="checkbox"/> More than 20,000
46. Type of institution:	<input type="checkbox"/> 4-Year Public <input type="checkbox"/> 4-Year Private	
	<input type="checkbox"/> 2-Year Public <input type="checkbox"/> 2-Year Private	
47. Number of full-time professional staff in the student conduct office:	_____	
48. Number of part-time professional staff in the student conduct office:	_____	
49. Number of graduate staff in the student conduct office:	_____	
50. Number of administrative assistant staff in the student conduct office:	_____	
51. Approximate number of students adjudicated during the last academic year (2011-2012):	_____	
52. Your age:	<input type="checkbox"/> 18-24	<input type="checkbox"/> 40-44
	<input type="checkbox"/> 25-29	<input type="checkbox"/> 45-49
	<input type="checkbox"/> 30-34	<input type="checkbox"/> 50-59
	<input type="checkbox"/> 35-39	<input type="checkbox"/> 60 or over
53. Your gender:	<input type="checkbox"/> Male	<input type="checkbox"/> Female <input type="checkbox"/> Other
54. Highest degree you have earned:	<input type="checkbox"/> Bachelor's	<input type="checkbox"/> Master's
	<input type="checkbox"/> Doctorate	<input type="checkbox"/> JD
55. Years working in student affairs:	_____	
56. Years working in student conduct administration:	_____	
57. Years of membership within ASCA:	_____	

Promising Practice

optional

May we contact you to obtain additional information about your conduct office's student leaning outcomes assessment practices?		Yes No
Name, Title	Institution	E-mail and Phone
If available, please upload or cut-and-paste the following:		
Strategic goals related to student learning in the conduct process		upload or cut-and-paste
Student learning outcomes utilized by the conduct office		upload or cut-and-paste
Assessment plan utilized by the conduct office		upload or cut-and-paste

Incentive

optional

Drawing for one (1) complimentary registration to the <i>2013 ASCA Annual Conference</i>		
Thank you for completing this survey. To participate in the drawing for one (1) complimentary registration to the <i>2013 ASCA Annual Conference</i> please provide the information below. (NOTE: If participating in the drawing, your contact information will NOT be connected to your survey responses.)		
Name	Phone Number	E-mail Address

APPENDIX D

ASCA EMAIL 1

Subject: Research Study - Call for Participants

From: ASCA [REDACTED] >

Date: Mon 5/9/2022 8:55 AM



Call for Research Participants: Learning Outcome and Assessment Practices in Student Conduct Programs

Hello Colleagues,

My name is Nicole Kogan and I am a doctoral candidate in the Student Affairs Leadership Ed.D. program at the University of Georgia. I am currently conducting research as a part of my dissertation. You are receiving this email as a member of the Association for Student Conduct Administration.

I would like to invite you to participate in a study exploring current student conduct educators' perceptions and use of learning outcomes and assessment practices within student conduct programs.

For the purposes of this research, I am seeking participants who meet the following criteria:

- Currently employed full-time at an accredited college or university in the United States or U.S. Territory and have been so for at least six months.
- Current primary employment reports to a student conduct program, a housing and residence life department, or equivalent office.
- Have completed a master's degree in higher education, student affairs, college student personnel, or another related field.
- Currently participate in individual student conduct proceedings (non-academic integrity, non-Title IX or VII) as one or more of the following: hearing officer, case manager, hearing board advisor or member, appellate officer, judicial officer

responsible for hearing process, training administrator of the student conduct process, or staff responsible for the overall administration of a student conduct program on their campus.

If you choose to participate, you will be asked to complete an electronic survey that should take 20- 25 minutes to finish. Your involvement in this study is voluntary and you may choose not to participate. The opportunity to enter a drawing for one of four gift cards (valued at \$100, \$75, \$50, or \$25) is available. You do not have to complete the survey to enter for a chance at the gift cards.

The survey can be accessed via Qualtrics at [REDACTED] The deadline for completion is **5pm on Friday, May 27, 2022.**

If you know of others who meet the above criterion, please feel free to forward along this message.

This study has been approved by the University of Georgia Institutional Review Board and is under the guidance of Dr. Merrily Dunn, Associate Professor in Counseling & Human Development Services, University of Georgia. If you have any questions about this research, please feel free to contact me at [REDACTED]. You may also reach out to Dr. Dunn at [REDACTED] with any concerns. If you have any questions or concerns regarding your rights as a research participant in this study, you may contact the UGA Institutional Review Board [REDACTED]

Thank you for your support,

Nicole Kogan
Doctoral Candidate
Student Affairs Leadership EdD, University of
Georgia Committee Chair- Dr. Merrily Dunn

Participate in Research Survey

Contact Researcher

APPENDIX E

ASCA EMAIL 2

Subject: Research Study - Call for Participants
From: ASCA [REDACTED] >
Date: Mon 5/18/2022 8:55 AM



Call for Research Participants: Learning Outcome and Assessment Practices in Student Conduct Programs

Hello once again colleagues,

As a reintroduction, my name is Nicole Kogan and I am a doctoral candidate in the Student Affairs Leadership Ed.D. program at the University of Georgia. I am currently conducting research as a part of my dissertation. You are receiving this email as a member of the Association for Student Conduct Administration.

If you have already completed the survey, thank you very much! Your participation is much appreciated.

If you haven't had a chance, I would like to reinvite you to participate in a study exploring current student conduct educators' perceptions and use of learning outcomes and assessment practices within student conduct programs.

For the purposes of this research, I am seeking participants who meet the following criteria:

- Currently employed full-time at an accredited college or university in the United States or U.S. Territory and have been so for at least six months.
- Current primary employment reports to a student conduct program, a housing and residence life department, or equivalent office.

- Have completed a master's degree in higher education, student affairs, college student personnel, or another related field.
- Currently participate in individual student conduct proceedings (non-academic integrity, non-Title IX or VII) as one or more of the following: hearing officer, case manager, hearing board advisor or member, appellate officer, judicial officer responsible for hearing process, training administrator of the student conduct process, or staff responsible for the overall administration of a student conduct program on their campus.

If you choose to participate, you will be asked to complete an electronic survey that should take 20- 25 minutes to finish. Your involvement in this study is voluntary and you may choose not to participate. The opportunity to enter a drawing for one of four gift cards (valued at \$100, \$75, \$50, or \$25) is available. You do not have to complete the survey to enter for a chance at the gift cards.

The survey can be accessed via Qualtrics at [REDACTED]. The deadline for completion is **5pm on Friday, May 27, 2022**.

If you know of others who meet the above criterion, please feel free to forward along this message.

This study has been approved by the University of Georgia Institutional Review Board and is under the guidance of Dr. Merrily Dunn, Associate Professor in Counseling & Human Development Services, University of Georgia. If you have any questions about this research, please feel free to contact me at [REDACTED]. You may also reach out to Dr. Dunn at [REDACTED]@uga.edu with any concerns. If you have any questions or concerns regarding your rights as a research participant in this study, you may contact the UGA Institutional Review Board at [REDACTED].

Thank you for your support,

Nicole Kogan
Doctoral Candidate
Student Affairs Leadership EdD, University of Georgia
Committee Chair- Dr. Merrily Dunn

Participate in Research Survey

Contact Researcher

APPENDIX F

DIRECT EMAIL TO COLLEAGUES

Subject: Dissertation Update!

From: Nicole Renee Kogan [REDACTED]

Date: Tue 5/10/2022 8:37 AM

Hello friends and colleagues,

As someone who has been a supporter of my earning a doctorate, I thought I'd provide a life update—my IRB proposal has been approved! Additionally, ASCA has approved my proposal to send my survey to its membership (it went out yesterday!). Very exciting times. I was also approved by ACUHO-I to have my study in their Endorsed Research plan, but sadly, they were going to delay sending my survey until August or September. As I'm trying to graduate in December, that was not going to work. Hence the favor request that is about to come in this email.

My study is exploring current student conduct educators' knowledge and use of learning outcomes and assessment practices within student conduct programs. As many housing and residence life folks do not work in conduct offices but may have a role with student conduct processes, I do not want to miss out on capturing their voices in this study. If you are so inclined to forward this email to folks in your networks who meet the criteria (see below), I would greatly appreciate your support. If you fit the criteria, you are also invited to complete the survey. Anyone who has membership in ASCA will have received the "Call for Participants" email as well.

Participant Criteria:

- Currently employed full-time at an accredited college or university in the United States or U.S. Territory and have been so for at least six months.
- Current primary employment reports to a student conduct program, a housing and residence life department, or equivalent office.
- Have completed a master's degree in higher education, student affairs, college student personnel, or another related field.
- Currently participate in individual student conduct proceedings (non-academic integrity, non-Title IX or VII) as one or more of the following: hearing officer, case manager, hearing board advisor or member, appellate officer, judicial officer responsible for hearing process, training administrator of the student conduct process, or staff responsible for the overall administration of a student conduct program on their campus.

Survey and Study Information:

The survey can be accessed via Qualtrics at [REDACTED]. The deadline for completion is **5pm on Friday, May 27, 2022**. The electronic survey should

take 20- 25 minutes to finish. Involvement in this study is voluntary and individuals may choose not to participate. The opportunity to enter a drawing for one of four gift cards (valued at \$100, \$75, \$50, or \$25) is available. Completion of the survey is not required to enter the drawing.

This study has been approved by the University of Georgia Institutional Review Board and is under the guidance of Dr. Merrily Dunn, Associate Professor in Counseling & Human Development Services, University of Georgia. If you have any questions about this research, please feel free to contact me at [REDACTED]. You may also reach out to Dr. Dunn at [REDACTED] with any concerns. If you have any questions or concerns regarding your rights as a research participant in this study, you may contact the UGA Institutional Review Board at [REDACTED].

I very much value you all and the support you have lent me the past few years. Thank you for any help you can extend.

~Nikki

Nikki Kogan

[REDACTED]

Pronouns: She/Her/Hers


APPENDIX G

MAY 10, 2022, FACEBOOK POSTS

The same post and image were submitted to the following Facebook groups

- Residence Life Professionals—Private group with 7058 members <https://www.facebook.com/groups/ResLifePros>
- Student Affairs and Higher Education Professionals—Private group with 37019 members <https://www.facebook.com/groups/2204795643>
- ACUHO-I Stars College—Public group with 756 members <https://www.facebook.com/groups/49337159935>
- ACPA MMI Cohort 21 – Janauy 2019—Private group with 58 members <https://www.facebook.com/groups/223154155268517>
- Jewish Student Affairs Professionals—Private group with 246 members <https://www.facebook.com/groups/796643557055743>
- Student Conduct Professionals—Private group with 2179 members <https://www.facebook.com/groups/275319969278287>

(Image next page)

 **Nikki Kogan**
12m · 🌐

Hello friends and colleagues,

My name is Nicole Kogan and I am a doctoral candidate in the Student Affairs Leadership Ed.D. program at the University of Georgia. I am currently conducting research as a part of my dissertation, and I would like to invite you to participate in this study exploring current student conduct educators' knowledge and use of learning outcomes and assessment practices within student conduct programs. If you are a member of ASCA you will have also received an email invitation to participate.

For the purposes of this research, I am seeking participants who meet the following criteria:

- Currently employed full-time at an accredited college or university in the United States or U.S. Territory and have been so for at least six months.
- Current primary employment reports to a student conduct program, a housing and residence life department, or equivalent office.
- Have completed a master's degree in higher education, student affairs, college student personnel, or another related field.
- Currently participate in individual student conduct proceedings (non-academic integrity, non-Title IX or VII) as one or more of the following: hearing officer, case manager, hearing board advisor or member, appellate officer, judicial officer responsible for hearing process, training administrator of the student conduct process, or staff responsible for the overall administration of a student conduct program on their campus.

If you choose to participate, you will be asked to complete an electronic survey that should take 20-25 minutes to finish. Your involvement in this study is voluntary and you may choose not to participate. The opportunity to enter a drawing for one of four gift cards (valued at \$100, \$75, \$50, or \$25) is available. You do not have to complete the survey to enter the drawing.

The survey can be accessed via Qualtrics at [REDACTED]. The deadline for completion is 5pm on Friday, May 27, 2022.

If you know of others who meet the above criteria, please feel free to pass along this message.

This study has been approved by the University of Georgia Institutional Review Board and is under the guidance of Dr. Merrily Dunn, Associate Professor in Counseling & Human Development Services, University of Georgia. If you have any questions about this research, please feel free to contact me [REDACTED] or [REDACTED] may also reach out to Dr. Dunn at [REDACTED] with any concerns. If you have any questions or concerns regarding your rights as a research participant in this study, you may contact the UGA Institutional Review Board at irb@uga.edu.

Thank you for your support!



Call for Dissertation Study Participants!

Drawing for monetary incentive available

Image source: <https://americanresourcemap.com/about.html>

APPENDIX H

MAY 18, 2022, FACEBOOK POSTS

The same post and image were submitted to the following Facebook groups

- Residence Life Professionals—Private group with 7058 members <https://www.facebook.com/groups/ResLifePros>
- Student Affairs and Higher Education Professionals—Private group with 37019 members <https://www.facebook.com/groups/2204795643>
- Student Conduct Professionals—Private group with 2179 members <https://www.facebook.com/groups/275319969278287>

(Image next page)



Nikki Kogan

Just now · 🌐



Hello once again colleagues. Just posting a reminder about my dissertation study and extending another invitation for eligible participants to complete it. The survey closes in a week and half and *your voices are important!* If you have already completed the survey, I am immensely grateful.

The criteria for participants is:

- Currently employed full-time at an accredited college or university in the United States or U.S. Territory and have been so for at least six months.
- Current primary employment reports to a student conduct program, a housing and residence life department, or equivalent office.
- Have completed a master's degree in higher education, student affairs, college student personnel, or another related field.
- Currently participate in individual student conduct proceedings (non-academic integrity, non-Title IX or VII) as one or more of the following: hearing officer, case manager, hearing board advisor or member, appellate officer, judicial officer responsible for hearing process, training administrator of the student conduct process, or staff responsible for the overall administration of a student conduct program on their campus.

This study is exploring current student conduct educators' knowledge and use of learning outcomes and assessment practices within student conduct programs. If you choose to participate, the electronic survey should take 20-25 minutes to finish. Your involvement in this study is voluntary and you may choose not to participate. The opportunity to enter a drawing for one of four gift cards (valued at \$100, \$75, \$50, or \$25) is available. You do not have to complete the survey to enter the drawing.

The survey can be accessed via Qualtrics at [REDACTED]

****REMINDER****

**Dissertation Survey
closes at 5pm on May 27!**

\$\$MONETARY INCENTIVE AVAILABLE\$\$



Image source: <https://www.gettyimages.com/detail/stock-photo>



Like



Comment

APPENDIX I

MAY 23, 2022, FACEBOOK POST

Posted to the researcher’s personal Facebook page

Nikki Kogan
May 23 at 2:39 PM · 🧑

****Student Affairs friends, I am making one last push for dissertation survey support**** If you have already shared my survey or taken it yourself, thank you very much! I cherish you and your support!

My dissertation survey closes this Friday, May 27 at 5pm (EST)! If you are so inclined, I would appreciate your forwarding this message to those in your networks (or reminding them) who fit the following criteria:

- Currently employed full-time at an accredited college or university in the United States or U.S. Territory and have been so for at least six months.
- Current primary employment reports to a student conduct program, a housing and residence life department, or equivalent office.
- Have completed a master’s degree in higher education, student affairs, college student personnel, or other related field.
- Currently participate in individual student conduct proceedings (non-academic integrity, non-Title IX or VII) as one or more of the following: hearing officer, case manager, hearing board advisor or member, appellate officer, judicial officer responsible for hearing process, training administrator of the student conduct process, or staff responsible for the overall administration of a student conduct program on their campus.

The survey can be accessed via Qualtrics at [REDACTED]

As a reminder, this UGA IRB approved study is exploring current student conduct educators' knowledge and use of learning outcomes and assessment practices within student conduct programs. The electronic survey should take 20-25 minutes to complete. There is also drawing for one of four gift cards (valued at \$100, \$75, \$50, or \$25) available. [Completion of survey not required to enter drawing]




APPENDIX J

MAY 25, 2022, FACEBOOK POSTS

The same post was submitted to the following Facebook groups

- Residence Life Professionals—Private group with 7058 members <https://www.facebook.com/groups/ResLifePros>
- Student Affairs and Higher Education Professionals—Private group with 37019 members <https://www.facebook.com/groups/2204795643>
- Student Conduct Professionals—Private group with 2179 members <https://www.facebook.com/groups/275319969278287>



Nikki Kogan shared a link.

May 25 at 4:36 PM · 🌐


⋮

Alrighty folks, last post on this topic, I promise. I'm making one final call for dissertation survey participants. The survey closes in 48 hours (5pm EST Friday, May 27, 2022)! I am looking for participants to complete a survey who are:

- Currently employed full-time at an accredited college or university in the United States or U.S. Territory and have been so for at least six months.
- Current primary employment reports to a student conduct program, a housing and residence life department, or equivalent office.
- Have completed a master's degree in higher education, student affairs, college student personnel, or other related field.
- Currently participate in individual student conduct proceedings (non-academic integrity, non-Title IX or VII) as one or more of the following: hearing officer, case manager, hearing board advisor or member, appellate officer, judicial officer responsible for hearing process, training administrator of the student conduct process, or staff responsible for the overall administration of a student conduct program on their campus.

The survey can be accessed via Qualtrics at [REDACTED]


This UGA IRB approved study is exploring current student conduct educators' knowledge and use of learning outcomes and assessment practices within student conduct programs. The electronic survey should take 20-25 minutes to complete. There is also drawing for one of four gift cards (valued at \$100, \$75, \$50, or \$25) available. [completion of survey not required for drawing entry]

UGA.GEORGIA.CA1.QUALTRICS.COM


Online Survey Software | Qualtrics Survey Solutions

APPENDIX K

DISSERTATION SURVEY DRAWING ENTRY FORM



Mary Frances Early College of Education

UNIVERSITY OF GEORGIA

Dissertation Survey Drawing for Gift Card

If you are randomly selected for one of the four gift cards, you will be contacted by [REDACTED] via the email address you provide, notifying you of your selection and requesting a mailing address. Please double check that you have entered your email correctly.

Only one entry per person. Duplicates will be invalidated.

The data will be destroyed once the four gift cards are disseminated.

[Sign in to Google](#) to save your progress. [Learn more](#)

*** Required**

Full Name *

Your answer _____

Email Address *

Your answer _____

Submit [Clear form](#)

Never submit passwords through Google Forms.