



Judicial Affairs (JA)
“Assessing Student Understanding of Ethical Behaviors”
Assessment Report

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Choose One: Learning Outcome Assessment

Date of Assessment Implementation: July 2009 through July 2010

Date of Report: August 2010

Purpose of Assessment:

Conduct violations can result in consequences that negatively affect student success during and after their educational career. The Judicial Affairs Office has the duty to provide adequate information for students to be aware of their violation and have the opportunity to reflect on it prior to coming into the office. Once in the meeting, the environment is one of equality and respect. The Director listens with respect and discusses ethical considerations and potential sanctions. The goal is for students to come out of the student conduct process with an understanding of and ability to apply ethical considerations in their future decisions and behaviors.

Targeted Learning Outcome:

The Judicial Affairs Office helps students achieve the University's Learning Outcome, *Ethical Understanding*. Students who have gone through the student conduct process will be able to understand and apply ethical considerations, as demonstrated by 1) verbal articulation in student conduct meeting and 2) pre and post survey results.

Assessment Method:

The assessment method for the student conduct process is a two part process. The first part is verbal articulation. Every student must articulate an understanding of the policy they violated, the ethical considerations, and the proposed sanctions before leaving the meeting. The second part involves pre and post surveys. A paper survey confirms in writing what the students shared verbally with the Director during the student conduct meeting. Pre and post survey data shows the relationship between student ethical understanding and the student conduct meeting.

The surveys include the following two statements:

1. I understand why I am being referred to Judicial Affairs.
2. The outcome and sanction I was offered is fair.

The data gathered will measure student ability to understand the severity and consequences of their actions and the effect that their actions have on their future and on other members of our community.

Results:

Thirty seven students responded to the survey, four of which did not address the post-survey questions. These four surveys were omitted from the results. Based on the remaining 33 responses, 97% (32) of the students responded with “I understand why I am being referred to Judicial Affairs” prior to meeting with the Director. This provides our office with information indicating that they understand the unethical behavior they are being charged with.

In the post survey, 91% (30) respondents agreed with the statement “The outcome and sanction I was offered is fair.” Some responses included comments such as:

“My sanctions allow me to reflect on what I’ve done and learn.”

“I understand the conditions and will make sure it does not happen again.”

This statement, “The outcome and sanction I was offered is fair”, demonstrates that students are taking responsibility for their actions, indicating an understanding that ethical considerations were violated by their behavior.

Conclusions and Implications for Practice:

There are clear results that students understand why they are referred to Judicial Affairs and that the outcome and sanction they receive is fair. These data indicate that students have an ethical understanding of why they are asked to meet with the Judicial Affairs Office and that the Director is holding conferences that result in fair sanctioning. This also shows that the judicial process and procedures are fair.