

The Assessment Committee
Student Affairs
Valdosta State University

**ASSESSMENT PLAN
2005 - 2006**

Department: **JUDICIAL AFFAIRS OFFICE**

1) Tracking

The first component of a student affairs assessment program is *keeping track of who uses your student services, programs and facilities*. Furthermore, how many clients are using student affairs offerings, and how are they described by gender, race, age, class standing, residence and other important variables?

Current Means of Assessment (who, what, when, how reported, etc.)

1. who- The Assistant to the Dean of Students for Judicial Affairs (JAO-Richard Lee) in conjunction with the Dean of Students (DOS) and or Vice President for Student Affairs (VPSA).
2. what- JAO tracks reported student disciplinary incidents and their dispensation IF an actual disciplinary action takes place.
3. how- Tracking is done primarily by (A) the use of "Judicial Officer" (JO), a proprietary judicial based software program, that was implemented Spring 2003, and (B) Use of a companion Excel spreadsheet for summary data of each actual case once it is finalized, and (C) a hardcopy case file exists too. A/B/C resides in the JAO's office. A weekly one on one briefing occurs between the DOS and JAO or more often if needed, as well as periodic ad hoc briefings with the VPSA and/or other related administrators or staff to assess disciplinary activity.
4. when- Typically during the period of time between each semester and at the end of each school year (summer semester), the annual JAO recap is assessed for trends. Each JAO annual report also contains a copy of the annual JAO recap report that reflects the total number of different violations, hearing types, types of sanctions issued, location of incidents, as well as the general demographics of students served. Also, daily activity involving incident reports received, summons, investigations and hearings, as well as sanctions are verbally reported to the Dean of Students and or other "need to know" DOSA personal in order to determine if there are any trends developing.
5. If a trend of activity is determined after the assessment of the activity reports, etc., then a plan of action to intervene and attempt to curtail it are discussed and implemented.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

1. Develop a better data recapping format as well as a more all inclusive (past problems file incidents too?) and frequent JAO activity / sanction compliance report than currently exists (weekly desirable but at least mid-term and continue the end of semester). These reports will be disseminated each semester to key VSU administrators FYI. JO tech support and VSU-OIT assistance will be sought to develop better utilization and delivery of data. Target completion is end of Fall 2005.

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2. I intend to assess the effectiveness, user friendliness, and flexibility of Judicial Officer software by the end of Fall 2005.
3. I intend to evaluate other software platforms too (e.g., Banner, Oracle, ASJA promoted) for possible transition from Judicial Officer to another version IF proven to be better supported and user friendly by the FY 07 budget submission deadline.
4. I also intend to explore and adopt if practical and feasible a more paperless record keeping process. (e.g., scanning in or on-line incident report filing via either my judicial webpage or a particular JA related software)
5. I will finish the research and evaluation and if determined suitable make recommendations and a budget request to the DOS by FY07 budget submission deadline Spring 2006.

2) Needs

The second component of this model is *assessing student and other clientele needs*. The basic principle is that we should meet the needs of our students and other clientele.

Current Means of Assessment (who, what, when, how reported, etc.)

1. I informally assess each resolved disciplinary case and evaluate the sanction(s) applied to determine if consistent and suitable learning outcomes occurred for the particular incident. In some cases, I consult with the DOS regarding a case and the recommended sanction(s) beforehand to assure the appropriate course of action. Consistency, equity, and appropriateness are my student development benchmarks.
2. I perform an annual review of sanctions applied in the previous year to determine if sanctioning inconsistencies occurred, if so why and regarding what type violation(s) to see if sanctions should be modified, improved on, or abandoned.
3. Post-sanctioning follow-up (written, verbal, or both) occurs with complainants and/or those who reported violations, i.e., students, faculty, University Police, Housing, Parking & Transportation, as well as DOSA departments within a reasonable period of time of both the initial report and final adjudication. Also, DOSA departments that are instrumental (student referred to them, e.g., AODE office, Counseling, etc.) in fulfilling a sanction are given advanced written notice (copy of sanctioning agreement) of the referral and expectations of the JAO.
4. Ad Hoc debrief meetings occur with the appropriate parties typically to discuss a particular incident, case, or outcome regarding a sanctioning decision.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

1. I propose to develop a comprehensive plan for creating greater JAO visibility and awareness of the JAO mission and procedures on campus for both students and other clients.
2. I also plan to create a similar strategy for external clients, e.g., parents, local attorneys and law enforcement with each municipality and the county.
3. I propose to conduct a user survey with internal clients to evaluate "what they need from JAO" and what is being done well and what is deficient.
4. I plan to conduct the internal survey by mid-term summer 2005, assess it's findings, and develop an appropriate response plan for Fall 2005.
5. I also plan to utilize the CAS needs assessment guidelines and other successful peer institutions assessment plan to assist in developing this process.
6. My results will be reported to the DOS by the end of Fall 2005.

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3) Satisfaction

The third component is *assessing student and other clientele satisfaction with our services, programs and facilities, and demonstrating that those experiences are consistent with the institution's goals.*

Current Means of Assessment (who, what, when, how reported, etc.)

1. I utilized a return mail "exit survey" of students going through the JAO process before, and it had an extremely low return rate.
2. VSU-IR assisted in its creation, received the completed surveys, and they agreed to conduct analysis, but due to the non-existent return rate no findings resulted.
3. End of each semester results were to be forwarded to JAO.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

1. Re-evaluate and revise the student JAO user exit survey based on models from other institutions that are successfully implementing one. Start using it again Fall 2005. Possible use of on-line judicial page link.
2. Conduct client (campus departments / administrators / students that interact with JAO) interviews as well as develop a similar client user survey by the end of Fall 2005. On line option too.
3. Use CAS standards to assist in this process as well as peer institutions best practices examples, e.g., NCSU.

4) Student Cultures and Campus Environments

It is important to examine the *collective perceptions of a campus and the student cultures where they conduct their day-to-day lives.* Remember each student lives in his/her own cultural environment and all students do not have the same interests, friends and classes. *Assessing the campus environment determines and evaluates how the conditions and elements of the campus affect student learning and growth.* Each campus is unique and different.

Current Means of Assessment (who, what, when, how reported, etc.)

None

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

1. I will develop residence hall feed-back or focus groups comprised of past and present RAs as well as existing RHDs to gain an administrative perspective regarding the effectiveness and/or awareness of disciplinary policies and procedures as pertaining to the residence hall culture and more specifically relating to controlled substance and alcohol use and abuse in the halls.
2. I will develop a similar group from current hall residents comprised of a cross section of halls. A simple survey instrument will also be developed to gather needed data / feedback.
3. This will be implemented by SPR 06'.

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4. Development assistance from other VSU departments or staff such as Institutional Research, Psychology, or Sociology will be sought to focus and execute it properly.
5. Results will be reported in the FY06 annual report and used to develop measures needed to address the findings.

5) Outcomes

A fifth critical component is *assessing outcomes*. For those who use our services, programs and facilities, is there an effect on their academic success, learning, or development, particularly when compared to those non-users? Not all outcomes important to student services and programs are learning outcomes. There may be other outcomes important to effective student services, such as the delivery of services in a timely and efficient manner.

Current Means of Assessment (who, what, when, how reported, etc.)

1. JAO monitors activity for recidivism by violation type and this is done annually during the generation of the FY annual report to determine any trends or anomalies.
2. The review of individual perspective paper assignments for "what did I learn" comments to determine IF accused students "get it" after interacting with the JAO.
3. A semester by semester review of the # of completed on-line alcohol/drug referrals as well as AODE office in-person referrals for compliance/ non-compliance and learning outcomes.
4. JAO reviews the responsiveness or turn around time to of each cases dispensation from initial report to conclusion. Seek to conduct a speedy resolution (ten working days from initial receipt of the incident report) for all cases.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

1. I'd like to research the pre-incident and post-incident + JAO disciplinary interaction impact on a representative sample of JAO student cases to determine their retention and success or failure as a VSU student.
2. Will develop better reporting of results or findings from #1 and #3 above by engaging Judicial Affairs Software provider, VSU-OIT and/or VSU-IR support and other faculty support to develop the best format.

6) Benchmarking

How does the quality of our services, programs and facilities *compare* with like institutions? The key is to compare ourselves to like institutions that have good assessment programs and collect good data.

Current Means of Assessment (who, what, when, how reported, etc.)

NONE except informal networking with peers in ASJA (Association of Student Judicial Affairs) personnel.

Currently, I've only been able to determine one other institution that has a formal assessment plan/process- North Carolina State University (NCSU), and it's plan has not been updated from the original 2002 version I found.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

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1. Will use the existing CAS Assessment guidelines to assure that VSU's JAO meets all minimums for an accredited judicial affairs program, and this will be accomplished by the FY06 annual report deadline.
2. In order to accomplish this, I will develop an assessment team from the VSU campus as called for in the CAS guidelines to review the VSU JAO in light of the CAS guidelines. This will be done by the end of Fall 05, and their feedback will be generated by mid-term SPR 06' or earlier if possible.

7) Measuring Effectiveness

A seventh component is *assessing effectiveness - through reference to national or professional standards and/or through measuring cost effectiveness*. How do our services, programs, and facilities compare to accepted national standards (Council for the Advancement of Standards (CAS) for Student Services/Development Programs, various national and regional accrediting agencies, and professional organizations)? Are the benefits students derive from what we offer worth the cost, and how do we know that?

Current Means of Assessment (who, what, when, how reported, etc.)

1. Only informal evaluation being done now by the rate of recidivism in given violation categories.
2. These findings are reported annually in the DOSA-JAO Annual report as summary comments.

Proposed and/or Additional Means of Assessment (who, what, when, how reported, etc.)

1. Take the findings of the CAS VSU assessment team and develop better effectiveness measurement methodology by end of SPR'06'.
2. Currently there are no national accreditation programs for Judicial Affairs programs only an institution to institution voluntary peer to peer comparison.