

# *Dean of Students - Student Conduct*

Division of Student Affairs



**North Carolina Agricultural and Technical State University**



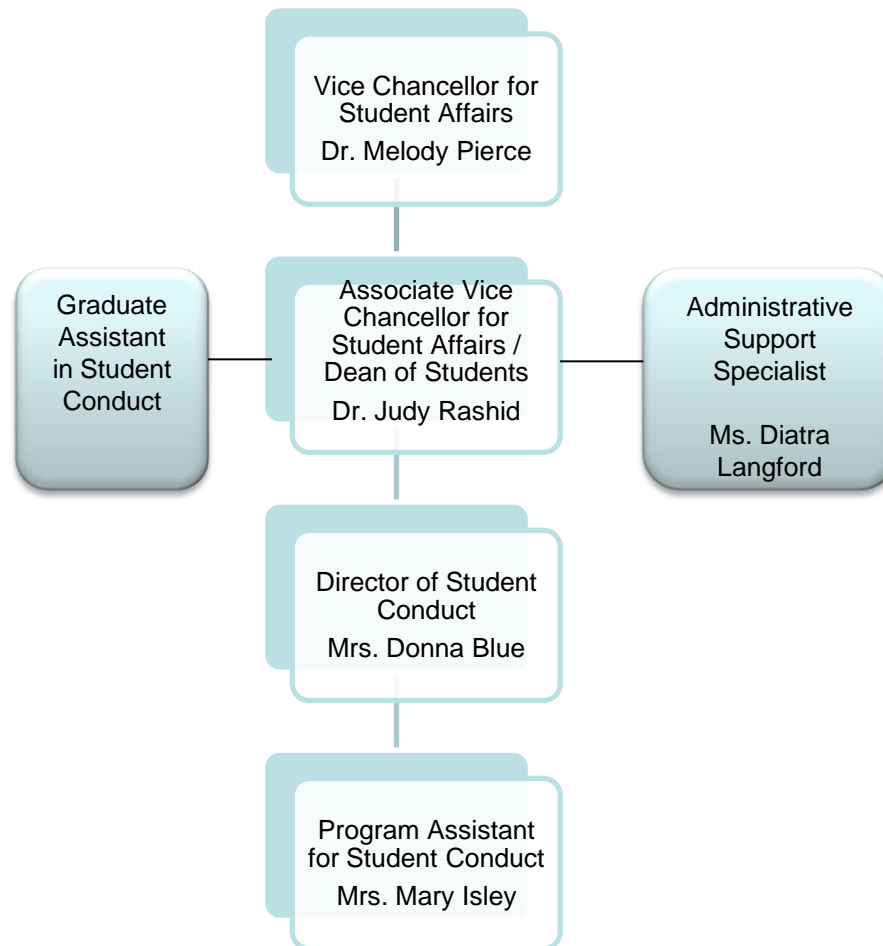
## Mission Statements: Dean of Students Office

The Dean of Students Office seeks to promote ethical and responsible student behavior by educating the student on expected standards of behavior. It is an expectation that the student would consider in advance the consequences of behavioral infractions and maturely accepts accountability for his/her behavior. To this end, the Dean of Students Office further serves in an advocacy role to improve student life through cooperation and collaboration with the entire university community.

Furthermore, this office seeks to promote campus safety and harmony by helping to maintain an environment consistent with the educational purposes and operations of the University through collaboration with Student Affairs, Academic Affairs, Police Administration, Legal Affairs, the Chancellor's Office, and the Faculty Senate.



# Meet the Dean of Students Office Staff



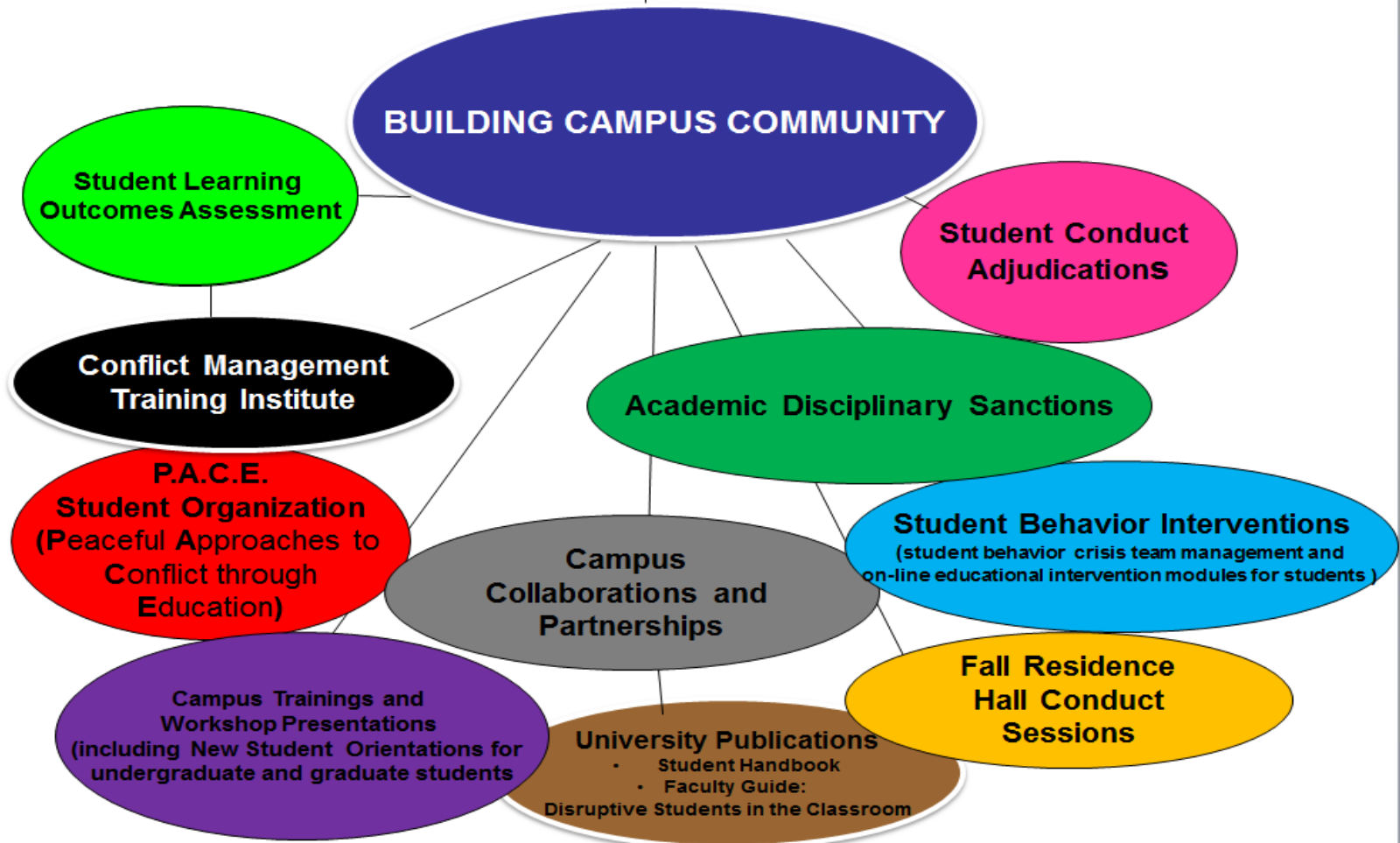


## Significant Facts About the Dean of Students Office

- **Adjudicate cases** of alleged violations of Misconduct Prohibited by the University (the Student Code of Conduct)
- Provide **assessment** of Student Learning Outcomes and Service Delivery
- Provide **Building Campus Community Skills Training** for undergraduate and graduate students in conflict management and resolution by conducting residence hall sessions , campus workshops, and new student orientations
- **Maintain the Student Conduct Regulations** Section in the Student Handbook
- **Provide on-line student behavior education interventions** as part of disciplinary sanctions
- **Educate the university community on the student conduct system** and relevant campus policies by developing close working relationships with academic departments and through the dissemination of information to faculty, staff, parents, and students
- **Identify best practices in programs and services** through maintaining active state and national conference affiliation in student conduct administration
- **Coordinate individual student and group crisis management** along with Disability Support Services, University Counseling Services, Legal Affairs, and the University Police Department
- **Train conduct boards** including the SGA Student Judiciary Council, Administrative Hearing Panelists, and the University Tribunal



# Dean of Students Office





# North Carolina Agricultural and Technical State University

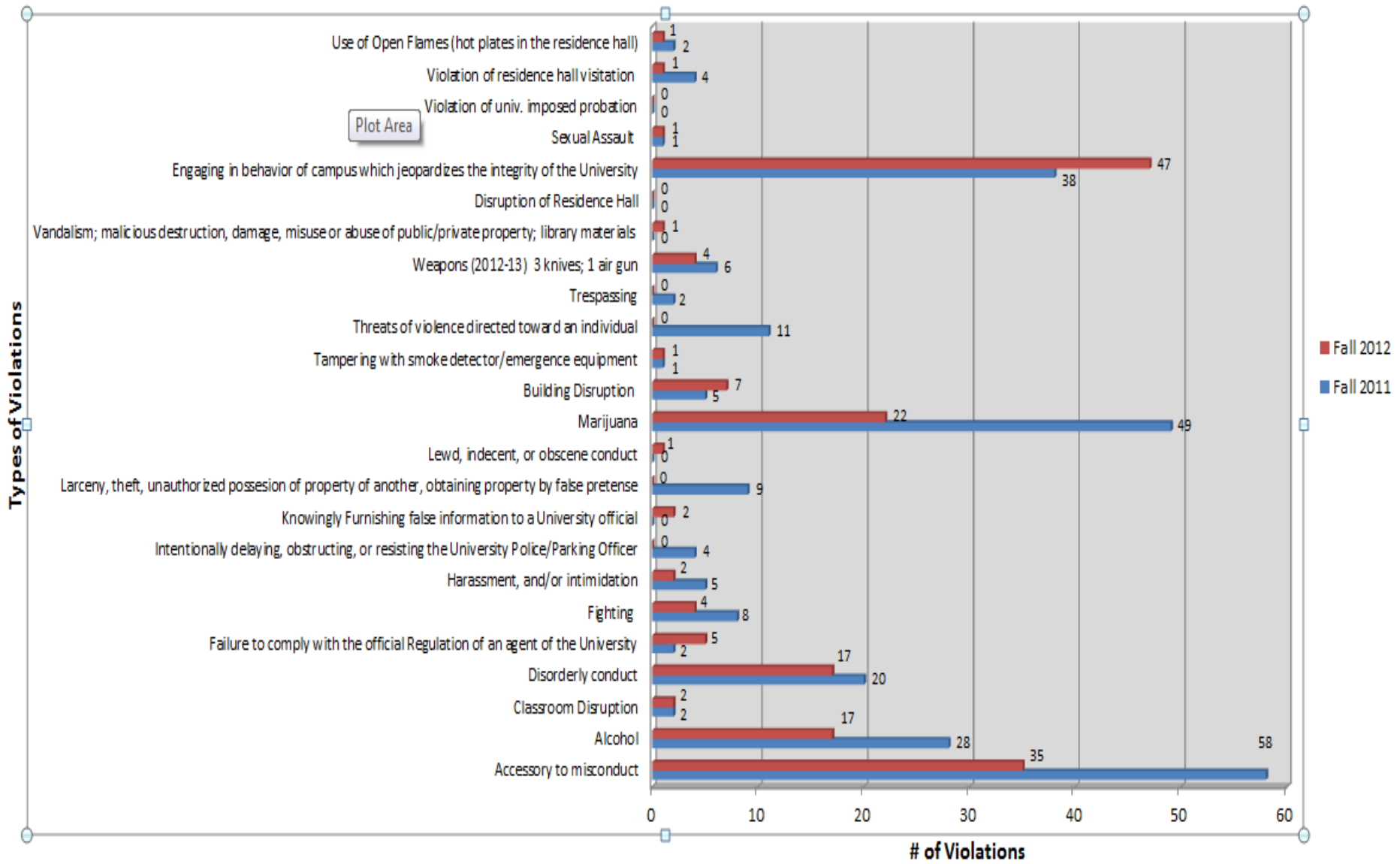
Program and Services 2011-12	# of Students/ persons	Type of Activity
<b><u>Conflict Management Training Institute :</u></b> For all students- New Academic Classroom Bldg. For Residence Assts.-Stallings Ballroom University of Ga. At Athens (conference presentation)	45 , 50, 40- respectively	Training / Education
<b><u>Building Campus Community Forums:</u></b> All Campus Residence Halls Campus Life Mentors New Students (Welcome Week) New Graduate Student Orientation	36, 35, 1500, 200- respectively	Education
<b><u>Leadership Training</u></b> Council of Presidents P.A.C.E. Student Organization	30, and 25 respectively	Training / Education
Alcohol Wise On-Line	16	Education
Early Education Intervention Program	11	Training
SGA Student Judiciary Council	500	Education
Sit-In Anniversary Celebration Student Discussion/Harrison Auditorium	200	Service
<b><u>Helping Students in Distress: Guides for Faculty and Staff – (5) departmental presentations</u></b>	300	Service
<b><u>Helping Students in Distress: Guides for Faculty and Staff – brochure distribution</u></b>	700	Service
<b><u>Classroom Disruption: A Guide for faculty – brochure distribution</u></b>	182	Hearings
Disciplinary Hearings	31	Student Conflict Management Consultations
Meetings	20	Service: Senior Administrators / Faculty Consultations
Meetings	127	Pre-hearing student consultations
Walk-In Office Visits	480	To obtain information on how to proceed with sanctions (66) ; community service hour assignments (123); BANNER holds on records (81) ; submission of Counseling Verification Forms (163) ; pick up a letter (47)
<b><u>Guilford County District Court Programs: Community Service Work Programs, Outer Limits First Offender Programs</u></b>	19 & 26, respectively	Service: Student Placements
Student Judicial Clearances  (gov't agencies(91), other universities(18), student organizations(172), student elections(112), student employment(24)	569	Service: Written Verification Checks of student judicial standing
UNC Suspension Database	29	Uploaded suspensions



# Student Conduct



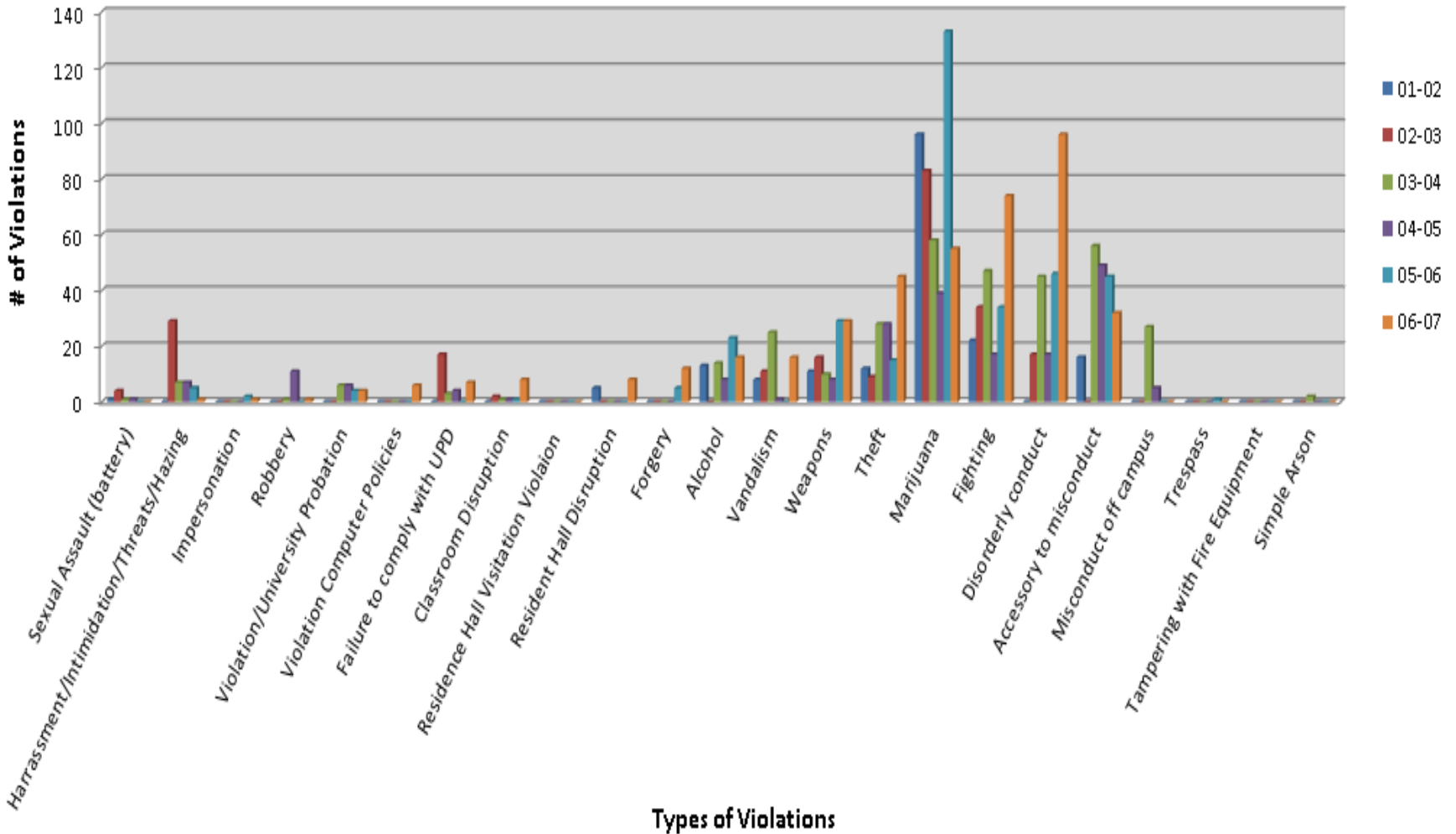
## Comparison Fall 2011 and Fall 2012- General Student Conduct- Types and Number of Violations





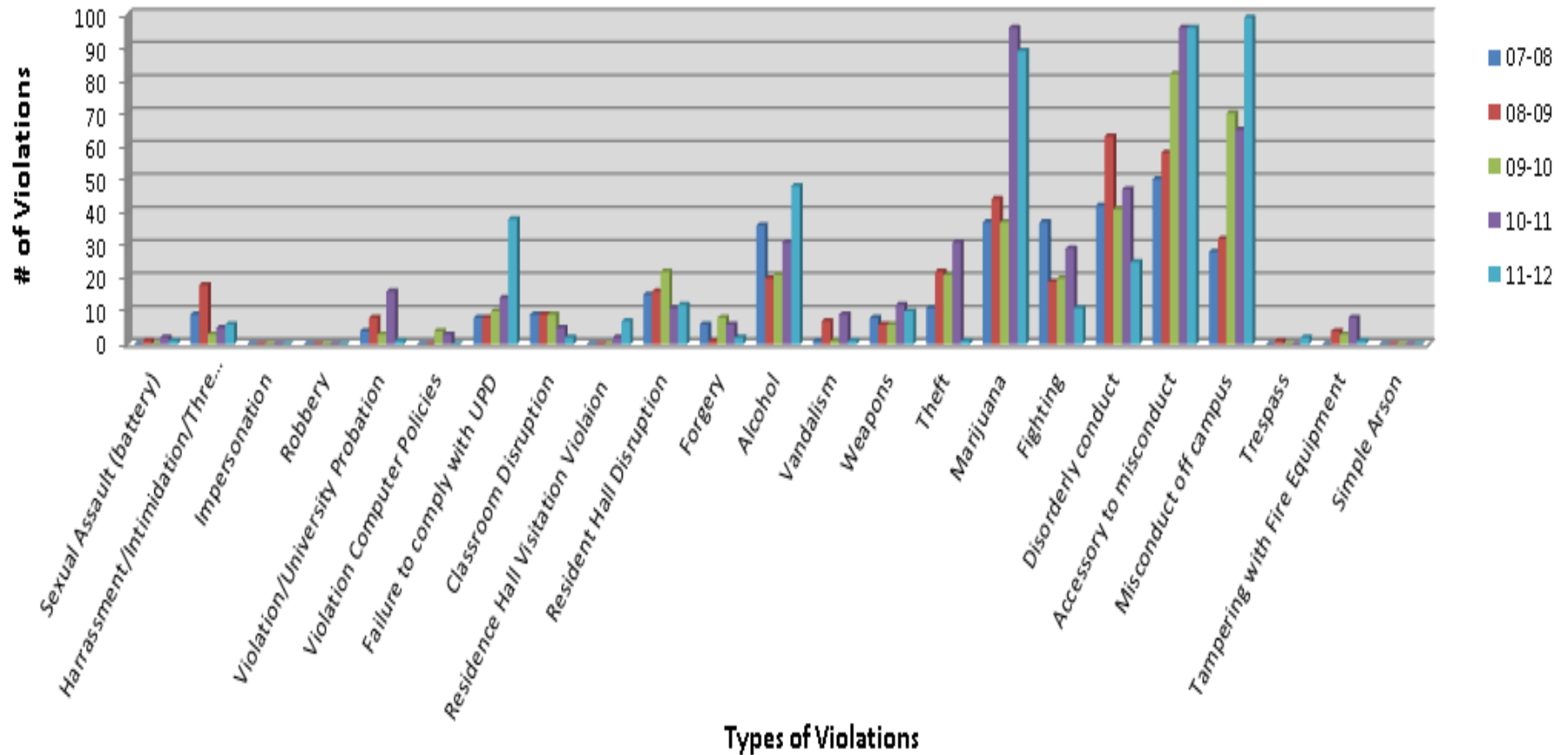


### Student Conduct Violations Years-at-glance (2001-2007)



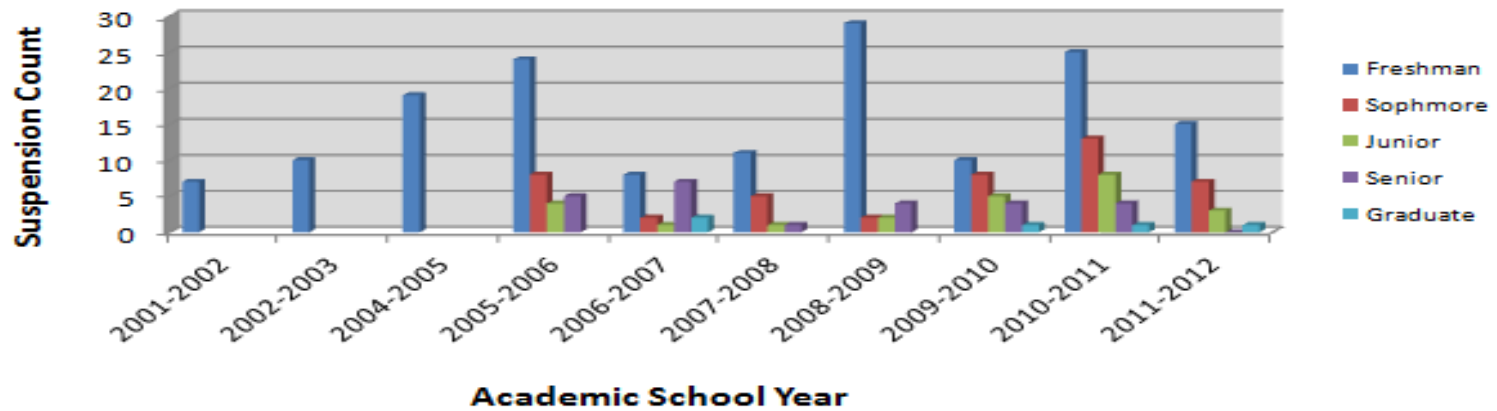


### Student Conduct Violations Years at-a-glance (2007-2012)

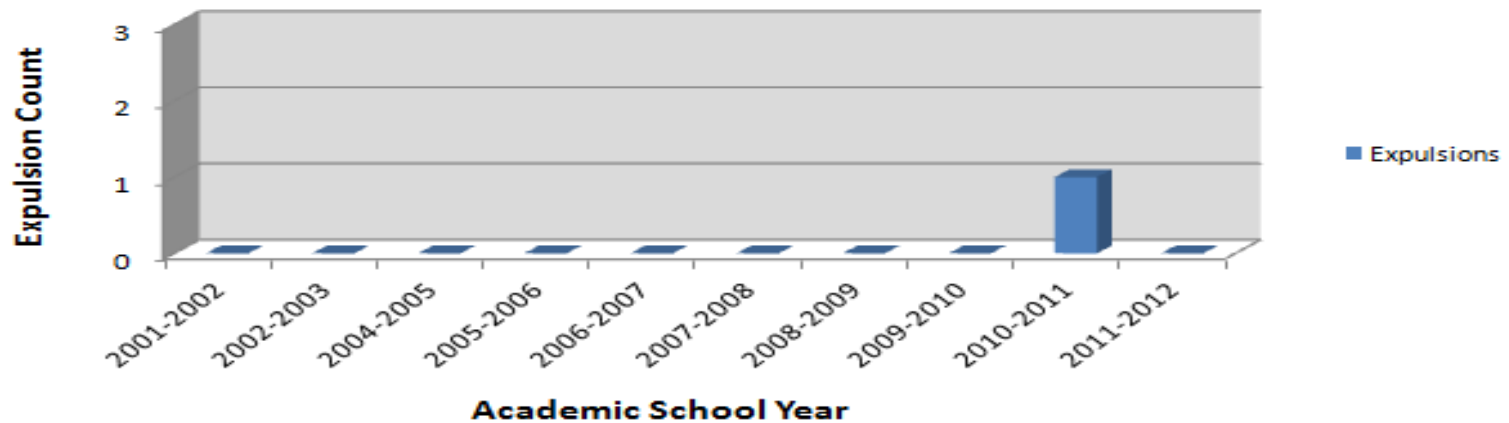


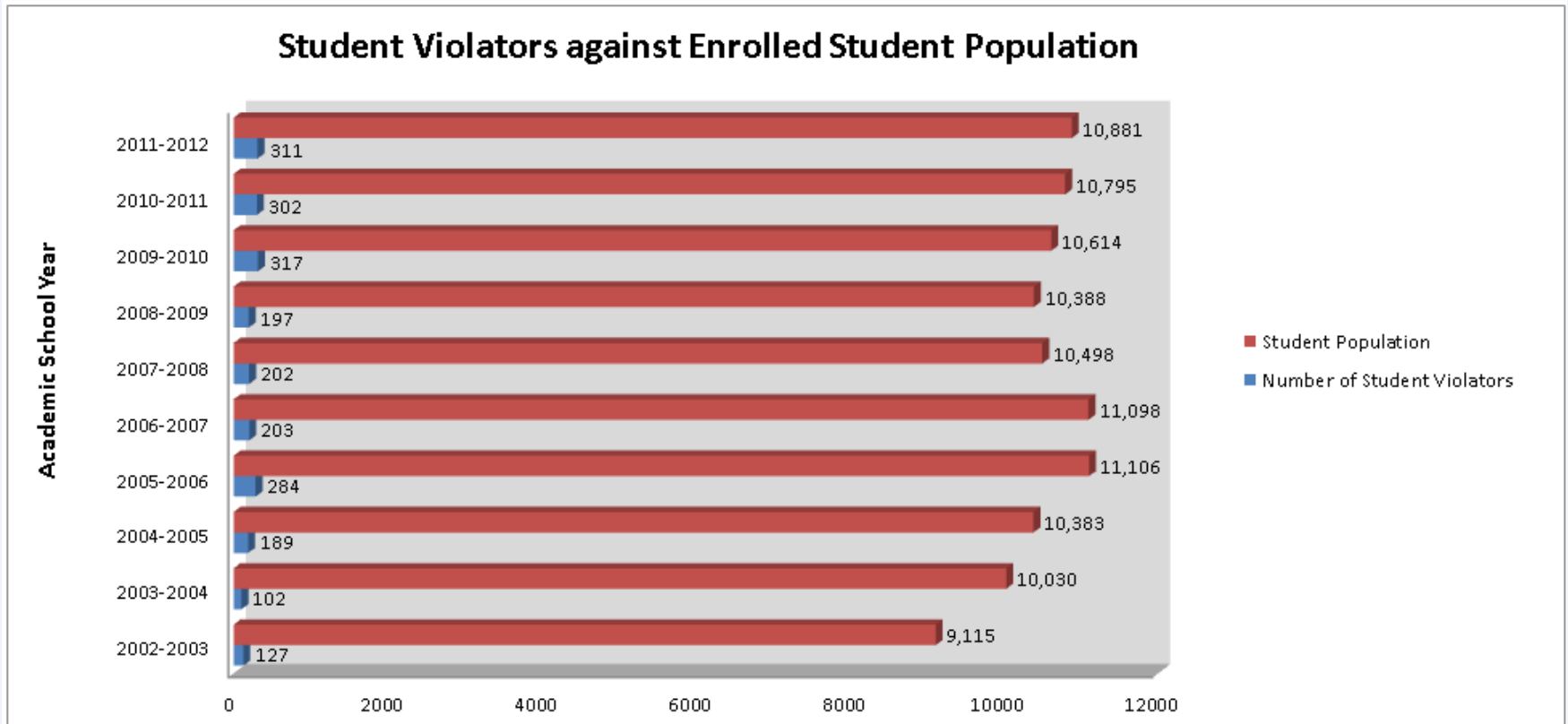


### Suspension Count 2001-2012



### Expulsions Count 2001-2012







<b>Policy/ Practice Interventions as the result of student conduct patterns</b>	
<b>Fall 2005</b>	Developed <u>Students Rights &amp; Responsibilities</u> to give to incoming freshmen ( included in Student Handbook)
<b>Fall 2006</b>	Developed the <u>Classroom Disruption Policy; a Guide for Faculty</u>
	Developed the <u>Zero Tolerance Policy on Drugs and Aggressive Behavior</u>
<b>Fall 2007</b>	Developed and instituted a credited course in <u>Conflict Resolution</u> Developed and initiated the <u>Conflict Management Institute</u>
	Initiated <u>Residence Hall Conduct Sessions</u> each September
	Developed <u>Student Behavioral Intervention</u> team
	Collaborated with Counseling Services to develop the <u>Student Policy on Psychological Disturbances</u>
	Instituted <u>Student Learning Outcomes Assessment Surveys</u> to Students (administered after hearings)
<b>Fall 2008</b>	Instituted <u>Student Learning Outcomes Assessment Surveys</u> to Students (administered after hearings and after sanction completions)
<b>Summer 2010</b>	Initiated <u>CAS Self -Assessment</u> of Student Conduct Services Implemented <u>Chaplain Transcription Services</u> for Suspension Cases
<b>Spring 2011</b>	Spring 2011- <u>Student Mis-conduct Group</u> Chaired by Deputy General Counsel
<b>Fall 2011</b>	Initiated <u>Academic Disciplinary Sanctions</u>
<b>Spring 2012</b>	Instituted <u>Early Intervention On-line Education Modules</u> as a sanction for misconduct including alcohol violations ; Developed and approved a university definition of “student” (as required by CAS) ; submitted and proved by the Chancellor’s Cabinet and entered in the Student Handbook
<b>Spring 2013</b>	Completed <u>CAS Self Assessment</u> of Student Conduct Services



# Department/Unit Contributions to University's Strategic Goals 2012-13

**(Strategic Plan Goals 1 and 5)** Intellectual Climate / Diversity / Collegiality

- Conducted thirteen (13) trainings in conflict resolution and leadership for residence life, new students, Student Senate, Student Judiciary Council, and student groups.
- Served as Host Office for a Graduate Student Practicum with the School of Education / Center for Internships (topic of research: *Career Preparation for Senior Student Affairs Administrators*)
- Conference attendance at the AAC&U Institute for High Impact Practices and Student Success : University of Portland Team Collaboration with Academic Affairs to examine best practices in student retention efforts



# Department/Unit Contributions to University's Strategic Goals 2012-13

## **(Strategic Plan Goal 6)** *Operational Effectiveness*

- Initiated and completed CAS self-assessment study of Student Conduct Administration
- Conducted Orientation and Training for the new Director of the Multicultural Student Center
- Initiated a search for the Director of Veterans and Disability Support Services
- Conference attendance at the International Conference for the Association of Student Conduct Administration (St. Pete Beach, Florida)



## Student Learning Outcomes

### **Humanitarianism and Civic Engagement**

- Demonstrate sensitivity towards individual and cultural differences
- Identify with the background and historical value of North Carolina Agricultural and Technical State University
- Explain how making responsible choices enables him/her to assume acceptable roles in society
- Understand the role of students in building campus community
- Demonstrate self reliance by complying with the imposed sanctions after a hearing
- Revises judgments and changes behavior in light of new evidence





## Student Learning Outcomes

### **Intrapersonal Development**

- Accept responsibility for one's own behavior by explaining in one's own words the details of an incident
- Show the ability to solve problems and manage conflict
- Listen to others with respect
- Respect self and others on and off campus
- Modify thinking process in order to connect with others
- Adhere to policies and procedures
- Share differing opinions in appropriate, respectful ways
- Take responsibility for one's role when interacting with others who may differ in beliefs, behaviors, values, and worldviews
- Understand their role in building community on campus



## Student Learning Outcomes

### Practical Competence

- Identify ethical responses, beforehand, to typical situations in student life that tend to result in disciplinary action
- Recognize the need for balance between freedom and responsible behavior
- Identify expected standards of behavior and consider in advance the consequences of behavioral infractions
- Accept responsibility for sanctions imposed for unacceptable behavior as deemed by the Office of Student Conduct
- Abide by imposed sanctions
- Identify expected standards of behavior at A&T and learn mechanisms to adapt to its culture and expectations
- Identify behaviors of healthy and unhealthy relationships



# ASSESSMENT

- Administering assessment surveys improves the intellectual climate of the University by providing the student with a self-assessment tool which promotes student learning and improves services.
- The goal is for students to become valuable resources in the community as campus stewards while enhancing their personal growth and development.



# Assessment Instruments

- Student Conduct Procedure Survey

**(administered after hearings)**

- Student Learning Outcomes Assessment Survey

**(administered after assigned sanctions have been completed and also after various community building trainings and workshops are rendered)**



What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

- Students gained a better understanding of the Student Conduct Process.
- Students became aware of how their actions impact the University community.
- Students reported that they changed their behavior as a result of completing their assigned sanctions.
- Students reported that they modified their future behavior as a result of what they learned from the sanction experience.



# Thank You!



# Questions and Answers