

**Learning Plan Mid-Year Report
Honor and Judicial Programs
2005-2006**

1. Mastery of a broad body of knowledge in the liberal arts and sciences, so students can see things in perspective, appreciate and enjoy artistic expression, and critically, creatively, and logically respond to the complex world around them.

The Office of Honor and Judicial Programs is not addressing this goal at present

2. Mastery of a specialized body of knowledge, so the students will have the expertise to be competitive and successful in their chosen careers.

The Office of Honor and Judicial Programs is not addressing this goal at present

3. A sense of personal direction, so students can plan their future wisely and with honor, acquiring self-understanding, self-confidence, and a meaningful philosophy of life.

1) Learning Outcomes: Help students to explore values of integrity and how they impact upon character in such areas as honesty, trust, respect, fairness, and responsibility

2) Activities

Orientation and Honor Ceremony
Honor and Judicial Board programming

3) Assessment: Feedback will be requested regarding Orientation presentations from NSLP. Freshmen reflections on the Honor Ceremony have been received from faculty. Board programming will be assessed at each program.

4) Results

New Lancer Days: 42% rated the presentation as excellent, 53% as good, and 4% as fair.

Honor Ceremony: Although at first glance at the audience during the Honor Ceremony it appears that the students may not be paying attention, freshmen reflections on the Honor Ceremony indicate otherwise. The reflections are, for the most part, relating the student's high school experience to their impressions of the Honor Code at Longwood University.

Board Programming: Although the Judicial Board did two programs for RA staffs, and Honor Board visited 4 LSEM classes I have not received evaluations.

5) Action

I need to continually encourage the Boards to program on campus to enhance their visibility and educational effect. I especially need to emphasize with the boards the necessity of evaluating any programming they do. Next year I will request Longwood Seminar instructors to have their students do a reflection at the beginning and end of the semester.

4. A balanced and healthy lifestyle, which means making responsible choices related to values, friends, family, work, recreation, and life-long education.

1) Learning outcomes: Enhance the intellectual and personal development of Board Members in preparation of their role in the disciplinary process.

2) Activities

Board training and in-services
Advise board chairs

3) Assessment: Board member's reactions to training and in-services will be assessed through qualitative and quantitative surveys. I will engage the chairs in focused discussions on needs and how to meet those needs.

4) Results

Board Training: Assessments of the training and in-services thus far appear to be meeting most board members needs. Approximately 80% indicate that they "are better prepared as a board member"; but still had questions regarding how to develop creative sanctions and ask open-ended questions of respondents and complainants. Some presentations by Board Chairs were rated low.

Advise Board Chairs: The board chairs felt that needs were being met.

5) Action

Continue to involve the Board Chairs in discussions on training and their needs. The topic of sanctioning and questioning will be revisited and expanded on in training for next year. Board Chairs will need some coaching on how to do an effective presentation. I also plan on doing a special training in leadership skills for only the Board Chairs next year.

5. Interpersonal effectiveness and an appreciation of diversity and differences, so that students can establish genuine, trusting, and honorable relationships within the broad family of humanity.

The Office of Honor and Judicial Programs is not addressing this goal at present

6. Responsible citizenship, so that students can do their best in ways uniquely their own and have the motivation to contribute to a better life for all through community participation and leadership.

1) Learning outcome: Learn appropriate standards of individual and group behavior

2) Activity:

Educational and community service assignments

3) Assessment: Tally completion of assignments, and review for evidence of personal insight into behavior. Tally judicial process survey; and review for learning and reflection on the process and outcomes. Short interviews after completion of community service if a reflection paper is not assigned.

4) Results

Written Educational Assignments: Of 43 assignments, 16 appear to contain significant personal insight, and 20 moderate insights. Seven appear to be written only to fulfill the minimum requirements of the assignment.

Survey: Over 600 surveys were sent; 21 were returned to the office. Although what surveys were returned are interesting and important reading, not enough surveys have been returned to allow analysis.

Interviews: Board did not assign community service on a regular basis in the Spring Semester.

5) Action:

I need to come up with a method of increasing the return rate on the survey.