

**Learning Plan Report
Honor and Judicial Programs
2006-2007**

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 (Target Population: general student body)

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: No assessment information on this presentation is available.

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:

Honor and Integrity Week: Although both boards were asked to assess programs, I received evaluations only for the Faculty Luncheon and Gary Pavela keynote. Attendance at the keynote was high due to faculty requesting students to attend; the common theme among student remarks

was similar to this student's comment: "I hadn't looked forward to this lecture, but the speaker was very good and I enjoyed it a lot".

5) Action

I need to continually encourage the Boards to program on campus to enhance their visibility and educational effect; and continue to reiterate the need to do program evaluations! I will be asking the Honor board to develop a standard presentation for LSEM, with a standard evaluation that can be used for all requests to present at LSEM sections.

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

Hearings

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. Board advisors will be asked to evaluate board member effectiveness and growth over the semester. 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 the board members needs. Approximately 80% indicate that they "are better prepared as a board member". One board member noted: "I think the week was well done, and the time well spent. Behind Closed Doors, while not completely helpful, enabled us at least to see the RA's decision making process and the challenges they face." Other board members believed they learned important information about appeals, and drug/alcohol use.

Advise Board Chairs: Thus far, the board chairs feel that needs are being met and they are learning group management skills. This is a continual process. I saw an improvement over the semester in both conflict management and critical thinking skills in the three chairs who manage the hearings.

Board Advisor assessments: In general, the advisors agree that both boards improved their ability to think critically about issues: "I believe the board did an excellent job of analyzing each case and their work improved as the semester progressed". It also appears that board training on student development has had an impact: "I don't think the board members know for sure that they are using developmental theories and rationale..., but they have."

5) Continue to involve the Board Chairs in discussions on training and their needs. A mid-year in-service to help ground developmental theory may also be helpful. I will be initiating a research project on the development of critical thinking of board members next fall.

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

Educational Assignments: Of 36 assignments far, 15 appear to contain significant personal insight, and 12 moderate insights. Nine appear to be written only to fulfill the minimum requirements of the assignment. Comments from students whose papers showed insight include:

“I was totally responsible for my actions on the night I stole the road signs. No one was in control of me but me.”

“I am very glad I did this assignment because it gave me a chance to reflect and realize what I did.”

“There is an age limit on alcohol for a reason, and me receiving this many strikes at Longwood has made me stop and take a look at my life.”

As a counterpoint, a student who wrote only to fill requirements said:

“Remembering the penalties for giving false information and not breaking the law will keep you out of trouble.”

Survey: Over five hundred surveys were sent out, 5 were returned. Not enough surveys have been returned to date to allow analysis.

Interviews: Students invited for interviews did not show.

5) I need to come up with a method of increasing the return rate on the survey. I will be opening discussion with the board chairs and members on the topic of assessment, and include them in brainstorming ways to assess outcomes and improve return rates.