📏 Ethics Workshop Learning Assessment

👥 Public

Name of Assessment Project:	Ethics Workshop Learning Assessment
Name(s) of Person(s) Responsible for Assessment Project:	Director (Ben White)
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Providing Department:	Student Conduct
Other Units/Departments Involved in Assessment Project:	
Program, Service, or Event Related to Assessment Project:	This assessment project is linked to the Ethics Workshop, a sanction program coordinated by the Office of Student Conduct.
Assessment Project Description:	The purpose of the assessment project is to assess student learning and understanding of decision making and ethical behavior through their participation in the Ethics Workshop. The assessment will be given to all participants at the conclusion of the session. It is designed to measure the impact of the Ethics Workshop and student understanding of ethical issues.
Unit/Program Specific Goals and Learning Outcomes:	As a result of attending the workshop,

- Participants will have a greater understanding of ethics and decision making in their everyday lives.
- Participants will gain a greater understanding of how their decisions affect others.
- Participants will identify one person who sees them as a role model and describe why they are a role model for that person.
- Participants will be able articulate at least two examples of positive ethical behavior by others and/or themselves.
- Participants will identify one ethical admission and evaluate the rationalizations and decision points within that admission.

Relationship to Student Affairs Learning Outcomes:	Think Critically and Solve Problems, Advance a Plan for Personal, Academic, and Professional Success, Promote Social Justice and Community Responsibility
Assessment Project Start:	7/1/2013
Assessment Project End:	6/30/2014
Population/Sample:	All students who attend the Ethics Workshop.
Type of Assessment:	Student learning outcomes and/or behavioral outcomes
Other Assessment Type(s):	
Assessment Methods:	Surveys
Other Assessment Method(s):	
Data Collection Tools:	Students complete the assessment at the end of the session by use of iPad Minis or their own portable electronic device.
Data Analysis Methods:	Data will be analyzed using Campus Labs assessment data.
Presentation of Findings:	Electronic copies of the intermediate and final results of the assessment findings will be shared with key constituencies, including the Vice Chancellor - Student Affairs, Student Conduct Officers, Associated Students Office of Student Advocacy, the workshop facilitator and the Assessment Coalition. Additionally, we will discuss the findings with selected groups.
	We will also post the final results of the assessment on the Office of Student Conduct website.
Progress:	100%

Link Assessment Project in Campus Labs Baseline :	**Name**	**Source**
	[Ethics Workshop Survey](#)	Baseline (All project data)

Summary of Findings:	This was the first year we used an electronic assessment method for the Ethics Workshop, a practical decision making seminar used as a sanction for Student Conduct Code violations related to decision making issues. Previously, we used hard-copy paper surveys, which made it more cumbersome to collate and compile overall data. We also revised and expanded the assessment from a simple survey about what the participants liked and disliked about the session to an expanded instrument assessing actual learning outcomes.
	In looking at the data, students responded positively about the impact of the session on their decision making. Eighty five percent of respondents (91 of 107) 'strongly agreed or agreed' that as a result of attending the workshop, they have a greater understanding of ethics and decision making in their everyday life. Similarly, 83 percent (89 of 107) 'strongly agreed or agreed' that the workshop helped to provide a greater understanding of how their decisions

affect others. These results show that the workshop has the intended effect of helping students understand their decisions and decision making processes.

We developed targeted questions related to the program's learning outcomes and specific modules. The data includes:

- Eighty eight percent of respondents (94 of 107) stated that they were able to identify one person who sees them as a role model and described why they are a role model for that person.
- Ninety three percent of respondents (100 of 107) articulated at least two examples of positive ethical behaviors by others and/or myself.
- Ninety percent of respondents (97 or 107) identified one ethical admission and the rationalizations and decision points within that admission.

These results show that students are meeting the specified learning outcomes that support practical decision making. However, a few respondents disagreed that they were able to meet these goals. Their comments included:

- "Ethics are relative and I am confused that sometimes you get penalized for acting ethically, which is why some people are in this course in the first place."
- "I feel I already have a good understanding, I just chose to ignore it at the time."
- "I already knew the effect of my decisions."

"That I was correct in my previous ideologies and ethics are still a fabricated system of ideas to keep people in line."

These comments support the data we receive in our general assessment of the student conduct process that students knew they were violating campus policy, they chose to do it anyway. It continues to support the concept that the student conduct process is where they think about their decisions and how they will avoid similar circumstances.

We also asked respondents to describe what they learned from the workshop. Nearly every participant provided a response, which provided us with an additional data, albeit anecdotal to describe what students learned from the process. Responses of what students learned included:

- "I learned about decision making and ethics and I realized just how many consequences my actions have on myself and those around me."
- "I learned that it's important to think of all the possibilities and consequences to the decisions that you make. Every choice counts and you always have a choice to either do the right or wrong thing."
- "Someone looks up to you. So whenever you do something. Imagine what they would think of you."
- "The part of the workshop that I learned most from was the Rationalizations handout. I definitely have used some of the Rationalizations in the past and looking through a detailed list was very helpful in gaining better understanding of some of the factors that drive my decisions."
- "The workshop was really different than what I expected. I learned that the situation I had been involved in did not define me or my ethics."

In looking at student demographics, about 60 percent of all respondents were either first year or second year students and about 62 percent of respondents lived on campus. Additionally, about half were from Southern California and almost a fifth of all attendees classified themselves as international students.

Impact of Assessment: We are making several changes to the workshop for 2014-15 based on several years of feedback from students and the data gleaned from this assessment. These changes include

- Changing the name from "Ethics Workshop" to the "Practical Decision Making Seminar". Many students have concerns about being assigned to an "ethics" workshop. Given that most of the violations involve issues around decision making rather than ethics, we felt changing the name would help reduce student concerns.
- Reducing the cost of the session from $75 to $50. Many students, especially students involved with Bookstore theft cases, expressed concerns about financial hardships and, in that context, a $75 session fee seemed excessive. The CARRS program, at only $50 a session, provided us a useful bench mark in this area.
- Decreasing the length of the session from three hours to two hours. This change alleviates the common criticism of session being too long. After discussion among the OSC staff, we determined that two hours would be appropriate for such a seminar. We've also spent some time reworking the modules to focus more on practical decision making and this has allowed us to decrease the time commitment.
- Taking a greater role, as an office, in the administration and delivery of the workshop. With additional professional staff in our office, we can provide greater professional staff oversight for the program and personally facilitate the workshop. Our outside facilitator has been effective during her tenure but we feel that our office staff should be able to facilitate these sessions in a similar fashion.
- Develop the capability to bill students' accounts directly for the session rather than having them bring a check to the office. This will eliminate concerns about "cash" handling while also recognizing that many students do not have actual checks and have to get money orders from their bank to pay for the session.
- Developing an electronic registration system to streamline registration for the seminar. We are looking at various options, including Student Voice and email registration (similar to CARRS), for this purpose.
- Developed a "self-directed" option for students with scheduling conflicts. With this option, students come to the office

and complete the seminar through written directions results in a written summary rather than group discussion. We've had about a half a dozen students complete this option, with a couple of the students expressing that they appreciated the opportunity to think through these issues and put them in writing. Thanks to these sessions, we are eliminating the reflection paper requirement and incorporating it into the seminar as the final module.

Overall, we think all of these changes will help to provide greater efficiency for our office while reducing some of financial barriers and administrative frustration for students to attend the session.

Once we complete our academic year statistics, we will look at data relating to the Ethics Workshop. Specifically, we will compile and analyze data around recidivism, types of violations, and these data sets will allow us to determine the common violations for students taking the seminar along with analyzing whether the workshop has an impact on recidivism, especially in comparison to other sanction programs.

Lessons Learned: We had at least one session where we did not get complete data from all participants. This was due to a miscommunication with the facilitator. After that point, we assigned a staff member deliver the two iPads used to take survey data along with clear instructions for students to complete the assessment. After making these adjustments, we did not have any other issues with data collection.

Supplemental Information: