Assessment of the Effects of the ‘Living Your Values’ Workshop

THE UNIVERSITY OF CONNECTICUT - DEPARTMENT OF STUDENT AFFAIRS
DANNY ARROYO, ALEX CARRIER, STEPHANIE FLEITAS, JODY MIELE, BRYCEN WATERS
Presentation Agenda

• Introduction
• Literature Review
• Methodology
• Results and Findings
• Discussion
  • Conclusions
  • Implications
  • Limitations
Purpose of Study

• To assess the student experiences of the Living Your Values Workshop
• Sought to gauge general feedback from students who experienced workshop
• Formative assessment
Review of Literature
Eras of Conduct in Higher Education

1855 - In Loco Parentis
1933 - Progressive Ideals of John Dewey
1960's - Civil Rights/Laissez Faire
1993 - Association for Student Conduct Administrators - Ethical Principles and Standards of Conduct
2000 - Duty of Care & Responsibility to Care
2007 - Bush Zero Tolerance

Literature Review

Eras of Conduct in Higher Education

*In loco parentis*

- “in place of a parent”
  - Strong penalties for conduct violations
  - "Responsible for the escape and destruction of logic in the conduct process" (Cazier, 1973).
Eras of Conduct in Higher Education

Progressivism & John Dewey

- Dewey maintained that “Conduct provides a control over the means necessary to achieve desired ends and the ability to value and test those ends” according to Rich (Rich, 1985).
- School - "Model of Social Life"
  - Moral training by having to learn to relate to others in a social world.
- Educational proponent of conduct
  - Teachable moment for staff in supporting students development.
Eras of Conduct in Higher Education

Civil Rights/Laissez Faire Era

- Emergence of the notion of law, legalism, legalistic discipline system, and an emphasis on fairness
  - Influenced the model of today’s conduct—emphasis on heavy rules, a legal process involving hearings and appeals, and sanctions (fines, suspension, and expulsion)

- Benefits
  - Efficiency and Directness

- Drawbacks
  - Oppositional to students
  - Educational value often lost
Eras of Conduct in Higher Education

- Association for Student Conduct Administration
  - Founded in 1986
  - *Ethical Principles and Standards of Conduct*
    - Published in 1993
    - Theoretical and conceptual framework to guide the practice of practitioners
  - Fifth Ethical Principle
  - Treatment of students who are participants in the conduct process
  - Ninth Ethical Principle
  - Issue of confidentiality and the role that it plays in shaping conduct
Eras of Conduct in Higher Education

Discipline to Development

- *From Discipline to Development: Rethinking Conduct in Higher Education* (Dannels, 1997)
  - Fall of in loco parentis – what are professionals’ roles in student conduct?
  - Conduct Officers- Supervisory role over the conduct system
  - Contemporary codes of conduct -" Light on their offerings of real guidance for students" (Dannels, 1997).
History of Conduct in Higher Education

Bush era - Zero Tolerance

  - Major and minor offenses treated equally
  - Does this model do anything to improve behavior or safety?
  - Need for less punitive and less invasive sanctioning
Duty of Care/Responsibility of Care

• Evolution of Responsibility: From in loco parentis to ad meliora vertamur (Bowden, 2007)
  • *ad meliora vertamur*- "let us turn to better things"
  • Return of the large role of administrators
    • Responsibility and Duty of Administrators
Moral Development Theory

“*The special function of the construct of moral judgment is to provide conceptual guidance for action choice in situations where moral claims conflict,*” (Rest, Narvaez, Bebeau, & Thoma, 1999, p. 499).

- Importance of moral and religious values in early American Higher Education
  - Evans - student affairs professionals have an obligation to see that moral and ethical issues are addressed with students
- Demise of in loco parentis
  - Laissez-faire attitude concerning moral development of college students
Moral Development Theory

Kohlberg (1969)

- Focused on Men
- Morality as focusing on concepts of justice.
- Hierarchical model of moral development
- Moral reasoning based on individual desires (pre-conventional), middle level centered around societal norms (conventional) and higher levels focusing on universal ethical principles (post-conventional).

  - Kohlberg- Movement from one state to another is gradual and requires time
    - Process can be expedited when an individual confronts a moral situation
Moral Development Theory

Gilligan (1982)

- Focused on Women
  - Stating care and responsibility are most important in moral decision-making

Hierarchical Model for Moral Development

- Lowest level- Motivated by self-interests
- Second level- Become more selfless and less concerned about their own self-image
- Third level- making choices, and accepting responsibility for those choices
Moral Development Application

Educational interventions that foster moral development (Evans, 1987)

- Targets of intervention
  - Individual vs Institutional
- Type of Intervention
  - Planned vs Proactive
- Intervention Approach
  - Explicit vs Implicit
Moral Development and Student Conduct

- Chassey (1999) concluded repeat offenders functioned at a lower level of moral development than non-repeat offenders.

- Cooper and Schwartz (2007) determined in their study that students who violated the conduct code reasoned at a lower moral judgment level than students who did not violate the conduct code.

- “Students scoring lower in moral development are less likely to modify their behavior in constructive ways” (Mullane, 1999, p. 94).
"Discipline is for children, subordinates, pets, and self, not for higher learners" (Lake, 2011).

ACPA- Student Conduct Board Manual and References (2010)

- Hearing vs. Trial
- Win-Win outcome
  - Community members, alleged violators, and victims
- Appropriate use of sanctions
  - Relate directly to the incident, the student’s attitudes and acceptance of full responsibility
State of Conduct Today

*Reframing Campus Conflict* (Taylor and Varner, 2009)

- "When student learning and law merge to create educational student conflict resolution and effective conduct management programs, commitment to legal compliance is not at odds but rather aligns well with an educationally driven approach" (Taylor and Varner, 2009).

- Legal Cornerstones
  - Due Process
  - Non-Discrimination
Lake - Transitioning from *Judicial Process to Educational*

- Eliminating "legalistic" and "oppositional" language in conduct matters
- Incentive-based sanctioning: "rewards and bribe culture" (Lake, 2011).
  - Millenial Generation
- “If you want to move beyond discipline, empower students to be better decision makers and make better decisions” (Lake, 2011)
State of Conduct Today

Restorative Justice: mediation and restitution approach to conduct and sanctioning

- Intervention approach to sanctioning
- Lipka (2009)
  - Suggestions can be made by both the victims and offenders to reach an agreed upon resolution
  - Personal Growth and Community
    - "All persons are deserving of human treatment and healing" (Lipka, 2009)
Student Conduct at UConn

- **Student Code of Conduct is written**
  - 2000

- **Catherine Cocks hired as Director of Judicial Affairs (Dean of Students Office)**
  - 2005

- **UConn Compass Program Implemented**
  - 2007

- **Probation Review Board Established**
  - 2008

- **Office of Community Standards established**
  - 2008

- **Living Your Values workshop created**
  - 2012
Student Conduct at UConn

Developmental Sanctioning:

- **UConn Compass**
  - Program that promotes student engagement through encouraging involvement opportunities.

- **Probation Review**
  - Students present to a board of peers to prove that they have made significant changes in the months following their conduct sanction.

- **Living Your Values Workshop**
About The Living Your Values Workshop

Purpose: "to help our students explore their personal values, their core values and how their values inform their ethical decision making"

- Four hours total, broken up into two, two hour sessions
  - Max of 15 participants per workshop
  - Around 5-6 workshops offered each semester
- Collaboration between Community Standards and Leadership Office
- Four main components
  - Values exploration exercise
  - Identifying values expression in others
  - Ethical decision making and moral courage exercise
  - The relationship between stimulus and response – understanding your choices and decisions
Literature Review:

History of The Living Your Values Workshop

• Piloted in Spring 2012
  • One four-hour long workshop & two, two-hour workshops
• Conducted assessment of pilot program
  • Pre-test respondents - 16
  • Post-test respondents - 14
• Results and findings included that students reported stronger understanding of core values
  • Focused on family relationships and loved ones
  • Thought of values and ethics when making decisions
  • Positive experiences "eye-opening, effective, well-run, and interesting"; "good experience"
• Decided continue with two, two-hour workshops
  • Facilitators felt students were more engaged and showed learning from week one --> week two
Current Living Your Values Workshop

*Learning outcomes:*
- Students will explore and identify their personal core values.
- Students will be able to recognize when their values inform their decision-making.
- Students will be able to recognize when their values are being sacrificed in their decision-making.
- Students will explore ethical decision making and connect it back to life experiences.
- Students will be able to identify values and ethics in action.

*Instructions for sanctioners:*
- Students who may benefit include: those found responsibly for theft, dishonesty, lying, repetitive behavior
- Not appropriate for "low-level" violations or first time violations including "quiet hours, beer-pong, alcohol, first time marijuana, etc."
Statement of Problem

No formal assessment has been completed since the 2012 pilot workshop.

Research Questions

- Do students think about their values as a result of the workshop?
- Does student experience vary based on different student demographics?
- How do the facilitators impact the experience of students in the workshop?
- How does the experience of students vary with regard to type of violation committed?
Methodology
Setting

Public, Research I Institution
Land and Sea-Grant Institution
Main Campus: Storrs, Connecticut

As of Fall 2013:
22,595 undergraduate students (including regional campuses)
18,032 undergraduate students (Storrs)
7,879 graduate/professional degree students
Methodology

Participants

- UConn students
- Found in violation of *The Student Code*
- Sanctioned to LYV workshop and participated as of mid-April 2014
- 200 total students participated in the Living Your Values Workshop
  - Survey sent to 197 students
    - Response rate: 41 students - 20.8%
  - Request for interviews sent to 192 students
    - Response rate: 3 students
Methodology

Participant Demographics

Gender

Female: 53%
Male: 47%

$n=38$
Methodology

Participant Demographics

Race/Ethnicity

- Asian: 5%
- Black: 8%
- Hispanic: 3%
- Mixed Race/Multiracial: 8%
- White: 10%
- Did not identify: 66%

n = 38
Methodology

Participant Demographics

Age of Participants

- 18: 34%
- 19: 3%
- 20: 13%
- 21: 8%
- 22: 10%
- 23: 32%

n = 38
Methodology

Participant Demographics

Majors

- ACES: 2%
- Business: 24%
- CLAS: 3%
- Communication: 3%
- Fine Arts: 8%
- NEAG: 3%
- None: 3%
- Nursing: 31%
- Pharmacy: 2%
- STEM: 18%
- Methodology: 3%

n = 38
Methodology

Participant Demographics

Type of Conduct Violation

- Alcohol: 42%
- Alcohol/Drugs: 13%
- Alcohol/Housing Contract Violation: 5%
- Disruptive and Uncooperative Behavior: 5%
- Drugs: 6%
- DUI: 3%
- I Don't Remember: 3%
- Other: 5%
- Theft: 5%
- Did not respond: 5%

n= 38
Mixed Methods
Convergent Parallel Design

Quantitative and qualitative methods occur simultaneously

- Quantitative – survey
  - Self-reported demographic questions, Likert scale questions
  - Survey data collected via CampusLabs
- Qualitative - interviews & open-ended questions on survey
  - This method worked best with the timeframe of our assessment project
Methodology

Data Analysis

Quantitative
- Analyzed survey responses for descriptive and inferential statistics
- Conducted T-Tests & ANOVA tests comparing each demographic variable to each Likert scale question to determine if there were any significant differences among or between various student populations

Qualitative
- All of the data was reviewed independently and common trends were found. From that point, themes were constructed.
Data Analysis

Trustworthiness

- Used well-established and reliable assessment methods
- Team members who conducted interviews did not code them
- Two team members coded each qualitative survey question
- Qualitative and quantitative design
- Coded independently
- Peer-debriefing
Results & Findings
Themes

Personal Reflection
Decision-Making
General Workshop Feedback
Results & Findings

Defining Our Themes

• **Personal Reflection**
  - The impact of the workshop on the participant's ability to intentionally reflect on their actions, behaviors, and values.
    - **Individual's Priorities**
      - What actions, behaviors, and values the individual deems preferable.

• **Decision-Making**
  - How the participant's experience in the workshop has impacted their decision making.
    - **Impact of External Factors on Decision-Making**
      - How various environmental factors and influences affect the participant's decision-making process as well as their ability to adhere to their accepted process.

• **General Workshop Feedback**
  - Overall remarks from participants regarding their experience in the workshop
Results & Findings

Personal Reflection

"...I learned that in myself I know that what I did was not me. I established my values to know that those are my guidelines to keep in mind. It was a good check-up for me."

"I learned more about myself and where I wanted to see myself go."
Personal Reflection

I have developed a strong sense of self as a result of the workshop

Disagree: 15
Neutral: 10
Agree: 13

n= 38
Results & Findings

Personal Reflection

I have developed a strong sense of self as a result of the workshop

- Disagree
- Neutral
- Agree

White n=25
- 36.0% Disagree
- 48.0% Neutral
- 16.0% Agree

Students of Color n=11
- 36.4% Disagree
- 36.4% Neutral
- 27.3% Agree

F=4.267 Sig.=.046
Personal Reflection: Individual’s Priorities

"After the workshop I am more aware that I need to keep in better in touch with my family..."

"When considering going out on a night that I had work instead of staying in to be rested."

"Going to a party versus studying for an exam: what will ultimately make me happier."

"I went to the beach and took some time for myself to think about what matters to me. It was a good clarification."
Decision-Making

"Not getting blackout drunk on many occasions to keep me and others safe."

I have considered my values "when thinking about how my decisions can affect others, especially in drinking."

"I learned why I make the decisions that I do. This was extremely helpful to me personally because I had been going through my life just doing things without any real knowledge as to why, and now I have a much better insight on that."
Results & Findings

Decision-Making

I consider my values when I make decisions

Disagree: 12
Neutral: 10
Agree: 16

n= 38
I am more deliberate when I make decisions

Results & Findings

Disagree Neutral Agree

14 11 13

n= 38
Results & Findings

Decision-Making

I am more deliberate when I make decisions

- **Under 21 n=19**
  - Disagree: 21.1%
  - Neutral: 47.4%
  - Agree: 31.6%

- **Over 21 n=19**
  - Disagree: 47.4%
  - Neutral: 10.5%
  - Agree: 42.1%

**Statistical Test**: F = 7.044, p = .012
Results & Findings

Decision-Making: Influences of External Factors on Others

"When given the opportunity to engage in consuming drugs and alcohol, I considered whether the decision was contradictory to my values, and acted accordingly."

Other participants had a positive impact on my experience

- Disagree: 9
- Neutral: 10
- Agree: 19

n= 38
Results & Findings

Decision-Making

I understand the impact of my actions on others

Disagree: 12
Neutral: 11
Agree: 15
n= 38

“[I learned] what my values are and why I should always want to present myself to the world in a manor that would make me and my family proud at all times...”
Results & Findings

I understand the impact of my actions on others

Under 21 n=19

- Disagree: 26.3%
- Neutral: 47.4%
- Agree: 26.3%

Over 21 n=19

- Disagree: 10.5%
- Neutral: 36.8%
- Agree: 52.6%

F = 7.002
p = .012
Results & Findings

I understand the impact of my actions on others

- **White Students of Color**
  - Disagree: 44.0%
  - Neutral: 20.0%
  - Agree: 36.0%

- **Students of Color**
  - Disagree: 36.4%
  - Neutral: 9.1%
  - Agree: 54.5%

n= 38
F=4.143
Sig.=.049
“[The facilitators] talked like we were normal people, [they] understood where we coming from.”

Results & Findings

General Workshop Feedback

Facilitators were effective

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n= 38</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bar chart showing:
- 5 Disagree
- 7 Neutral
- 26 Agree
Facilitators were knowledgeable

- **Disagree**: 5
- **Neutral**: 9
- **Agree**: 23

n = 37

"Facilitators were excellent."

"I did like how my facilitator didn't come in and lecture the audience about what we did wrong."

"... the bomb"
Results & Findings

General Workshop Feedback

“I thought the workshop was very informative and actually pretty interesting.”

“I was really dreading going to the workshop because I thought it would be a waste of time but it actually turned out to be quite useful and I was glad that I was made to do it.”
Results & Findings

General Workshop Feedback

The workshop was enjoyable

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=37</td>
<td>11</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

The workshop was useful

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=38</td>
<td>11</td>
<td>10</td>
<td>17</td>
</tr>
</tbody>
</table>
Results & Findings

General Workshop Feedback

“Please stop wasting money on nothing that has to do with education.”
“It was a punishment from which no lessons learned.”

“I wasn’t the greatest fan...”
“It felt like they were running some kind of a group talk.”
Results & Findings

I have changed my behavior as a result of the workshop

- **Disagree**
  - White: 32.0% (n=25)
  - Students of Color: 20.0% (n=11)

- **Neutral**
  - White: 48.0% (n=25)
  - Students of Color: 54.5% (n=11)

- **Agree**
  - White: 36.4% (n=25)
  - Students of Color: 9.1% (n=11)

F=7.592, Sig=.009
Discussion
Conclusions

• The overall experience of students in the Living Your Values workshop does not vary significantly on the basis of demographic information.
  • However, there were some significant differences in the experience of students based on age and race.
• As a result of participating in this workshop, students are generally considering their values when making decisions.
• Students had generally positive experiences with the Living Your Values workshop.
• Students had generally positive perceptions of facilitation.
Recommendations for Practice

- We recommend continued assessment of the Living Your Values workshop
  - Integrate assessment/evaluations into each session
    - Exit survey, asking participants to write a reflection & analyze reflection against goals and learning outcomes of the program
    - This may help to increase response rate
- We recommend the restructuring of current Learning Outcomes to be more measurable
- We recommend further educating Conduct Officers on program purposes and goals
Recommendations for Further Research

- Bench-marking with peer and aspirant universities
  - What are best practices for values-based sanctions?
- Research on the effects of values-based sanctioning
  - Major gap in the literature
Limitations

Developed our own instrument; it has not been tested.

Did not meet Confidence Interval; results not necessarily representative of population.

Absence of measurable Learning Outcomes from which to frame assessment questions.
Questions?
Thank you!


