



**SUNY  
BROCKPORT**

Office of the Vice President for Enrollment Management & Student Affairs

**Unit End of Year Report**

Report includes:

- 2020-2021 Annual Goals
- 2020-2021 Assessment Plan
- Key Performance Indicators
- 2021-2022 Annual Goals
- 2021-2022 Assessment Plan
- 2020-2021 Points of Pride

**Unit:** Student Conduct

**Director:** Dan Greer, Director of Student Conduct

**Assessment Team Representative:** Sarah Martin, Student Conduct Coordinator

**UNIT OVERVIEW**

**Unit Mission**

Residential Life/Learning Communities and Student Conduct contribute to the holistic development of students through intentional support, programs, and collaboration, which foster a safe, inclusive, and engaged community.

<b>Unit Functional Goals</b>	<b>Division Goal Mapping</b>	<b>College Goal Mapping</b>
Provide education and training to students about decision-making and community impact of their actions.	2,4	1.1, 2.1
Ensure best practices in Student Conduct that emphasize fairness and equity, along with self-reflection to encourage student development	3, 4	1.1, 4.3
Promote a safe campus community through upholding community standards and the Code of Student Conduct.	2,6	1.1, 1.7, 2.1

**SECTION ONE: 2020-2021 UNIT STRATEGIC ANNUAL GOALS**

<b>Unit Strategic Annual Goals</b>	<b>Outcome/Status</b>
Continue implementation of restorative justice initiatives at SUNY Brockport in partnership with Residential Life/Learning Communities	Goal ongoing
Update processes, procedures, and training to reflect compliance with new federal Title IX regulations from Department of Education	Goal met
Support campus climate through promoting education of First amendment rights that empower civil discourse for students, faculty & staff	Goal met

**SECTION TWO: 2020-2021 Assessment Plan**

<b>Unit Goal</b>		<b>College Mission Alignment:</b>
Continue implementation of restorative justice initiatives at SUNY Brockport in partnership with Residential Life/Learning Communities		Supports the College Mission by providing additional conflict resolution options beyond the traditional student conduct process, including options to address Bias-related cases.
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Assessment Data:</b>
<p>Develop a campus advisory board on restorative practices to provide guidance and training for SUNY Brockport</p> <p>Explore options for providing restorative practices remotely</p>	<p>Training materials developed</p> <p>Presentations</p> <p>Feedback from presentation participants</p>	<p><b>Goal has been partially met.</b></p> <p>The Director of Student Conduct continued training on restorative practices for Resident Directors and Resident Assistants in fall and winter trainings, as well as follow up trainings with staff.</p> <p>Materials were provided about strategies for infusing restorative practices into remote meetings with groups of students and student staff. This included a shared document of restorative activities and how they could be coordinated on Microsoft Teams or Zoom.</p> <p>Restorative conferences continued to be coordinated with student conflicts and bias-related incidents. Resident Assistants were coached on coordinating restorative community circles, following a series of bias incidents in the residence halls.</p> <p>Resident Directors and Resident Assistants provided positive feedback on training and activities they were taught to promote community building in a remote modality.</p> <p>An advisory board was not established this year due to staffing changes; it will be an outcome for 2021-2022.</p>

## **CLOSING THE LOOP**

**Resources Used:** Microsoft Teams, Zoom, *The Little Book of Restorative Teaching Tools*, professional development training sessions

**Key Findings:** The Student Conduct office has continued to expand implementation of Restorative Justice into its departmental work and has partnered with Residential Life/Learning Communities to infuse restorative practices in the residence halls toward building more restorative communities.

**Dissemination/Discussion of Key Findings:** Findings have been shared with Residential Life/Learning Communities as a key partner in this area. This information has also been shared with the Office of Equity, Diversity & Inclusion as we partner to expand restorative processes for bias-related incidents.

**Summary Sentence for EMSA Divisional Report:** Student Conduct successfully continued utilization of restorative practices for community building and conflict resolution through the 2020-2021 academic year, despite much of the interaction occurring remotely.

Unit Goal		College Mission Alignment:
Update processes, procedures, and training to reflect compliance with new federal Title IX regulations from Department of Education		This goal ensures that SUNY Brockport is compliant with federal TIX regulations
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p>Update <i>Code of Student Conduct</i> to reflect changes in processes</p> <p>Update trainings for Resident Directors, conduct board members, and appeals officers</p> <p>Coordinate presentations to educate campus about changes in regulations</p>	<p>Updated <i>Code of Student Conduct</i></p> <p>Trainings and presentations posted to TIX website</p> <p>SUNY Student Conduct Institute</p>	<p><b>Goal met.</b></p> <p>The <i>Code of Student Conduct</i> was updated, and the <i>Title IX Grievance Policy</i> was created to reflect new Title IX regulations.</p> <p>Trainings have been updated for Resident Directors, conduct board members, Title IX investigators, and appeals officers. This was supported with online training modules from SUNY Student Conduct Institute. Through this online learning platform, The Director of Student Conduct and Title IX Coordinator can track and ensure that all staff involved with the Title IX process have completed required trainings. 32 conduct board members and Title IX investigators completed trainings through SUNY SCI.</p> <p>Presentations about updates to Title IX have been completed to many groups across campus including EMSA Directors, Residential Life, academic departments, Brockport Student Government, the EDI Advisory Board, etc.</p>

**CLOSING THE LOOP**

**Resources Used:** Student conduct staff, Maxient, SUNY Student Conduct Institute

**Key Findings:** Student Conduct and Title IX met the August deadline from the federal government to publish the *Title IX Grievance Policy*. This work continued through the academic year to update college community members about the new regulations and to update student conduct hearing board process.

**Dissemination/Discussion of Key Findings:** Trainings have been ongoing through the academic year to many campus groups including EMSA Directors, Residential Life, academic departments, Brockport Student Government, the EDI Advisory Board, etc.

**Summary Sentence for EMSA Divisional Report:** SUNY Brockport has met the compliance requirements under the 2020 Title IX regulations and will continue to update practices as further guidance comes from the new administration.

Unit Goal		College Mission Alignment:
Support campus climate through promoting education of First amendment rights that empower civil discourse for students, faculty & staff		This goal will support the College and campus climate in educating the campus about how to engage in civil discourse and respond to controversial speech.
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:
<p>Create and update presentations discussing First Amendment law</p> <p>Partner with Bias-Response Consultation Team to address bias-related reports</p> <p>Partner with student groups/organizations, department heads and directors to present information to their units/offices</p>	<p>Presentation feedback</p> <p>Training materials</p>	<p><b>Goal met and ongoing.</b></p> <p>At least seven presentations were completed through the summer and fall of 2020, heading into a contentious election season. Presentations were completed for EMSA Directors, Residential Life professional and student staff, Brockport Student Government, EDI Advisory Board. Sessions were focused on understanding first amendment rights and discussing appropriate responses to offensive speech. A keynote presentation for student leaders was also completed at Collaborative Training in August.</p> <p>The Civil Discourse committee completed work on updating policies for public gatherings during the Covid-19 pandemic. Specifically, the <i>Covid-19 Maintenance of Public Order, Use of Campus Facilities &amp; Campus Procedures Policy</i> was adopted. Strategies were put in place to balance first amendment rights of students &amp; staff, while also protecting public health &amp; safety. Training was completed on this task to EMSA Directors who may be called upon to support a public gathering. This policy will be amended for the 2021 academic year to reflect new guidance from the CDC and New York State, as Covid-19 restrictions are lifted.</p> <p>Student Conduct has continued partnering with the Bias-Response Consultation Team to address bias-related reports. This includes helping the team identify when an issue qualifies as protected speech or rises to the level of a conduct violation. In instances of protected speech, Student Conduct has worked with parties to offer a restorative resolution process. This avenue was utilized three times during the 2020 academic year, including to address community bias concerns in a residence hall. It is notable that this occurred during a year of remote interactions, as restorative processes are highly relational.</p>

## **CLOSING THE LOOP**

**Resources Used:** First amendment case law, Code of Student Conduct, Materials from National Issues Forums ([nifi.org](http://nifi.org))

**Key Findings:** Student Conduct has updated presentations on the First Amendment directed toward students, faculty, and staff. EMSA Directors have also been notified and trained on their responsibilities for responding to and supporting public gatherings on campus.

**Dissemination/Discussion of Key Findings:** Education on this topic has been provided to many groups through the fall semester. Helping students understand appropriate responses when they are impacted by speech in their community will be an ongoing area of education for Student Conduct.

**Summary Sentence for EMSA Divisional Report:** Student Conduct provided education to the campus community on the first amendment and civil discourse leading up to the 2020 election. Strategies were developed to support free speech while maintaining public health during a pandemic.



Unit Goal		College Mission Alignment:						
Promote a safe campus community through upholding community standards and the Code of Student Conduct.		The goal will support the college by ensuring that all students are safe and healthy while engaging with the campus.						
Outcomes and Criteria:	Data Sources and Methods:	Assessment Data:						
<p>Implementation of COVID-19 policies</p> <p>Implementation of SUNY Uniform Sanctions for COVID-19 Violations</p>	<p>Maxient Data about COVID-19 Violations and SUNY Uniform Sanctions</p> <p>Student Code of Conduct/Housing License COVID-19 policies</p>	<p>Goal met/ongoing.</p> <p>The COVID-19 pandemic posed a serious threat to the health and safety of members of the campus community. Due to this, policies regarding the use of masks, social distancing, social gatherings, testing requirements, quarantine and isolation procedures, and guest policies were integrated during the 2020-2021 academic year. On October 1, 2020 guest policy expectations were clarified to include a 1:1 guest to host ratio for on campus and off campus students. Additionally, on October 1, 2020 the SUNY Uniform Sanctions for COVID-19 violations took effect.</p> <p>Maxient data shows that there was a drop in cases after the October 1 implementation of COVID policies and uniform sanctions. The SUNY Uniform sanctions accomplished their goal of decreasing the number of guest policy violations and social distancing policy violations significantly. Specifically, from August 1-September 30 there were a total of 39 incidents and 137 individual cases for COVID-19 violations. From October 1 (the date of SUNY Uniform sanction implementation) through the end of the Fall semester there were a total of 22 incidents and 44 individual cases for COVID-19 violations. It is important to note that there were fewer incidents and individual cases, over a longer period of time, after the SUNY Uniform Sanctions went into effect.</p> <p><b>COVID-19 Trends</b></p> <table border="1"> <thead> <tr> <th colspan="2">2020-2021</th> </tr> </thead> <tbody> <tr> <td>Incidents</td> <td>85</td> </tr> <tr> <td>Unique Individual Students</td> <td>233</td> </tr> </tbody> </table> <p>COVID-19 violations during the 2020-2021 academic year reflect the new campus policies involving mask mandates, guest policies, and social distancing requirements. It should be noted that the SUNY Uniform sanctions greatly impacted these numbers.</p>	2020-2021		Incidents	85	Unique Individual Students	233
2020-2021								
Incidents	85							
Unique Individual Students	233							

**COVID-19 Reports<sup>1</sup>**

2020-2021	
COVID-19	552
Masks	193
Social Gathering	18
Social Distance	132
Missed Pool Test	1,439
Multiple Missed Pool Test	79

Overall, missed pool tests were the most common COVID-19 related report. The number of reports that came in regarding a COVID-19 policy violation (not including a missed pool test) was 552. Overall, there was a decrease in the number of reports that came in regarding COVID-19 policy violations after the incorporation of SUNY Uniform Sanctions for COVID-19 Violations and the clarification of policies that occurred on October 1, 2020.

**COVID-19 Policy Violations<sup>2</sup>**

2020-2021 <sup>3</sup>	
Quarantine/Isolation	5
Face Mask	27
Guest Policy (on campus)	73
Guest Policy (off campus)	58

On-campus and off-campus guest policy violations were the most common violations that were adjudicated through the conduct process. These cases were sanctioned according to the SUNY Uniform Sanctions and some were adjusted on appeal. Many reports for mask policy violations were not formally adjudicated through the conduct process and

<sup>1</sup> Count of reports tagged as COVID-19 related. Does not indicate number of reports that became student conduct hearings. Incidents may also have multiple tags, (ie. "Mask" and "Social Gathering") if both issues were counted.

<sup>2</sup> This number reflects students that had a student conduct hearing and were found Responsible

<sup>3</sup> These numbers reflect numbers of reports, not necessarily student conduct cases.

		<p>were handled through educational conversations, except in the cases where students violated the mask policy multiple times.</p> <p><b>SUNY Uniform Sanctions for COVID-19 Violations</b></p> <table border="1"> <thead> <tr> <th colspan="2">2020-2021</th> </tr> </thead> <tbody> <tr> <td>Uniform Sanction Cases (since 10/1/2020)</td> <td>95</td> </tr> <tr> <td>Social Distance Workshop</td> <td>76</td> </tr> <tr> <td>Residence Hall Removals</td> <td>6</td> </tr> <tr> <td>Remote access to campus</td> <td>9</td> </tr> <tr> <td>Conduct Suspensions</td> <td>4</td> </tr> </tbody> </table> <p>The total number of cases that were sanctioned according to SUNY Uniform Sanctions for COVID-19 Violations is 95. This number reflects the number of cases from the chart above that break the cases down by violation. Additionally, there were a total of 9 students given remote access to campus due to violation of on-campus guest policy and social distancing requirements and a total of 6 students were given residence hall removals. A total of 4 students suspended from campus due to off-campus guest policy violations. Overall, the SUNY Uniform Sanctions helped in decreasing the number of COVID-19 violations that occurred both on and off campus.</p>	2020-2021		Uniform Sanction Cases (since 10/1/2020)	95	Social Distance Workshop	76	Residence Hall Removals	6	Remote access to campus	9	Conduct Suspensions	4
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**CLOSING THE LOOP**

**Resources Used:** Maxient, Code of Student Conduct, Housing License, SUNY Uniform Sanctions/SUNY guidance

**Key Findings:** SUNY Uniform Sanctions for COVID-19 Violations and COVID-19 specific policies in the housing license and Student Code of Conduct helped to ensure safety on campus as is evident by a decrease in COVID-19 policy violations and also in the fact that the institution was able to stay open for the entirety of the spring semester. The number of COVID-19 cases during the second half of the fall semester decreased by 17 after the implementation of the SUNY Uniform Sanctions and the number of COVID-19 individual incidents decreased by 93 after the implementation of the SUNY Uniform Sanctions for COVID-19 Violation.

**Dissemination/Discussion of Key Findings:** Information about the usage and effectiveness of the SUNY Uniform Sanctions has been collected by SUNY General Counsel. Additionally, this evidence has been discussed with multiple campus parties at the conclusion of the spring semester.

**Summary Sentence for EMSA Divisional Report:** Due to the incorporation of COVID-19 specific policies and sanctions, Student Conduct was able to provide a campus community that prioritized health and safety for all students throughout the COVID-19 pandemic.

**SECTION FOUR: STUDENT LEARNING OUTCOMES**

**Institutional Student Learning Outcomes**

- |                                   |   |
|-----------------------------------|---|
| 1. Written and Oral Communication | 4. Critical Thinking and Information Literacy |
| 2. Quantitative Reasoning         | 5. Civic Engagement                           |
| 3. Intercultural Competence       |   |

Departmental Learning Outcomes	Institutional Learning Outcomes					Assessment Year
	1	2	3	4	5	
1. Students who participate in the conduct process will understand the impact of their actions and begin to repair the harm those actions did to their community.				X	X	2018-2019
2. Students who participate in the conduct process will understand and exercise their rights within the student conduct process.				X		2019-2020
3. Students who participate in the conduct process will identify and articulate practical tools and methods for responsible decision-making.	X			X	X	2020-2021

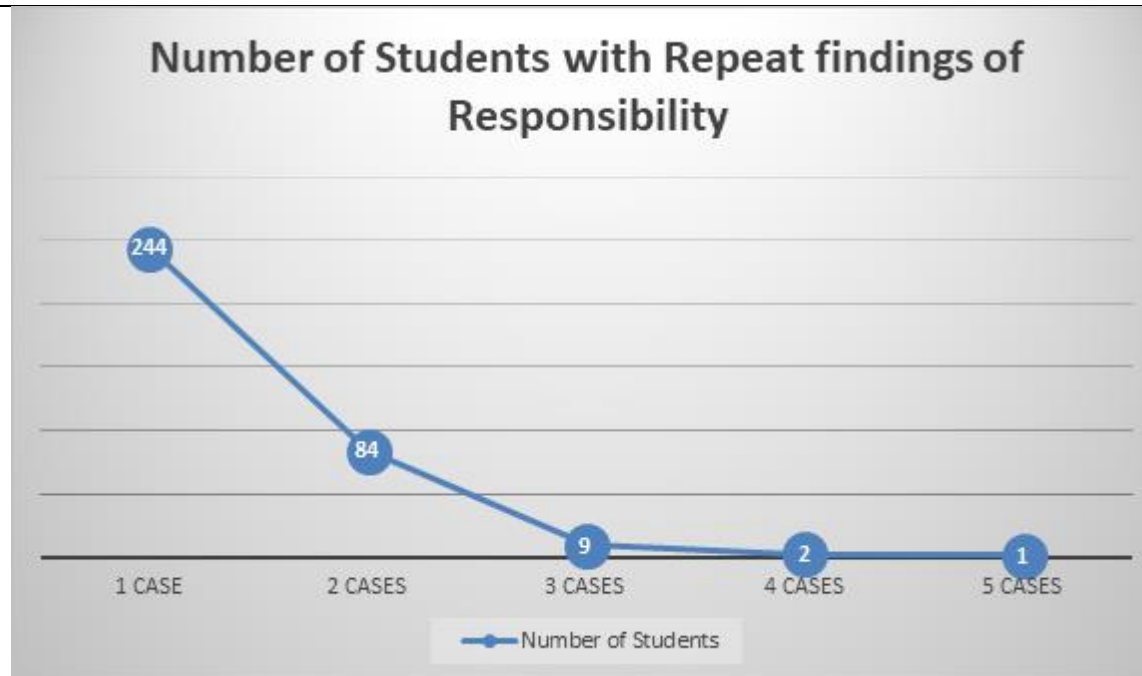
**Departmental Learning Outcome Measured in 2020-2021:**

Students who participate in the conduct process will identify and articulate practical tools and methods for responsible decision-making.

Strategies/Programs	Assessment Tools/Data Sources	Results
<p>Student Conduct Hearing Process</p> <p>Sanctions assigned as a result of Student Conduct Hearing</p>	<p>Post Student Conduct Hearing survey</p> <p>Assessments from Alcohol and Marijuana workshops</p> <p>Maxient Data</p>	<p>Post Student Conduct Hearing Survey</p> <ul style="list-style-type: none"> <li>A total of 65 responded to the 2020-2021 survey conducted by the Office of Student Conduct</li> <li><u>Question 2 is as follows:</u> "To what extent do you agree with the following statement, "I learned about strategies to help me make responsible decisions that would not result in</li> </ul>

		<p>further student conduct meetings.” Of the 65 total respondents, all 65 completed this question. Of those 65 individuals, 23.1% (n=15) strongly agreed, 40% (n=26) agreed, 12.3% (n=8) disagreed, and 24.6% (n=16) strongly disagreed.</p> <ul style="list-style-type: none"> <li>• <u>Question 4 is as follows:</u> “If you were found Responsible, what sanctions were you required to complete (Select All that apply).” Of the 65 total respondents, 54 indicated that they completed a sanction. Of those 54 individuals, 18 completed the online alcohol module, 9 completed the online marijuana module, 6 completed LAUNCH, 15 completed the Social Distancing Workshop, 2 completed a Reflection Paper, 2 completed BASICS, and 2 completed a Bulletin Board.</li> <li>• <u>Question 5 is as follows:</u> “To what extent do you agree with the following statement, “I learned about strategies to help me make responsible decisions that would not result in further student conduct meetings through completing my sanction.” Of the 65 total respondents, 54 indicated that they had completed a sanction. Of those 54 individuals, 27.8% (n=15) strongly agreed, 35.2% (n=19) agreed, 13% (n=7) disagreed, and 24.1% (n=13) strongly disagreed.</li> </ul> <p>Assessments from Alcohol and Marijuana Online Modules</p> <ul style="list-style-type: none"> <li>• A total of 78 participants completed the online alcohol module during the 2020-2021 academic year</li> <li>• Participants took a pre- and post-module test about their understanding of harm</li> </ul>
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		<p>reduction techniques regarding alcohol. On average, the participants showed a test increase score of 29.9 points.</p> <ul style="list-style-type: none"> <li>• A total of 28 participants completed the online marijuana module during the 2020-2021 academic year.</li> <li>• Participants took a pre- and post-module test about their understanding of harm reduction techniques regarding marijuana. On average, the participants showed a test increase score of 32.15 points.</li> </ul>
<p>Summary of Findings and Next Steps:</p> <p>In general, students are found Responsible for violating the Code of Student Conduct one time, indicating that they have learned how to avoid further student conduct meetings. Fewer than 30% of students involved with a Student Conduct case, had multiple cases. Of the 340 students that were found Responsible for violating the Code of Student Conduct during the 2020-2021 academic year,</p> <ul style="list-style-type: none"> <li>• 71.7% (n=244) had only one case where were found Responsible for violating the Code of Student Conduct</li> <li>• 24.1% (n=84) had two cases where they were found Responsible for violating the Code of Student Conduct</li> <li>• 2.6% (n=9) had three cases where they were found Responsible for violating the Code of Student Conduct</li> <li>• 0.6% (n=2) were had four cases where they were found Responsible for violating the Code of Student Conduct</li> <li>• 0.3% (n=1) had five conduct cases where they were found Responsible for violating the Code of Student Conduct</li> </ul>		



Students generally are not found Responsible for the same violations of the Code of Student Conduct multiple times.

The strict COVID-19 policies and punitive sanctions under the SUNY Uniform Sanctions largely decreased the recidivism rates of students in the conduct process. The utilization of these polices and sanctions greatly impacted the number of repeat offenders, despite the inconclusive results regarding our conversations during hearings and the educational value of our sanctions.

**Next steps:**

The Office of Student Conduct is working to revamp the LAUNCH Ethical Decision-Making Workshop to ensure that it is effective in educating students about responsible decision making and to prevent further violations of the Code of Student Conduct. This along with further training for Student Conduct Officers about having developmental discussions during hearings should help to raise student understanding and implementation of responsible decision making. Additionally, the Office of Student Conduct will implement a survey following all their workshops and other sanctions to ensure they are accomplishing their goals.



**SECTION FIVE: UNIT KEY PERFORMANCE INDICATORS**

Key Performance Indicators and Benchmarks	Analysis																												
<p><b>Mid-Year Residential Survey</b></p> <table border="1" data-bbox="163 344 779 646"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td colspan="4">Are codes/policies clearly communicated? – yes</td> </tr> <tr> <td>90.11%</td> <td>92.64%</td> <td>89.78%</td> <td>86.18%</td> </tr> <tr> <td colspan="4">Perception of Student Conduct System – fair</td> </tr> <tr> <td>52.63%</td> <td>46.19%</td> <td>47.24%</td> <td>37.35%</td> </tr> <tr> <td colspan="4">Perception of Student Conduct System – fair + somewhat fair</td> </tr> <tr> <td>76.07%</td> <td>69.49%</td> <td>73.21%</td> <td>64.41%</td> </tr> </tbody> </table> <p><b>Harm Reduction &amp; Education</b></p>	2017-18	2018-19	2019-20	2020-21	Are codes/policies clearly communicated? – yes				90.11%	92.64%	89.78%	86.18%	Perception of Student Conduct System – fair				52.63%	46.19%	47.24%	37.35%	Perception of Student Conduct System – fair + somewhat fair				76.07%	69.49%	73.21%	64.41%	<p>Student Conduct saw a slight decrease during the 2020-2021 academic year in ow “clearly [we] communicate” our policies. Of the students that responded to the survey, 86.18% stated that the policies were clearly communicated. In the 2019-2020 academic year, 89.78% of respondents stated that policies are clearly communicated and in the 2018-2019 academic year, 92.64% stated this. This decrease is most likely due to the confusion surrounding COVID-19 policies and how they were communicated. Students have commented on the change in policy that occurred on October 1, 2020 due to the incorporation of SUNY Uniform Sanctions, clarifications about mask policies, and a more clearly defined guest policy.</p> <p>Student Conduct saw a significant decrease in the perceived fairness of the conduct system. During the 2019-2020 academic year, 47.24% of respondents perceived the student conduct process as fair, whereas 37.35% of respondents perceived the process to be fair during the 2020-2021 academic year. The perception of student conduct being fair may have dropped because of the COVID-19 policies being very strict and restrictive. The SUNY Uniform Sanctions were heavily punitive for violations of COVID-19 policies.</p>
2017-18	2018-19	2019-20	2020-21																										
Are codes/policies clearly communicated? – yes																													
90.11%	92.64%	89.78%	86.18%																										
Perception of Student Conduct System – fair																													
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Alcohol Education Workshop/Module, Marijuana Education Workshop/Module, Party Smart

**Alcohol Education Workshop**

2017-2018	2018-2019	2019-2020	2020-2021*
5 or more harm reduction strategies used <sup>4</sup>			
76%	62.71%	91.2%	N/A
Found the workshop useful			
76%	82.5%	83.3%	N/A

\*Due to COVID-19 the Alcohol Education Workshop was transitioned to an online module for the 2020-2021 academic year. The information measure in this module is different than those measured in the workshop. Data for the online module can be found below.

**Alcohol Education Module**

2020-2021
Average Test Point Change (Pre and Post Module)
+29.9

**Marijuana Education Workshop**

2017-2018	2018-2019	2019-2020	2020-2021*
Found the workshop useful			
80%	67.9%	78%	N/A

\*Due to COVID-19 the Marijuana Education Workshop was transitioned to an online module for the 2020-2021 academic year. The information measure in this module is different than those measured in the workshop. Data for the online module can be found below.

**Marijuana Education Module**

2020-2021
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Alcohol violations remain one of the most common violations on campus. However, with the COVID-19 pandemic we worked with Prevention and Outreach Services to transition the Tier I Alcohol & Marijuana workshops to an online module through 3<sup>rd</sup> Millennium Classrooms. This module includes two main parts. The first part measures the students' knowledge prior to completing this module (pre-test score). The module then walks through the educational material that was covered in the in-person Alcohol Education Workshop. Part 2 of this module is completed two weeks after the completion of Part 1 and includes a follow up test (post-test score) that measures how much the student has learned from the module as well as questions about how students have used what they learned in their lives. This transition has been successful, and we plan to continue to use the online module moving forward.

On average, students had a testing score increase of almost 30 points from the pre-test to the post-test. This indicates that the students can retain the information that they are learning through the online module and that the information is being effectively communicated. We will continue to measure this statistic in the coming years.

Due to the COVID-19 pandemic, the marijuana education workshop had to be transitioned to a fully remote option. In collaboration with Prevention and Outreach Services, we were able to successfully transition to an online marijuana education module. This module is like the alcohol module in that it consists of two parts. Part 1 contains a pre-test that measures the students' knowledge of marijuana and safe practices. This part also incorporates information about using marijuana safely and the effects that marijuana can have. Part 2 contains a second assessment (post-test) that measures how the students have retained the information from the module. This module has been successful, and we plan to continue using it moving forward.

<sup>4</sup> 2018-2019 was the first year that Conduct received numbers from POS regarding harm reduction strategies identified after the Party Smart workshop.

Average Test Point Change (Pre and Post Module)
+32.15

**Party Smart**

2017-2018	2018-2019	2019-2020	2020-21 <sup>[3]</sup>
Found it useful			
88%	66.7%	91.3%	N/A
Effectively identified 5 or more harm reduction strategies <sup>5</sup>			
N/A	52.4%	100%	N/A <sup>2</sup>

**Off Campus Trends**

Total of unique off campus incidents

2017-18	2018-19	2019-20	2020-2021
183	158	116	100

On average, students had a testing score increase of about 32 points from the pre-test to the post-test. This indicates that the students can retain the information that they are learning through the online module and that the information is being effectively communicated. We will continue to measure this statistic in the coming years.

Due to the COVID-19 pandemic and most of campus being remote, Party Smart was not run as an educational workshop for the 2020-2021 academic year. However, the harm reduction information from this workshop was incorporated into the Social Distancing and LAUNCH Workshops as they were used for COVID-19 related social gathering violations.

It should also be noted that the number of on campus social gatherings/parties significantly decreased during the 2020-2021 academic year. This is likely a result of stricter guest policy regulations due to COVID-19.

Over the past few academic years, there has been a steady decrease in the number of on-campus and off-campus incidents.

During the 2020-2021 academic year, the number of off-campus incidents decreased. The COVID-19 pandemic contributed significantly to this decrease due to the strict social gathering policies, guest policies, and heavily punitive sanctions for off campus violations.

<sup>5</sup> Due to COVID-19 Party Smart was not run due to the SUNY Uniform Sanctions. Any students hosting off-campus parties that would have been assigned Party Smart in a typical year, had to be sanctioned using the guidelines of the SUNY Uniform Sanctions during the 2020-21 Academic Year

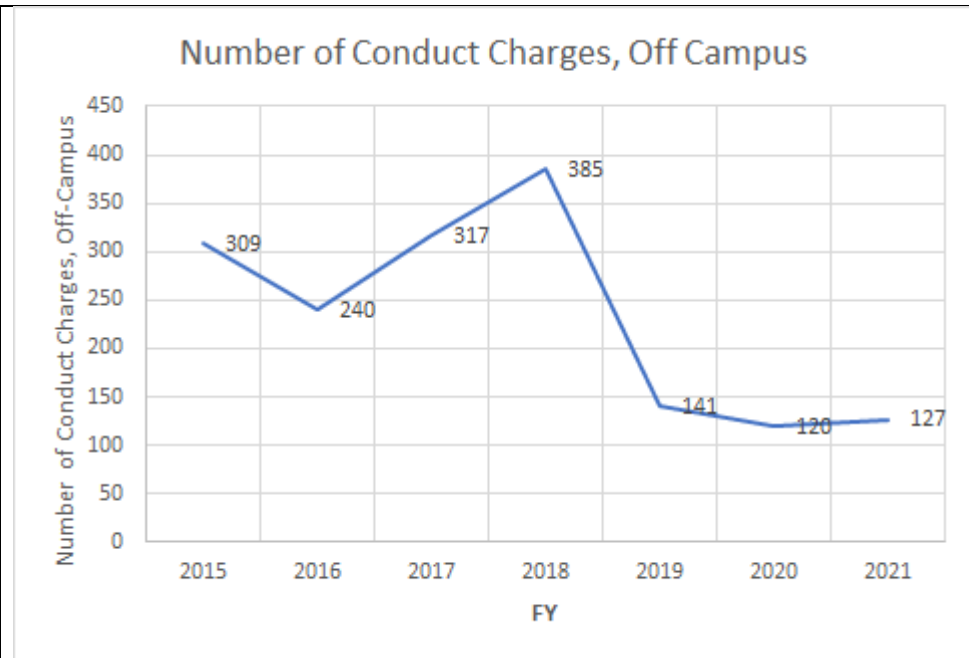
### On Campus Trends

Total of unique on campus incidents

2017-18	2018-19	2019-20 <sup>6</sup>	2020-2021
853	817	634	608

### Off Campus Trends

Number of off campus conduct violations



Due to the COVID-19 pandemic, the number of students living on campus decreased substantially for the Spring of 2020 and the 2020-2021 academic years. This contributed to the significant drop of on-campus cases seen in the 2019-2020 academic year and the similar number seen in 2020-2021. Additionally, the incorporation of the SUNY Uniform Sanctions helped the decrease off-campus incidents because large gatherings resulted in suspension or remote access to campus.

<sup>6</sup> Residence halls were closed and all students required to move home in March 2020, due to the COVID-19 pandemic

Violation Type	2018-19	2019-20	2020-21
Disorderly Noise	22	41	19
Disorderly House	11	1	2
False Identification	1	**	**
Open Container	42	21	1
Disorderly Conduct (violation of law)	16	4	18
Physical Assault	1	4	3
Total off campus charges (not all included in this table)	162	120	129

### On Campus Trends

Number of on campus conduct violations

Violation Type	2018-19	2019-20	2020-21
Alcohol	576	478	211
Prohibited Substances	351	244	122
Fire Safety	39	16	9
SBCT	51	51	49
Disorderly and/or Disruptive Conduct	68	39	12
Total on campus charges (not all included in this table)	1,764	1,418	974

Since campus closed in March of 2020, there has been a significant decrease in the number of off-campus violations. The number of off-campus violations dropped due to students not being around as well as the incorporation of the SUNY Uniform Sanctions for COVID-19 Violations. There were significantly less incidents for Disorderly Noise and Disorderly House due to the uniform sanctions being conduct dismissal, conduct suspension, or remote access to campus. The seriousness of these sanctions was communicated to students and were taken seriously after a few cases occurred. Overall, the number of large gatherings off-campus during the 2020-2021 academic year decreased significantly due to NYS social gathering size regulations and Brockport gathering policies.

The number of on-campus cases have significantly declined since the start of the COVID-19 pandemic. The 2019-2020 academic year shows a decrease of about 350 cases due to the closure of residence halls in March 2020. The 2020-2021 academic year shows an even more drastic drop in on-campus conduct violations due to increases in social distancing policies, decreases in the number of students living on campus due to remote classes, and the presence of SUNY Uniform Sanctions for COVID-19 Violations. A lot of this change can be attributed to the uniform sanctions and the new guest policies in the residence halls. As seen in the data, many of the on-campus violations during the 2020-2021 academic year were not alcohol or drug related, many of them were related to COVID-19 guest policy and other COVID-19 policies such as mask mandates and social distancing guidelines.

**Student Behavioral Consultant Team**

Referral numbers reported by Karen Logsdon

	2018-19	2019-20	2020-21
Unique student referrals	89	104	79
Interventions	54	113	89

**Number of students assigned to Community Service**

	2017-18	2018-19	2019-20	2020-21
Unique students sanctioned	72	28	7	20
Hours Assigned	707	316	34	111

The number of referrals and interventions significantly decreases over this academic year. However, the number of interventions from the 2020-2021 academic year is much higher than that from the 2018-2019 academic year. It can be assumed that the COVID-19 pandemic has greatly affected these numbers for both the 2019-2020 and 2020-2021 academic years.

The number of students referred to community service as a sanction was on par with that of the 2018-2019 academic year and was an increase from the 2019-2020 year. Additionally, the number of hours assigned was a significant increase from the past year. This is most likely because this sanction was given on appeals for many on-campus guest policy cases. Many students completed their community service hours through Pool Testing this academic year.

**SECTION SIX: 2021-2022 UNIT STRATEGIC ANNUAL GOALS**

<b>Strategic Annual Goals</b>	<b>Divisional Goal Mapping</b>	<b>Strategic Plan Operational Objective(s)</b>	<b>Action Plan</b>	<b>Timeline</b>
Complete CAS review Cycle 3 for Student Conduct	1	1.1	Complete CAS review Cycle 3 for Student Conduct	June 2022
Expand EDI training topics in Student Conduct training for Residential Life staff and conduct board members	4, 6	1.1, 1.8, 4.3	Provide more time during Student Conduct trainings to address issues of bias and how Student Conduct ensures a fair & equitable process	August 2021 and June 2022
Continue development of restorative practices, including development of a Restorative Advisory board	2, 6	1.1, 1.8, 2.1	Partner with Residential Life/Learning Communities, develop advisory board	May 2022

**SECTION SEVEN: 2021-2022 Assessment Plan**

<b>Unit Goal:</b>		<b>College Mission Alignment</b>
Complete CAS review Cycle 3 for Student Conduct		This goal will support the college mission by ensuring that the Office of Student Conduct is completing necessary assessments and is in alignment with CAS Standards.
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Resources Needed and Individual(s) Responsible:</b>
Gather CAS review committee to help gather evidence and assess Student Conduct  Complete CAS report with findings and suggestions for future practice  Complete external review of Student Conduct Office	CAS Self-assessment Guide  Completed CAS review report	Dan Greer, Sarah Martin  Brockport staff members  SUNY Student Conduct colleagues

**Action Plan:**

- Identify committee members by June 2021
- Gather evidence and complete self-assessment guide through fall 2021
- Finalize report in spring 2022
- Complete external review process in May/June 2022

**Goal Rationale:** This goal will identify areas of strength and areas of improvement for Student Conduct with the goal of better supporting the Brockport campus



<b>Unit Goal:</b>		<b>College Mission Alignment</b>
Expand EDI training topics in Student Conduct training for Residential Life professional and student staff		This goal will support the College and campus climate in educating student conduct officers and other personnel on how to incorporate EDI into their conduct work and ensure that the Student Conduct process is equitable to all students.
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Resources Needed and Individual(s) Responsible:</b>
<p>Require all Conduct Officers and Board Members to complete EDI Training module in SUNY SCI</p> <p>Expand sections in training presentations on fairness &amp; equity in confronting incidents, writing incident reports, and in holding student conduct meetings</p> <p>Revisit EDI topics with professional staff during Professional Development sessions</p>	<p>SUNY SCI Modules</p> <p>Pre/Post Training assessments</p> <p>Training presentations &amp; materials</p>	<p>Dan Greer, Sarah Martin</p> <p>SUNY SCI</p>

**Action Plan:**

- Track completion of SUNY SCI Modules, including EDI module that is available on the SUNY SCI learning platform
- Incorporate EDI topics into trainings for August 2021 and January 2022
- Plan topic sessions on EDI to cover with Resident Director staff during schedule Professional Development meetings

**Goal Rationale:** This goal will continue Student Conduct’s commitment to EDI and supporting all Brockport students

<b>Unit Goal:</b>		<b>College Mission Alignment</b>
Continue development of restorative practices, including development of a Restorative Advisory board		Supports the College Mission by providing additional conflict resolution options beyond the traditional student conduct process, including options to address Bias-related cases.
<b>Outcomes and Criteria:</b>	<b>Data Sources and Methods:</b>	<b>Resources Needed and Individual(s) Responsible:</b>
Develop a campus advisory board on restorative practices to provide guidance and training for SUNY Brockport	Campus advisory board roster	Dan Greer, Sarah Martin
Create educational materials about resolution options under the umbrella of restorative practices	Educational materials	Brockport faculty, staff, and students
Develop assessment forms for students that utilize restorative practices	Assessment materials	MachForm

**Action Plan:**

- Identify members of restorative justice advisory board over summer 2021
- Develop educational materials through fall 2021

**Goal Rationale:** This goal will provide an avenue to address and repair harms, by holding students accountable, in incidents that impact the Brockport community while not rising to the level of a conduct violation.

**SECTION EIGHT: 2020-2021 POINTS OF PRIDE AND ACCOMPLISHMENTS**

<b>Point of Pride/Accomplishment</b>	<b>College Mission and Priorities Alignment</b>
Hired and onboarded new Student Conduct Coordinator – welcome to Brockport Sarah Martin!	Goal 4, To be a Great College at Which to Work
Enhanced the proactive approach to addressing off-campus incidents in partnership with Brockport Village and Brockport Police Department	Goal 2 – To be a College Engaged with its Community
Supported Pool Testing efforts, communicating with students that were not attending tests	Goal 2 – To be a College Engaged with its Community  Goal 4, To be a Great College at Which to Work
Successfully supported functions of the Student Conduct office while working remotely though the academic year	Goal 2 – To be a College Engaged with its Community
Completed trainings and procedures on public gatherings to support campus community through the 2020 election cycle	Goal 2 – To be a College Engaged with its Community
Transitioned mid-semester with implementation of SUNY Uniform Sanctions	Goal 2 – To be a College Engaged with its Community