



Unit End of Year Report

Additionally, any supporting images should be added to the 2015-2016 Annual Report Folder on the StuAffSec Filecity 2. These pictures will be used in the briefing book and at the annual breakfast in October.

Report includes:

- 2015-2016 Annual Goals
- 2015-2016 Assessment Plan
- Key Performance Indicators
- 2015-2016 Points of Pride
- 2016-2017 Annual Goals
- 2016-2017 Assessment Plan

Unit: Student Conduct

Director: Sara Kelly, Ph.D.

UNIT OVERVIEW

This section corresponds with Administrative Unit Assessment Document 1

Unit Mission

The Office of Student Conduct promotes and supports the mission of the Office of Residential Life/Learning Communities and The College at Brockport.

As an educational process to promote community standards, Student Conduct ensures due process and fundamental fairness to all individuals and organizations involved. We accomplish this by communicating expectations outlined in the *Code of Student Conduct*, encouraging accountability, self-reflection, emotional & developmental growth, and supporting students experiencing conflict. We strive to build and maintain community partnerships that allow students to have unique educational experiences that promote student success.

Alignment with College Mission

Student Conduct is aligned with the College Mission through the emphasis on student learning related to decision-making and the impact of behavior on the community. The College is committed to fostering a safe and healthy campus environment conducive to education, study, work and personal development, which Student Conduct strives to contribute to through behavioral expectations, interventions and support systems. Student Conduct seeks to engage students with the community and understand their connection to a global society.

Unit Functions and Services

- Uphold the *Code of Student Conduct* through communicating expectations and maintaining a fair and equitable process when students are alleged to have violated codes of conduct.
- Investigate alleged violations of the *Code of Student Conduct*, including but not limited to reports of gender discrimination and sexual violence.
- Support student that are involved in conflict or have been impacted by the behaviors of other Brockport students.
- Track and analyze data related to student behavior; report on trends to key partners to inform educational and prevention efforts.

SECTION ONE: 2015-2016 UNIT ANNUAL GOALS

Identify the overall annual goals for the unit

Unit Annual Goals	Outcome/Status
Continue to examine policies and practices to ensure compliance with SUNY, state and federal laws and guidance.	Goal was met. Strong partnership with the Title IX & College Compliance Officer was established.
Create a comprehensive marketing plan to better communicate policies, resources and services, in print and online.	Goal is in progress. The Student Conduct Purpose statement has been revised. This will be the cornerstone to lead the development of new marketing materials website content. This effort will be continued throughout the 2016-2017 academic year.
Strengthen the assessment program including: <ul style="list-style-type: none">• Conduct statistics• Workshop assessment• Participant feedback	Goal was met. Efforts to continue to enhance are ongoing. New analytic reports have been developed in Maxient to share with partner offices.

SECTION TWO: 2015-2016 Assessment Plan

Select 3-4 unit goals to comprehensively assess. Section corresponds with the Administrative Unit Assessment Document 2.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Continue to examine policies and practices to ensure compliance with SUNY, state and federal laws and guidance.	This goal supports the College's Mission by furthering goals related to student safety and support, while ensuring that compliance obligations are met. 4, Co-curricular Programming and Support Services

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools used to assess (1, 2)	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
Identify the areas in which our policies and practices could be strengthened in the areas of compliance and best practices.	Student conduct policies and procedures RD, RA and hearing board member training	The Code of Student Conduct was updated in July 2015 to comply with NYS legislation, Enough is Enough. The Code was updated again in partnership with the Title IX & College Compliance Officer as a means of continuous improvement. Student Conduct completed a series of 31 trainings over the course of the academic year. There was a roster of 70 trained Conduct Board members. Conduct Board members (85%) reported that they felt prepared for student conduct hearings after their participation in training. Student Conduct worked with Title IX & College Compliance to further develop procedures, protocols and forms for RLLC and Student Conduct staff who respond to reports of sexual violence or gender discrimination.

CLOSING THE LOOP

Resources Used: describe what resources (human, financial, etc.) were used to pursue this goal

- Attendance at trainings from ATIXA, SUNY and other regional organizations
- Partnership with Title IX & College Compliance
- Staff involved as investigators for Title IX
- Training materials and webinars purchased from national organizations

Key Findings: list key findings related to unit goal and outcomes (5)

- Student conduct policies and procedures were updated to be in compliance with NYS Enough is Enough legislations.
- Trainings were completed with Resident Directors, members of Residential Life/Learning Communities Central Staff, Conduct Board members, and Title IX investigators to ensure understanding of compliance requirements, guidance and best practices.
- It is important to add to the team of trained investigators for cases of gender discrimination and sexual violence to support the current co-investigator model.

Dissemination/Discussion of Key Findings: how and with whom were key findings shared and what were the results of these discussions (6)

- In addition to quarterly check-in meetings, there have been year-end debriefing meetings with Title IX, University Police, Hazen Center for Integrated Care and Prevention & Outreach Services to provide updates on our progress and discuss areas to further improve.
- Quarterly check-in meetings were held with the Title IX Investigation team and Title IX Visioning team to share information.

Summary Sentence for EMSA Briefing Book: This goal was met. Significant efforts were made this year to update processes and procedures related to Title IX and VAWA to be in compliance with SUNY, state and federal laws and guidance and implement best practices.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Create a comprehensive marketing plan to better communicate policies, resources and services, in print and online.	Supports the College Mission through enhancing the understanding of expectations for behavior and communicating a process to resolve conflict that impacts the college community. 4, Co-curricular Programming and Support Services

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools used to assess (1, 2)	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
Clarity of the information, ease of access and overall number of resources revised/developed.	Focus groups with staff and students	This goal is in progress and will be continued through 2016-2017. The Student Conduct Purpose has been revised through the use of focus groups within the department. This will be the cornerstone to lead the development of new marketing pieces and updating the conduct website. Progress was also seen in the deletion of outdated materials from the Student Conduct website. An additional enhancement was the professionally printed versions of the <i>Code of Student Conduct</i> to be more widely distributed.

CLOSING THE LOOP

Resources Used: describe what resources (human, financial, etc.) were used to pursue this goal

- Residential Life/Learning Communities and Student Conduct committee reviewed Student Conduct Purpose statement

Key Findings: list key findings related to unit goal and outcomes (5)

- Goal is in progress and will be continued through the 2016-2017 year. This was a larger undertaking than initially realized due to staffing changes during the year. A full time Student Conduct Coordinator was hired in January rather than August which delayed progress.

Dissemination/Discussion of Key Findings: how and with whom were key findings shared and what were the results of these discussions (6)

- The updated Student Conduct Purpose statement will be shared with key partners and published on the Student Conduct website in July 2016. The new purpose statement will also be incorporated into presentations completed for Orientation sessions and will be featured in fall training sessions for Residential Life/Learning Communities staff. Additional marketing materials will be developed through 2016-2017.

Summary Sentence for EMSA Briefing Book: The Student Conduct purpose statement was successfully revised. Student Conduct will continue efforts to update its marketing materials and website through the 2016-2017 academic year.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Strengthen the assessment program including: <ul style="list-style-type: none"> • Conduct statistics • Workshop assessment • Participant feedback 	Assessment data inform resource allocation, educational and prevention efforts to further enhance the campus climate and community. 4, Co-curricular Programming and Support Services

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools used to assess (1, 2)	Assessment Data: summarize the assessment results, indicating whether outcomes were exceeded, met or not met (4)
Conduct statistics Learning outcomes	Data is able to be reported consistently on a semesterly and annual basis. Trends identified and shared with key campus partners.	This goal was met. Efforts to strengthen will continue. Conduct reports were developed in Maxient to be shared with key partners such as University Police, Title IX, Athletics, Campus Recreation, Student Union and Activities, and EOP. Quarterly meetings to discuss statistics and trends allowed for the regular sharing of information. Related to sanction workshop effectiveness, Prevention & Outreach Services has also provided data related to the alcohol workshops they facilitate: 71% of students that attended reported that they utilized 5 or more harm reduction strategies toward their alcohol consumption and 71% found the workshop to be useful. New staff were hired in Prevention & Outreach Services, over the course of last year. As a result of staffing changes, there is an opportunity to improve the continuity of data collection. Student Conduct will transition during the 2016-2017 year to an ongoing assessment process by providing a survey link in letters after they have interacted with the Student Conduct staff.

CLOSING THE LOOP

Resources Used: describe what resources (human, financial, etc.) were used to pursue this goal

- Maxient conduct database
- Prevention and Outreach Services workshop data

Key Findings: list key findings related to unit goal and outcomes (5)

- Quantitative assessment in Student Conduct has been strengthened. Efforts will be made to also improve the collection and analysis of qualitative data related to learning outcomes.
- There are gaps in data collection from partner offices. These partnerships will be strengthened to improve data continuity moving forward.
- Please refer to the Key Performance Indicators for additional Key Findings related to this Unit Goal.

Dissemination/Discussion of Key Findings: how and with whom were key findings shared and what were the results of these discussions (6)

- There have been quarterly meetings with key campus partners, including University Police, Title IX & College Compliance, Prevention & Outreach Services, and the Counseling Center during the 2015-2016 year.

Summary Sentence for EMSA Briefing Book: Efforts were made to strengthen the assessment program in Student Conduct that will continue through 2016-2017. Specific improvements are evident in quantitative data collection and analysis.

SECTION THREE: UNIT KEY PERFORMANCE INDICATORS

Using charts from Baseline, display and analyze your key performance indicators

Key Performance Indicators and Benchmarks	Analysis																																																																																																
<p>Clarity of policies & perception of fairness related to our Conduct System.</p> <p>Mid Year Residential Survey</p> <table><tr><th>2012-'13</th><th>2013-'14</th><th>2014-'15</th><th>2015-'16</th></tr><tr><td colspan="4">Are codes/policies clearly communicated?-yes</td></tr><tr><td>78%</td><td>69%</td><td>86.5%</td><td>85.9%</td></tr><tr><td colspan="4">Perception of Student Conduct System – fair</td></tr><tr><td>44%</td><td>38%</td><td>42.65%</td><td>47.07%</td></tr></table> <p>SUNY Student Opinion Survey</p> <table><tr><th>2012-'13</th><th>2013-'14</th><th>2014-'15</th><th>2015-'16</th></tr><tr><td colspan="4">The rules governing Student Conduct are clear to me.</td></tr><tr><td>N/A</td><td>N/A</td><td>3.99%</td><td>N/A</td></tr></table> <p>Baseline Participant Survey (<i>agree & strongly agree</i>)</p> <table><tr><th>2012-'13</th><th>2013-'14</th><th>2014-'15</th><th>2015-'16</th></tr><tr><td colspan="4">I was educated on the Code of Student Conduct</td></tr><tr><td>11%</td><td>16%</td><td>25%</td><td>N/A</td></tr><tr><td colspan="4">College policies are fair</td></tr><tr><td>46%</td><td>41%</td><td>40%</td><td>N/A</td></tr><tr><td colspan="4">College policies are clear</td></tr><tr><td>49%</td><td>49%</td><td>N/A</td><td>N/A</td></tr><tr><td colspan="4">I know my rights</td></tr><tr><td>42%</td><td>42%</td><td>68.26%</td><td>N/A</td></tr><tr><td colspan="4">As a result on the conduct process, I will modify my behavior</td></tr><tr><td>32%</td><td>45%</td><td>N/A</td><td>N/A</td></tr><tr><td colspan="4">As a result on the conduct process, I understand how my behavior affects other people</td></tr><tr><td>17%</td><td>27%</td><td>43.92%</td><td>N/A</td></tr></table> <hr/> <p>Harm Reduction & Education</p> <p>Alcohol Education Workshop & Party Smart Workshop results</p> <p>Alcohol Education</p> <table><tr><th>2012-'13 (pre/post)</th><th>2013-'14</th><th>2014-'15</th><th>2015-'16</th></tr><tr><td colspan="4">5 or more harm reduction strategies used</td></tr><tr><td>72%/85%</td><td>71%/84%</td><td>N/A</td><td>71%</td></tr></table>	2012-'13	2013-'14	2014-'15	2015-'16	Are codes/policies clearly communicated?-yes				78%	69%	86.5%	85.9%	Perception of Student Conduct System – fair				44%	38%	42.65%	47.07%	2012-'13	2013-'14	2014-'15	2015-'16	The rules governing Student Conduct are clear to me.				N/A	N/A	3.99%	N/A	2012-'13	2013-'14	2014-'15	2015-'16	I was educated on the Code of Student Conduct				11%	16%	25%	N/A	College policies are fair				46%	41%	40%	N/A	College policies are clear				49%	49%	N/A	N/A	I know my rights				42%	42%	68.26%	N/A	As a result on the conduct process, I will modify my behavior				32%	45%	N/A	N/A	As a result on the conduct process, I understand how my behavior affects other people				17%	27%	43.92%	N/A	2012-'13 (pre/post)	2013-'14	2014-'15	2015-'16	5 or more harm reduction strategies used				72%/85%	71%/84%	N/A	71%	<p>Student perceptions of fairness continue to increase as reported on the RLLC Mid-Year Survey, but there is still room for improvement. The Baseline Participant Survey will be replaced in the 2016-2017 academic year. Student Conduct will implement an on-going survey for students that interact with the student conduct process to be integrated into existing correspondence.</p> <p>Students reporting that the codes/policies are clearly communicated remained constant. In comments from students that responded “No” to this question, one theme that stood out was that students are seeking for the Code of Conduct to be simplified. Efforts have been made to update the description of processes in the Code to be easier for students to understand while achieving compliance requirements.</p> <p>Student Conduct has revamped presentations for Orientation to strengthen the information presented to incoming students.</p> <hr/> <p>Previously collected data is not available from all categories as a result of transition in Prevention and Outreach Services.</p>
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# of Drinks Consumed			
4.7/3.2	4.6/3.3	N/A	N/A
Found the workshop useful			
N/A	N/A	N/A	71%

Party Smart

2012-'13	2013-'14	2014-'15	2015-'16
Intend to use at least 1 tip learned			
95%	97%	N/A	100%*
Reported an increased understanding of how their actions impact the community			
8%	92%	N/A	100%*
Found it useful			
71%	87%	97%	100%*

Off Campus Trends

Number of off-campus conduct violations

Violation Type	2013-14	2014-2015	2015-2016
Disorderly noise	46	52	13
Open Container	45	92	43
Disorderly Conduct	38	66	10
False Identification	32	6	3
Disorderly house	28	55	28
Physical Assault	8	7	5
Total off campus charges (not all included in this table)	279	309	240

Number of students assigned to Community Service

	2012-2013	2013-2014	2014-2015	2015-2016
Students sanctioned	69	104	75	69
CS sites used	10	23	15	7
Hours Assigned		887	628	778

*Data based off one respondent to Party Smart survey

This year saw a decrease in the number of off-campus violations and tickets reported by Brockport Village Police. This data will be shared with the Town Gown Committee as a means to collectively address trends, proactively and reactively.

Community service assignments remained flat, but there were 150 more hours completed compared to 2014-2015.

Board Members who Participated in Training

2012-2013	2013-2014	2014-2015	2015-2016
35	40	59	70

Feedback from the conduct board members showed the following:

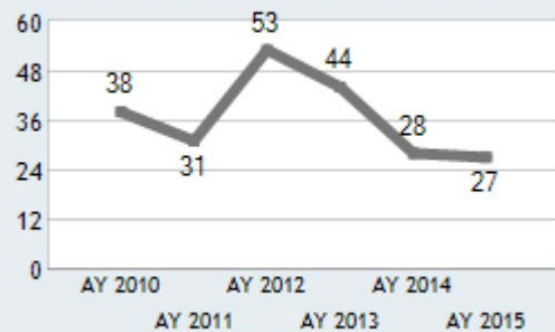
- 88% Agree that serving on the conduct board enhanced their knowledge of the Student Code of Conduct
- 50% Of members attended 4 or more training sessions throughout the year.
- 85% Agree or Strongly Agree that participating in training sessions adequately prepared them for serving on a conduct board.

Student Conduct increased the number of board members who participated in training and were eligible to serve on the board. Board members with less training and lower reports of preparedness are not invited to serve on boards.

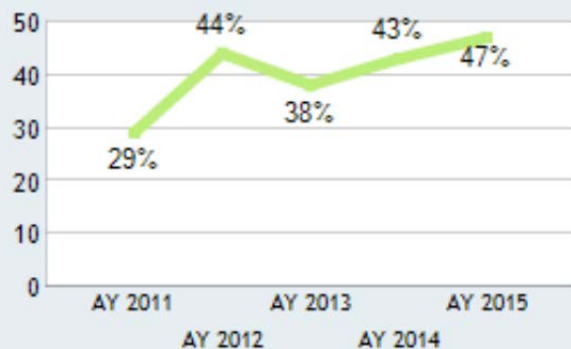
Number of Incident Reports, Off Campus



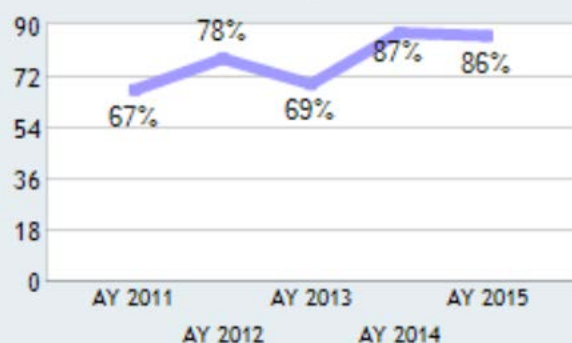
Alcohol/Drug Transports to Hospital



Mid-Year Residential Survey: Perception of Fairness



Students' Clarity of Policies



SECTION FOUR: 2015-2016 POINTS OF PRIDE AND ACCOMPLISHMENTS

Identify up to 10 points of pride and accomplishments throughout the 2015-2016 year. Where applicable, indicate how the accomplishment aligns with college mission and priorities.

Point of Pride/Accomplishment	College Mission and Priorities Alignment
Successfully transitioned Student Conduct through the hiring of new staff and reorganization.	Commitment to improving services for students and service to the College community. 4, Co-curricular Programming and Support Services
Built and strengthened partnerships with new Title IX & College Compliance Officer, Brockport Police Department, and RESTORE.	Emphasis on recognizing trends proactively and ensuring compliance with SUNY, state and federal laws and guidance. 4, Co-curricular Programming and Support Services
Student Conduct staff received certifications by ATIXA related to Title IX and NCHERM for behavioral intervention team management.	Commitment to professional development and staff excellence through training from national organizations. 4, Co-curricular Programming and Support Services
Student Conduct and Residential Life/Learning Communities staff received national certification related to Hazing Investigation and Adjudication	Commitment to professional development and staff excellence through training from national organizations. 4, Co-curricular Programming and Support Services
Offered a comprehensive conduct hearing board training, in partnership with multiple campus partners and community organizations.	Commitment to training and professional development of staff to support the activities of outstanding faculty and staff. 4, Co-curricular Programming and Support Services

SECTION FIVE: 2016-2017 UNIT ANNUAL GOALS

Identify the overall annual goals for the unit

Unit Annual Goals	Action Plan and Timeline
Strengthen the assessment program including: <ul style="list-style-type: none">• Develop ongoing assessment survey for students involved with student conduct process• Develop learning outcomes and concrete assessment plan with Prevention & Outreach Services to assess harm reduction workshops	June 2017 – Dan Greer & Joe Goings
Create a comprehensive marketing plan to better communicate policies, resources and services, in print and online.	January 2017 – Dan Greer & Joe Goings
Implement best practices to enhance protocols and procedures for investigation and adjudication of reported hazing incidents.	June 2017 – Dan Greer

Implement best practices to enhance protocols and procedures for response to Bias-Related Incidents	June 2017 – Sara Kelly & Dan Greer
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SECTION SIX: 2016-2017 Assessment Plan

Select 3-4 unit goals to comprehensively assess. This section corresponds with the Administrative Assessment Documentation Document 2.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Strengthen the assessment program including: <ul style="list-style-type: none">• Develop ongoing assessment survey for students involved with student conduct process• Develop learning outcomes and assessment plans with Prevention & Outreach Services to assess harm reduction workshops	Assessment data inform resource allocation, educational and prevention efforts to further enhance the campus climate and community. 4, Co-curricular Programming and Support Services

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools that will be used to assess (1, 2)	Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal
Survey created for students in student conduct and assessed throughout the year Learning outcomes and assessment plans developed in collaboration with Prevention & Outreach Workshops are developed	Maxient Baseline Data from Prevention & Outreach Services	Maxient Baseline Staff from Prevention & Outreach Services

Action Plan: describe strategies that will be used to reach the outcomes and goal, including timeline

- August 2016 – A survey will be created to be sent to students involved with the Student Conduct office. A link to this survey will be included with all outcome letters at the resolution of a student conduct meeting, including accused students, reporting individuals and witnesses.
- August 2016 – Develop strategies with Prevention & Outreach Services for learning outcomes associated with their workshops and collecting assessment data. Develop plans to include the sharing of this data in existing quarterly check-in meetings.

Goal Rationale: describe the reasons for selecting this goal including any relevant assessment data and key findings
This goal will provide improved collection of assessment data for the 2016-2017 academic year related to students' experiences with the Student Conduct Office and perceptions of fairness. There will also be improved collection of data related to learning outcomes and harm reduction associated with attendance at Prevention & Outreach Services workshops.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Create a comprehensive marketing plan to better communicate policies, resources and services, in print and online.	Supports the College Mission through enhancing the understanding of expectations for behavior and communicating a process to resolve conflict that impacts the college community. 4, Co-curricular Programming and Support Services

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools that will be used to assess (1, 2)	Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal
Revamped materials on the website New brochures marketed to students Revamped presentations for Orientation, staff training, and APS classes	Student Conduct Website	Content Management System for the website College Communications support

Action Plan: describe strategies that will be used to reach the outcomes and goal, including timeline

- July 2016 – The website content will be revamped and updated
- August 2016 – Fall training presentations will be updated to market the revised Student Conduct purpose statement
- January 2017 – New brochures and marketing materials will be created through the fall semester, including regular website updates.

Goal Rationale: describe the reasons for selecting this goal including any relevant assessment data and key findings
This goal will provide increased visibility for the Student Conduct Office and clarity about policies and procedures..

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Implement best practices to enhance protocols and procedures for investigation and adjudication of reported hazing incidents	This goal supports the College's Mission by improving the response to reports of hazing and aligning with national best practices 4, Co-curricular Programming and Support Services

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools that will be used to assess (1, 2)	Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal
<p>Creation of internal document clarifying response protocols for investigating reported hazing</p> <p>Identify a minimum of 6 staff members to be trained for investigating reported hazing cases</p> <p>Provide a training session on hazing for student conduct board</p>	<p>Creation of internal operating procedures</p> <p>Student Conduct Board training and assessment survey</p>	<p>Best practices, guidance documents and trainings from national organizations such as NCHERM and The Novak Institute</p> <p>Trainings from Kim Novak (Fall 2016)</p> <p>Staff identified to be trained investigators</p>

Action Plan: describe strategies that will be used to reach the outcomes and goal, including timeline

- August 2016 – Internal operating document will be created.
- August 2016 – The Student Conduct Board training schedule will be created and will include training on adjudicating hazing cases
- December 2016 – Expand list of staff members identified and trained to participate in hazing investigations

Goal Rationale: describe the reasons for selecting this goal including any relevant assessment data and key findings

This goal will improve response to reports of hazing and further implement best practices and recommendations from national organizations.

Unit Goal	College Mission Alignment: how does this goal support the College's Mission?
Implement best practices to enhance protocols and procedures for response to Bias-related Incidents.	This goal supports the College's Mission by improving the response to Bias-related Incidents and aligning with national best practices. 4, Co-curricular Programming and Support Services

Outcomes and Criteria: identify 2-3 specific outcomes related to goal and criteria for success (3)	Data Sources and Methods: resources and tools that will be used to assess (1, 2)	Resources Needed and Individual(s) Responsible: describe what resources (human, financial, etc.) are needed to pursue this goal
Creation of internal document clarifying response protocols for Bias-related incidents Training and/or certification for Student Conduct staff associated with responding to Bias-related Incidents	Creation of internal documents Trainings attended and certifications received	Financial resources to attend trainings Maxient Partnerships with the Office of Diversity, Human Resources and Community Development

Action Plan: describe strategies that will be used to reach the outcomes and goal, including timeline

- August 2016 – Identify trainings in upcoming year
- December 2016 – Group formed to review reported Bias-related Incidents
- January 2017- full implementation

Goal Rationale: describe the reasons for selecting this goal including any relevant assessment data and key findings
This goal will improve response to Bias-related Incidents and provide clear reporting options for students. Student Conduct continues to implement best practices in alignment with recommendations from the Chief Diversity Officer, campus-wide groups such as the President's Committee on Diversity and Inclusion, as well as national organizations.