

Unit End of Year Report

Report includes:

- 2016-2017 Annual Goals
- 2016-2017 Assessment Plan
- Key Performance Indicators
- 2016-2017 Points of Pride
- 2017-2018 Annual Goals
- 2017-2018 Assessment Plan

Unit:

Student Conduct

Director:

Sara Kelly, Ph.D.
Associate Dean of Students/Director of Residential Life

UNIT OVERVIEW

This section corresponds with Administrative Unit Assessment Document 1

Unit Mission

Department 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.

Student Conduct Purpose Statement

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.

Functional Goals and Division/College Mapping

For the purpose of EMSA's work, *Functional Goals* will be defined as the 2-3 broad goals that are necessary for your unit to maintain adequate service and provision of your functions and responsibilities as expected by the College

Unit Functional Goals		Division Goal Mapping (This will be a number reference)	College Goal Mapping (This will be a number reference)
SCf1	Provide education and training to students about decision making and community impact of their actions.	Goals #2	1.1, 2.1
SCf2	Ensure best practices in Student Conduct that emphasize fairness and equity, along with self-reflection to encourage student development	Goals #3, 6	1.1, 1.8
SCf3	Engage all members of campus in promoting a safe campus community through upholding community standards and the Code of Student Conduct.	Goals #2, 4, 6	1.1, 1.8, 2.1, 3.5

SECTION ONE: 2016-2017 UNIT ANNUAL GOALS

Identify the overall annual goals for the unit

Unit Annual Goals	Outcome/Status
Create a comprehensive marketing plan to better communicate policies, resources and services, in print and online.	<p>Goal was met. Regular updates to materials will occur on a semesterly basis.</p> <p>Website was updated with additional materials created for the web. Code of Conduct continued to be handed out in print. KeynectUp will be introduced at Orientation in summer 2017, allowing students/parents to download contact information to their phones.</p>
Implement best practices to enhance protocols and procedures for investigation and adjudication of reported hazing incidents.	<p>Goal was met.</p> <p>Internal protocols were documented for Hazing investigations. Anti-hazing policies were reviewed and will be finalized over summer 2017. Training is planned for investigators in September 2017.</p>
Implement best practices to enhance protocols and procedures for response to Bias-Related Incidents	<p>Goal was met in collaboration with the Office of Diversity.</p> <p>A Maxient form was created and published for community members to report Bias-Related Incidents. This allowed the group to track and assess response to incidents.</p> <p>Restorative Justice Training is in the process of being scheduled for September 2017 to further the advancement of this goal.</p>
Strengthen the assessment program including: <ul style="list-style-type: none">• Develop an ongoing assessment survey for students involved with the student conduct process• Develop learning outcomes and a concrete assessment plan with Prevention & Outreach Services to assess harm reduction workshops	<p>Goal is in progress.</p> <p>Survey tool was developed through Baseline and was sent to students who had gone through conduct process throughout the year.</p> <p>Partnered with POS to restructured tiered sanctioning for Alcohol & Other Drug incidents.</p>

SECTION TWO, PART ONE: 2016-2017 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?
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 to inform resource allocation, educational and prevention efforts to further enhance the campus climate and community.
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)
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	A total of 89 student completed the survey in its first year (2016-17 AY). A majority of students felt that they understood the different aspects of the conduct process, but 19 of the respondents felt the system to be unfair in some way. As we move forward with this survey, we hope to refine and use its findings to better support our students and improve student perception of the process

CLOSING THE LOOP

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

- Baseline to create survey tool
- Partnership with Prevention & Outreach Services
- Resident Director to send out survey on regular basis

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

- A survey was created in Baseline to assess students' perceptions of the Student Conduct process. This survey was sent in a follow up e-mail to all students that had participated in an Administrative or Conduct Board Hearing. There were 89 respondents in the first year.
- Student Conduct partnered with Prevention and Outreach Services and Counseling this year to restructure Alcohol & Other Drug sanctions. The College created a three-tier system providing more education for students moving through the conduct system. Learning objectives were created and assessed with this system.
- Student Conduct will continue to leverage data from Maxient in the 2017-2018 academic year, with goal of identifying trends among demographics groups and evaluating information about recidivism rates.

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

- Results of the Student Conduct survey were shared with Resident Directors and campus partners at fall 2017 RA and RD training sessions.
- Student Conduct partnered regularly with Prevention & Outreach Services and Counseling to discuss work. It will be a point to discuss how the new structure for Alcohol & Other Drug sanctions is working and share feedback.
- The new tiered workshop structure was also shared with Village of Brockport judges to consider as they are meeting with Brockport students facing charges related to alcohol and/or marijuana in the court system.

Summary Sentence for EMSA Briefing Book:

- Student Conduct surveyed students in the conduct system in order to assess their perceptions of fairness in the conduct process. This survey provided valuable information with the goal of continuously improving the perception that the Student conduct office is fair and equitable.
- Student Conduct has completed the first year in a new sanctioning structure for Alcohol & Other Drug charges in partnership with Prevention & Outreach Services and Counseling.

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.
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)
<p>Revamped materials on the website</p> <p>New brochures marketed to students</p> <p>Revamped presentations for Orientation, staff training, and APS classes</p>	Student Conduct Website	<p>Nine pages of the Student Conduct website were updated this year.</p> <p>New material was created to explain FERPA to students & parents and added to the website. Handouts related to students' rights in the conduct process will be created during summer 2017.</p> <p>Presentations were enhanced for Orientation, staff training and APS/TAPS classes.</p>

CLOSING THE LOOP

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

- Content Management System for Student Conduct Website
- College Communications support
- KeynectUp

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

- Key portions of the Student Conduct website were updated, including an updated purpose statement. New sections were also created, such as a section on understanding FERPA for students and a section for submitting conduct appeals online.
- Presentations for New Student Orientations, APS and TAPS classes were updated.
- The Code of Student Conduct was printed to be handed out to students at conduct meetings, rather than relying on students to read the web version
- KeynectUp was purchased and setup to assist partner offices with marketing their contact information and providing ease for students/parents to put contact information into their phones.

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

- Website updates are complete and available to all stakeholders seeking information.
- New handouts related to FERPA were shared at a BSG meeting and with partner offices including the Office of the Assistant Vice Provost for Diversity.

- Student Conduct led a collaborative project, KeynectUp (introduced in July 2017). Many departments have been very receptive to this initiative. Student Conduct communicated with campus partners at various points of the year about the updated purpose statement and efforts to improve the website.

Summary Sentence for EMSA Briefing Book: Student Conduct has updated its marketing to improve information access through website updates, updating presentations, printing materials, and leading KeynectUp implementation.

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
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)
<p>Creation of internal document clarifying response protocols for investigating reported hazing</p> <p>Identify staff to be trained for investigating reported hazing cases</p> <p>Trainings on hazing for investigators and student conduct board</p>	Documentation and enhancement internal operating procedures	<p>Best practices, guidance documents and trainings from national organizations such as NCHERM and The Novak Institute were utilized.</p> <p>Trainings from Kim Novak (Fall 2016) informed the updates.</p> <p>Staff were identified to be trained investigators in summer 2017.</p>

CLOSING THE LOOP

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

- Hazing Prevention and Response Steering Committee
- Presenter and expert, Kim Novak
- Documents from national organizations such as NCHERM and The Novak Institute

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

- Expert on hazing, Kim Novak, presented to group of conduct board members in Fall 2016. She also provided materials for Student Conduct to continue training board members on an annual basis.
- Internal documents that clarify protocols for hazing investigations were created and finalized.
- The Hazing Policy was reviewed and updated. The Code of Conduct has been finalized. The published policy is submitted for approval.
- Staff members have been identified to be involved with investigating reported hazing cases. Training will occur with those staff members in September 2017.

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

- Campus partners (Student Union and Activities, Campus Recreation, Athletics) are all represented on the Hazing Prevention and Response Steering Committee. They have been involved with discussions about these efforts and have had opportunities to provide feedback about the hazing response protocols and policy language.

Summary Sentence for EMSA Briefing Book:

Student Conduct has supported the College's goal of promoting a safe campus community through the reduction of hazing through the policy and protocol updates.

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 campus climate by increasing reporting and response to bias-related incidents.

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)
Creation of documents including response protocols for Bias-related incidents Training and/or certification for Student Conduct staff associated with responding to Bias-related Incidents	Creation of forms and procedures in collaboration with the Office of Diversity Trainings attended and certifications received	A Bias Incident reporting form was created in Maxient and published on the website of the Office of Diversity and Student Conduct. Cases are being managed and tracked through Maxient, through the Bias Response Coordination Team (BRCT). This team includes representation from Student Conduct, University Police, the Office of Diversity, Community Development, and Human Resources.

CLOSING THE LOOP

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

- Creation of the Bias Response Coordination Team (BRCT) for bias related incidents
- Creation of an incident reporting form in Maxient specifically for bias related incidents
- Ongoing EDI training for staff (I.e. Opening Doors, campus events, deliberative dialogue training, etc).

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

- We had 26 bias incidents reported through Maxient.
- The BRCT coordinated follow up to all bias-related incidents that were reported and managed cases through the appropriate departments on a case-by-case basis.
- Conduct Coordinator attended a Deliberative Democracy facilitator training and serves as a member of the College's Deliberative Democracy committee
- Conduct will explore best practices and invite nationally recognized trainers to campus with goal of incorporating restorative justice practices into sanctioning.

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

- The BRCT consists of members from Student Conduct, University Police, the Office of Diversity, Community Development, and Human Resources. All pertinent information is shared with each member of the team.
- Members of the BRCT presented to various stakeholders about reporting options, referrals and processes.

Summary Sentence for EMSA Briefing Book:

- Student Conduct provided support to the Bias Response Coordination Team through providing a reporting mechanism and a database for managing cases.

SECTION TWO, PART TWO: 2016-2017 Assessment Plan

The Qualitative Project

SUNY Student Opinion Survey Data Point: Please note the SOS data point identified for additional study.

Questions for focus group:

1. Please provide any feedback you have about the your experience with the Student Conduct Process

Logistics: This was the final question of the Student Conduct survey sent to students who had gone through the conduct process. There were 89 total respondents and 28 responses to this question.

Facilitator: Dan Greer

Notetaker:

Date: Various through 2016-2017 Academic Year

Time:

Location:

of students in attendance:

Findings:

Themes: Please list 1-3 themes you identified which emerged from the focus group dialogue(s).

1. *Unfair or "Flawed Process"* - There were 19 respondents that provided comments expressing they thought the conduct process was "unfair," that they were targeted either by the conduct officer already having their mind decided about responsibility or that the RA targeting them.
2. *Fair and Caring* – 6 respondents expressed they felt that the conduct process was fair and/or they planned to modify their behavior after learning from the conduct process.

Quote: Please provide a quote from a focus group participant which clearly identifies/supports each of your themes.

Theme 1: "If it is a nonviolent offense I believe there should be no sanctions or maybe minimal sanctions at the least. I really hope the school really considers taking a look at the process."

Theme 2: "It made me learn my lesson and it showed me how much Brockport cares about us"

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>2013-'14</th><th>2014-'15</th><th>2015-'16</th><th>2016-'17</th></tr><tr><td colspan="4">Are codes/policies clearly communicated?-yes</td></tr><tr><td>69%</td><td>86.5%</td><td>85.9%</td><td>86.42%</td></tr><tr><td colspan="4">Perception of Student Conduct System – fair</td></tr><tr><td>38%</td><td>42.65%</td><td>47.07%</td><td>45.26%</td></tr></table> <p>Baseline Participant Survey <i>(agree & strongly agree)</i></p> <table><tr><th>2013-'14</th><th>2014-'15</th><th>2015-'16</th><th>2016-'17*</th></tr><tr><td colspan="4">I was educated on the Code of Student Conduct</td></tr><tr><td>16%</td><td>25%</td><td>N/A</td><td>64%</td></tr><tr><td colspan="4">College policies are fair</td></tr><tr><td>41%</td><td>40%</td><td>N/A</td><td>N/A</td></tr><tr><td colspan="4">College policies are clear</td></tr><tr><td>49%</td><td>N/A</td><td>N/A</td><td>N/A</td></tr><tr><td colspan="4">I understood my rights in the Student Conduct process.</td></tr><tr><td>42%</td><td>68.26%</td><td>N/A</td><td>71%</td></tr><tr><td colspan="4">As a result of the Student Conduct process, I will modify my behavior</td></tr><tr><td>45%</td><td>N/A</td><td>N/A</td><td>61%</td></tr><tr><td colspan="4">As a result of the Student Conduct process, I understand how my behavior impacts others</td></tr><tr><td>27%</td><td>43.92%</td><td>N/A</td><td>57%</td></tr><tr><td colspan="4">My hearing officer was knowledgeable about the College's student conduct process</td></tr><tr><td>N/A</td><td>N/A</td><td>N/A</td><td>75%</td></tr><tr><td colspan="4">I understood my right to have an advisor of my choice present</td></tr><tr><td>N/A</td><td>N/A</td><td>N/A</td><td>75%</td></tr><tr><td colspan="4">I understood the difference between an Administrative Hearing and a Student Conduct Board</td></tr><tr><td>N/A</td><td>N/A</td><td>N/A</td><td>72%</td></tr><tr><td colspan="4">I understood my right to appeal the outcome and how to submit an appeal</td></tr><tr><td>N/A</td><td>N/A</td><td>N/A</td><td>73%</td></tr></table>	2013-'14	2014-'15	2015-'16	2016-'17	Are codes/policies clearly communicated?-yes				69%	86.5%	85.9%	86.42%	Perception of Student Conduct System – fair				38%	42.65%	47.07%	45.26%	2013-'14	2014-'15	2015-'16	2016-'17*	I was educated on the Code of Student Conduct				16%	25%	N/A	64%	College policies are fair				41%	40%	N/A	N/A	College policies are clear				49%	N/A	N/A	N/A	I understood my rights in the Student Conduct process.				42%	68.26%	N/A	71%	As a result of the Student Conduct process, I will modify my behavior				45%	N/A	N/A	61%	As a result of the Student Conduct process, I understand how my behavior impacts others				27%	43.92%	N/A	57%	My hearing officer was knowledgeable about the College's student conduct process				N/A	N/A	N/A	75%	I understood my right to have an advisor of my choice present				N/A	N/A	N/A	75%	I understood the difference between an Administrative Hearing and a Student Conduct Board				N/A	N/A	N/A	72%	I understood my right to appeal the outcome and how to submit an appeal				N/A	N/A	N/A	73%	<p>The mid-year survey results remained similar to the previous year, though we did see an increase in the clear communication of the Code/policies. However, we saw a slight decrease in perceived fairness of the Student Conduct System. Overall, results remained flat.</p> <p>Student Conduct surveyed students who went through the conduct process throughout the academic year. Throughout the year, we had 89 students submit responses. As you can see from the chart, students have confidence in the ability the student conduct officers to provide the necessary information to the students. The survey results will help inform the Office of Student Conduct on future trainings and practices regarding conduct meetings.</p> <p>In the comments, many students felt that they were not charged with the correct charge. Student Conduct has made efforts to make training more thorough and to provide the Resident Directors with documents to assist in their conduct meeting (i.e. access to presentations given during RD training, the sanctioning resource guide, etc.)</p> <p>*The 2016-2017 numbers are from the Student conduct Participation Survey using the ‘strongly agree’ and ‘moderately agree’ response options.</p>
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Harm Reduction & Education

Alcohol Education Workshop, Party Smart Workshop and results

Alcohol Education

2013-'14 (pre/post)	2014-'15	2015-'16	2016-'17
5 or more harm reduction strategies used			
71%/84%	N/A	71%	N/A^
# of Drinks Consumed			
4.6/3.3	N/A	N/A	N/A^
Found the workshop useful			
N/A	N/A	71%	75%

Party Smart

2013-'14	2014-'15	2015-'16	2016-'17
Intend to use at least 1 tip learned			
97%	N/A	100%**	100%**
Reported an increased understanding of how their actions impact the community			
92%	N/A	100%**	100%**
Found it useful			
87%	97%	100%**	100%**

Off Campus Trends

Total of unique off-campus incidents

2014-'15	2015-'16	2016-'17
197	177	215

Off Campus Trends

Number of off-campus conduct violations

Violation Type	2014-'15	2015-'16	2016-'17
Disorderly noise	52	13	39
Open Container	92	43	44
Disorderly Conduct (violation of law)	66	10	28 (14)
False Identification	6	3	2
Disorderly house	55	28	23
Physical Assault	7	5	6
Total off campus charges (not all included in this table)	309	240	316

^Questions no longer on survey given to students.

**Data based off one respondent to Party Smart survey

As is typically the case throughout the academic year, there were a number of students that had multiple charges so, the total of 316 off-campus charges, resulted from 215 unique incidents. This year saw an increase in both the number of charges and the number of unique incidents compared to the 2015-2016 AY.

This data will be shared with the Town Gown Committee as a means to collectively address trends, proactively and reactively.

Number of students assigned to Community Service

	2013- '14	2014- '15	2015- '16	2016- '17
Unique students sanctioned	104	75	69	95
CS sites used	23	15	7	8
Hours Assigned	887	628	778	798

The number of students assigned to community service increased by 26, more in line with the 2013-2014 numbers. Though the number of unique students sanctioned increased significantly, the hours assigned remained flat.

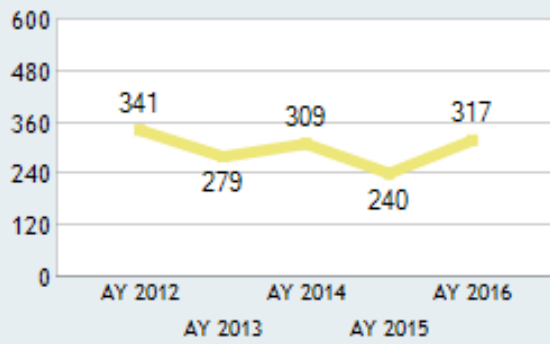
Board Members who Participated in Training

2013-'14	2014-'15	2015-'16	2016-'17
40	59	70	40

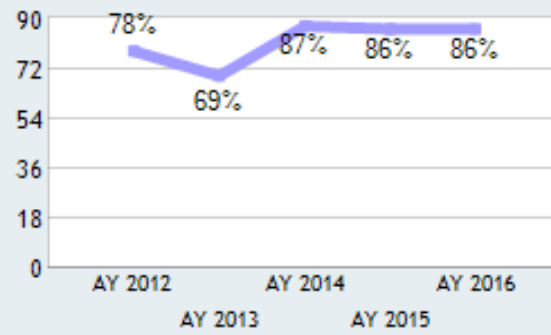
Student Conduct has a roster of 69 board members, but only 40 (58%) of the board members completed the required annual training this year. 23 members (33%) that attended multiple trainings.

Feedback from board members indicated a request for a workshop-style training session in August so that the training is more impactful and that it would be easier to schedule attendance for a full day instead of workshops throughout the semester. Student Conduct, in partnership with Title IX has planned a daylong workshop training for August 2017 to cover multiple topics related to conduct boards.

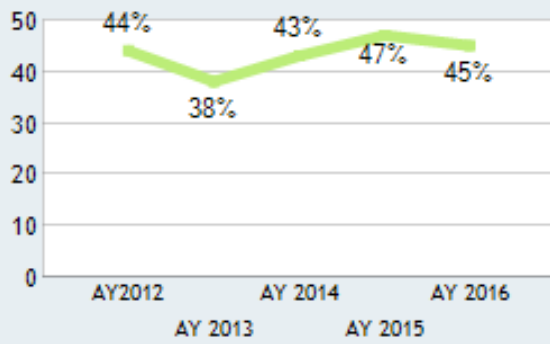
Number of Incident Reports, Off Campus



Students' Clarity of Policies



Mid-Year Residential Survey: Perception of Fairness



SECTION FOUR: 2016-2017 POINTS OF PRIDE AND ACCOMPLISHMENTS

Identify up to 10 points of pride and accomplishments throughout the 2016-2017 year. Where applicable, indicate how the accomplishment aligns with college mission and priorities.

Point of Pride/Accomplishment	College Mission and Priorities Alignment
Student Conduct staff received certifications for trauma-informed sexual assault investigation and adjudication by the National Center for Campus Public Safety.	Commitment to professional development and staff excellence through training from national organizations. 1.8, To be a Great College at which to Learn
Student Conduct staff conducted Green Dot training and information sessions for students and staff.	Emphasize student learning and a commitment to training and professional development of staff. 1.8, To be a Great College at which to Learn
Student Conduct staff hosted a Rochester Area Conduct Officers meeting, stayed current on trends and best practices through continued membership and participation with groups such as the Rochester Area Conduct Officers, SUNY Student Conduct Administrators, and Association of Student Conduct Administrators.	Emphasis on recognizing trends proactively and ensuring compliance with SUNY, state and federal laws and guidance. 2.1, To be a College Engaged with its Community
Built and strengthened partnerships with Brockport Police Department through entire conduct staff completing separate ride along sessions with officers.	Emphasis on recognizing trends proactively and ensuring compliance with SUNY, state and federal laws and guidance. 2.1, To be a College Engaged with its Community
Offered a comprehensive conduct hearing board training series, 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. 2.1, To be a College Engaged with its Community
Assisted with bringing Kim Novak to campus to present about preventing hazing on campus to multiple student groups.	Commitment to training and professional development of staff to support the activities of outstanding faculty and staff. 2.1, To be a College Engaged with its Community
Moved conduct appeal process online using Maxient, improving process for students to utilize their right to appeal conduct decisions.	Emphasis on recognizing trends proactively and ensuring compliance with SUNY, state and federal laws and guidance. 2.1, To be a College Engaged with its Community

SECTION FIVE: 2017-2018 UNIT STRATEGIC GOALS

For the purpose of EMSA's work, *Strategic Goals* will be defined as the 2-4 goals that are determined for your unit to advance the strategic direction as defined by the College and supported through the Division's goals.

Strategic Goals	Divisional Goal Mapping	College Goal Mapping	Strategic Plan Operational Objective(s)*	Action Plan	Timeline
SC1: Strengthen the assessment program including: <ul style="list-style-type: none"> Identifying trends to proactively inform prevention and harm reduction efforts, including recidivism rates Assessing perceptions of fairness & equity of the student conduct process among students, with assistance from the BSG Senate. 	Goal 2; Goal 3; Goal 6	Goal 1	1.1, 1.8	Utilize Maxient data to identify trends on a quarterly basis and share with campus partners. Include student conduct survey in outcome letters for ongoing assessment of students' perception of fairness & equity in the student conduct process. Conduct focus groups, including sessions with BSG to better communicate with the student body, increase transparency, and understand student perception.	May 2018
SC2: Enhance training for Resident Directors, conduct officers, and conduct board members by incorporating best practices of Student Conduct into a full day training in order to provide a wider breadth of knowledge to a larger group and to ensure compliance	Goal 2; Goal 4	Goal 1; Goal 4	1.1; 4.1, 4.3	Present daylong Conduct Board workshop for Conduct Board members and Residence Life professional staff in August 2017. Share data from student survey with Resident Directors to guide training about student conduct process in August 2017	August 2017

SC3: Examine opportunities to implement Restorative Justice including bringing training to campus	Goal 2; Goal 3	Goal 1 Goal 2	1.1; 2.1	Partner with Office of Diversity to invite nationally recognized trainers on Restorative Justice to campus from the Skidmore College Project on Restorative Justice	May 2018
SC4: Complete the self and peer program review process for the Office of Student Conduct using the CAS Self-Assessment Guide	Goal 2; Goal 3	Goal 2; Goal 3	2.1; 3.5	Utilize the CAS Self-Assessment Guide to inform improvements within the office, with an emphasis on Part 6 (Law, Policy, and Governance) and Part 7 (Diversity, Equity, and Access)	July 2018

****THIS WILL BE A NUMBER(S) FROM THE COLLEGE'S OPERATIONAL DOCUMENT***

SECTION SIX: 2017-2018 Assessment Plan

Identify 1-2 Functional Goals and 1-2 Strategic Goals and determine your proposed component and plan for assessing. This section corresponds with the Administrative Assessment Documentation Document 2.

Unit Annual Goal: For the purpose of EMSA's work, *Unit Annual Goal* will be each of the 2-4 *Functional* and *Strategic* Goals identified for unit focus and assessment in the current AY cycle. You are NOT expected to assess ALL Functional and Strategic Goals each year.

SC1: Strengthen the assessment program including:

- Identify trends to proactively inform prevention and harm reduction efforts
- Assess perceptions of fairness & equity of the student conduct process among students, with assistance from the BSG Senate

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
Complete focus group with students that have gone through the student conduct process Evaluate Maxient data on students in conduct process over past three years to examine trends about students in the process	Maxient Baseline conduct survey Data from Prevention & Outreach Services Brockport Student Government	Maxient Baseline conduct survey Prevention & Outreach Services staff Student Conduct staff Brockport Student Government

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

- Utilize Maxient data to identify trends on a quarterly basis and share with campus partners.
- Include student conduct survey in outcome letters for ongoing assessment of students' perception of fairness & equity in the student conduct process.
- Conduct survey
 - Regularly review the conduct survey throughout the year
 - Create a document for RDs to use in conduct meetings
 - Sit in on conduct meetings with Resident Directors at the beginning of the year to provide feedback

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

Rationale description

- This goal will help Student Conduct improve its efforts to impact behavioral change amongst students at the College at Brockport through understanding who our students are that are violating the Code of Conduct and why. This goal will also allow Student Conduct to better understand how it's perceived, and how we can better communicate our messages (in trainings, orientation, conduct meetings) to the students, RAs, and RDs and be as transparent as possible with the campus community

Unit Annual Goal: For the purpose of EMSA’s work, *Unit Annual Goal* will be each of the 2-4 *Functional* and *Strategic* Goals identified for unit focus and assessment in the current AY cycle. You are NOT expected to assess ALL Functional and Strategic Goals each year.

SC2: Enhance training for Resident Director conduct officers and conduct board members

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
Revise the RD trainings with additional documentation to assist while on call/in conduct meetings Conduct full day workshop for conduct hearing board with supplemental trainings throughout semester	Creation of internal documents Research-based presentations during conduct workshop	Maxient Staff from Hazen, EOP, Title IX, Student Conduct, Willow Domestic Violence Center

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

- Use trends, prior cases, the conduct participation survey, and local/national discourse to inform traditional RD trainings and to create more in-service opportunities for them and the conduct board members

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

- This goal will help improve the consistency between RDs when it comes to responding to incidents while on call, and handling conduct meetings with students. The move to a day long workshop was based on feedback from previous board members and will help train more members at once across a wide variety of topics.

Unit Annual Goal: For the purpose of EMSA’s work, *Unit Annual Goal* will be each of the 2-4 *Functional* and *Strategic* Goals identified for unit focus and assessment in the current AY cycle. You are NOT expected to assess ALL Functional and Strategic Goals each year.

SC3: Examine opportunities to implement Restorative Justice including bringing training to campus

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
Restorative justice training and/or certification for Student Conduct staff Peer reviewed articles and other research	Trainings attended and certifications received	Financial resources to attend trainings The Office of Diversity

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

- Research best practices, trainings, and speakers to assist in developing a process for restorative justice approaches in collaboration with the Office of Diversity.

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

- This goal will equip faculty and staff at The College at Brockport to be better facilitators in restorative justice processes in order to address community harms. For example, using a restorative justice circle in a bias related incident could help the offending party see the perspective of the offended party, versus the offending party being sent to a an educational workshop. Enhancing the applications of restorative justice within and beyond the department will enhance departmental and college-wide implementation of restorative justice options.