



<p><b>Unit/Office 2014-2015 Goals &amp; Assessment Plan</b></p> <p>2014-2015 Closing the Loop Summary</p> <p>2015-2016 Goals &amp; Assessment Plan</p>	<p><b>Unit:</b> Student Conduct</p> <p><b>Director:</b> Sara Kelly, Ph.D.</p>
<p><b>Unit Mission:</b>  Assist students in acknowledging responsibility for their actions and promote learning experiences that prepare students for becoming successful members of the community.*  <i>*Under revision this year</i></p>	

### **2014-2015 Assessment Plan**

This section summarizes the unit plans for progress toward strategic goals.

<b>Strategic Plan Construct</b>	<b>Divisional Priority/Objective(s)</b>	<b>Unit Goal</b>	<b>Assessment Objective</b>	<b>Assessment Results</b>	<b>Resources Used</b>	<b>Outcome/Status</b>
Co-curricular Programming and Support Services	Healthy Campus 2020  Collaboration and Community Building  Retention of our students	Examine policies & practices to ensure alignment with compliance regulations and campus climate survey recommendations, identifying opportunities for growth.	Compliance with state and federal mandates as reflected in policies and practice.	Successful update of the Code of Student Conduct and operating procedures to comply with the SUNY Uniform Policies, NYS legislation and best practices.	Significant training of staff.	Additional emphasis will be on EDI issues next year, in addition to Title IX and VAWA which was a main focus of the year.  Continued partnerships with IR will allow us to analyze Campus Climate next year.

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Co-curricular Programming and Support Services	Collaboration and Community Building  Retention of our Students  Healthy Campus 2020	Examine policies and practices to ensure compliance with VAWA and Clery requirements/guidance, including student and staff training.	Identify the areas in which our policies and practices could be strengthened in the areas of compliance.	Student conduct policies and procedures  RD, RA and hearing board member training	Significant training of staff through SUNY and ATIXA.	Goal was met.
7.3, Learning Environment & Quality of Place  Co-curricular Programming and Support Services	Collaboration and Community Building  Student Leadership & Civic Engagement	Offer two Good Neighbor Relations programs during the 2013-14 academic year, in collaboration with RL/LC, Community Development, POS, Brockport Police Department and Code enforcement office in the Village of Brockport.	1) Knowledge of off campus rights and responsibilities 2) Good citizenship strategy 3) Draft landlord/tenant agreements 4) Community involvement plan	Participants will be able to: 1) Demonstrate knowledge of off campus rights and responsibilities 2) List ways to be a good neighbor 3) Draft a healthy landlord/tenant agreement 4) List ways in which they plan to remain/become involved in the greater community once they move off campus	Partnership with RL/LC, POS, Community Development, Brockport Police Department and Code enforcement office in the Village of Brockport.	Goal was partially met. Efforts to improve attendance/participation at educational programming will be employed next year.  Personnel changes and the new Town Gown Committee shifted the focus of off campus relations to a broader group, including Student Conduct, which will provide increased attention to good neighbor programming, village relations, off campus housing education, etc.
Co-curricular Programming and Support Services	Retention of our Students  Collaboration and Community Building  Student Leadership & Civic Engagement  Healthy Campus 2020	Identify and proactively address trends among specific student populations.	Trends among specific student populations (Admissions tiers, EOP, Athletics, ROTC, LLC, FSL)	Student conduct violations by specific student populations were tracked and communicated to Athletics, EOP and ROTC	Partnership with Admissions EOP, Athletics, ROTC, LLC, Greek Life	Goal was met; identifying trends is an ongoing priority.  Successful partnerships have been established with all areas, to include regular meetings and interventions.

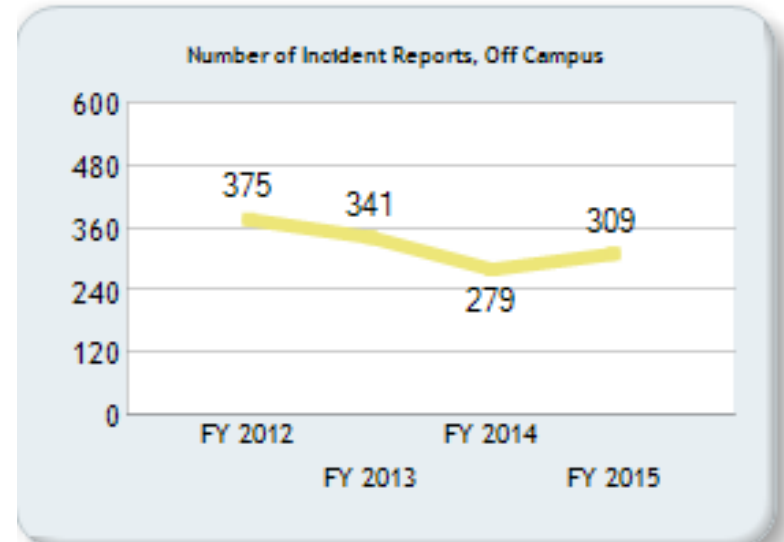
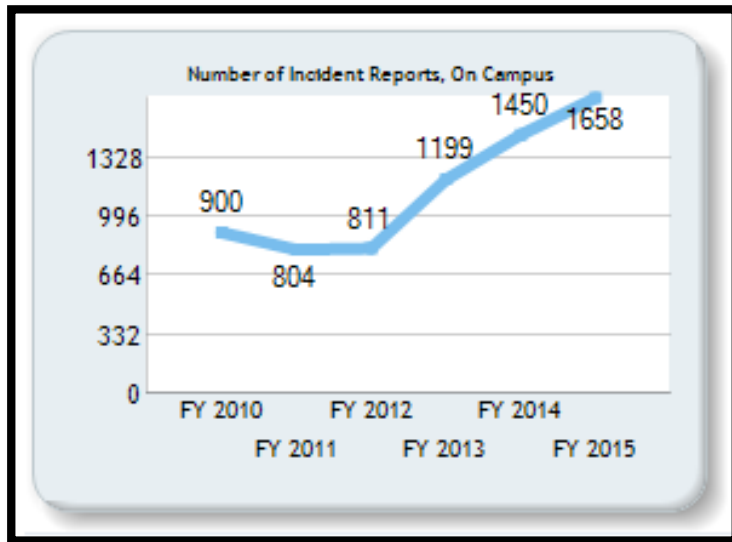
## Creating a Culture of Evidence & Continuous Improvement

The College at Brockport is committed to improving program effectiveness and the quality of the student experience through assessment data. The use of assessment data will contribute to the culture of evidence within each unit and the overall campus community. This section allows units to report administrative assessment data that might not necessarily be tied to a specific goal, but illustrates program or unit effectiveness.

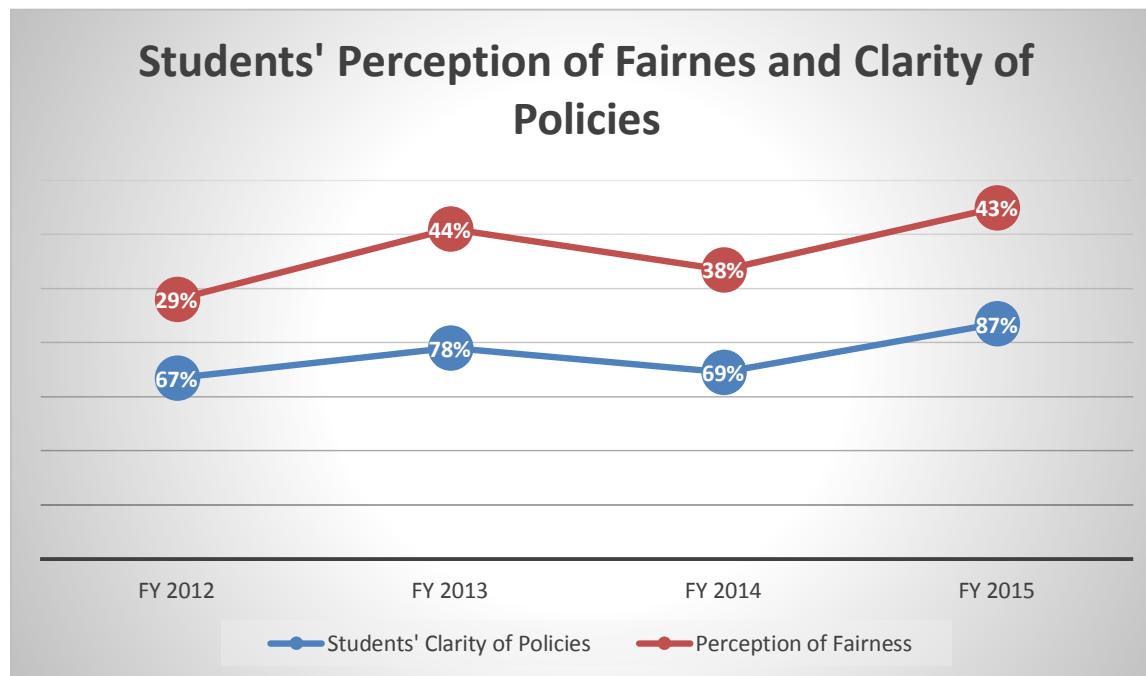
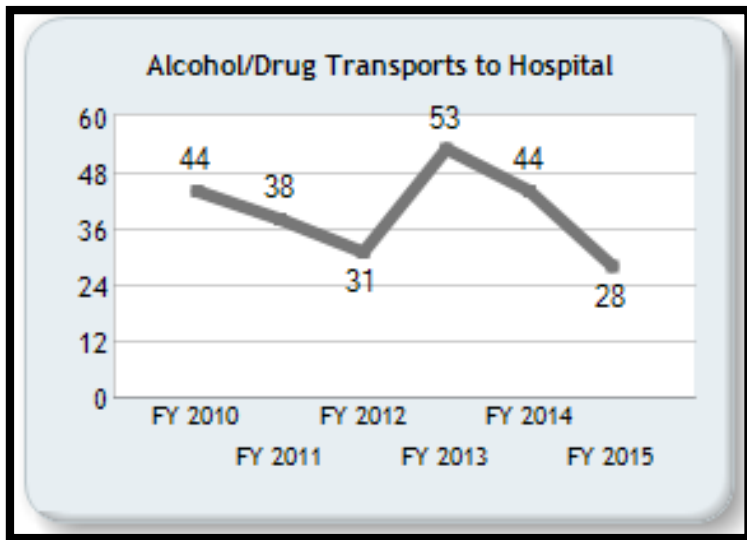
Assessment Objective	KPIs/Benchmark	Outcome/Results	Analysis
Clarity of policies & perception of fairness related to our Conduct System.	2011-12	<b>2011-12      2012-13      2013-14      2014-2015</b>	<p>Student perceptions of fairness continue to increase as reported on the RLLC Mid-Year Survey, but there is still room for improvement.</p> <p>Via the participant survey conducted in May, participants felt that increased education on the Code of Conduct is needed. Student Conduct will continue to educate students on the Code at summer orientation, Welcome Week and in residence hall meetings as well as pursue additional opportunities to educate students at APS classes, special groups, etc.</p> <p>More students reported being aware of their rights in the process.</p>
	<ul style="list-style-type: none"> <li>Mid Year Residential Survey</li> <li>Student Opinion Survey</li> </ul>	<b>Mid Year Residential Survey</b> Are codes/policies clearly communicated?-yes 67%                  78%                  69%                  86.56% Perception of Student Conduct System- fair 29%                  44%                  38%                  42.65%	
	2012-13	<b>SUNY Student Opinion Survey</b> The rules governing Student Conduct are clear to me. 3.94                  N/A                  N/A                  3.99	
	<ul style="list-style-type: none"> <li>Mid Year Residential Survey</li> <li>Baseline Satisfaction Survey</li> </ul>	<b>Baseline Participant Survey (agree &amp; strongly agree)</b> I was educated on the Code of Student Conduct N/A                  11%                  16%                  25%	
	2013-14	College policies are fair N/A                  46%                  41%                  40%	
	<ul style="list-style-type: none"> <li>Mid Year Residential Survey</li> <li>Student Opinion Survey</li> <li>Baseline Satisfaction Survey</li> </ul>	College policies are clear N/A                  49%                  49% I know my rights N/A                  42%                  42%                  68.26% As a result on the conduct process, I will modify my behavior N/A                  32%                  45%                  N/A	
	2014-2015	As a result on the conduct process, I understand how my behavior affects other people N/A                  17%                  27%                  43.92%	
	<ul style="list-style-type: none"> <li>Mid Year Residential Survey</li> <li>Student Opinion Survey</li> </ul>		

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Harm Reduction & Education	Alcohol Education Workshop & Party Smart Workshop results, 2011-12 (n=20) compared to 2012-13 (n=41).	<table><tr><td><b>11-12</b></td><td><b>12-13</b></td><td><b>13-14(pre/post)</b></td><td><b>14-15</b></td></tr><tr><td colspan="4"><b>Alcohol Education</b></td></tr><tr><td colspan="4">5 or more harm reduction strategies used</td></tr><tr><td>65%/86%</td><td>72%/85%</td><td>71%/84%</td><td>N/A</td></tr><tr><td colspan="4"># of Drinks Consumed</td></tr><tr><td>4.8/3.2</td><td>4.7/3.2</td><td>4.6/3.3</td><td>N/A</td></tr><tr><td colspan="4"><b>Party Smart</b></td></tr><tr><td colspan="4">Intend to use at least 1 tip learned</td></tr><tr><td>83%</td><td>95%</td><td>97%</td><td>N/A</td></tr><tr><td colspan="4">Reported an increased understanding of how their actions impact the community.</td></tr><tr><td>75%</td><td>86%</td><td>92%</td><td>N/A</td></tr><tr><td colspan="4">Found it useful</td></tr><tr><td>70%</td><td>71%</td><td>87%</td><td>97%</td></tr></table>	<b>11-12</b>	<b>12-13</b>	<b>13-14(pre/post)</b>	<b>14-15</b>	<b>Alcohol Education</b>				5 or more harm reduction strategies used				65%/86%	72%/85%	71%/84%	N/A	# of Drinks Consumed				4.8/3.2	4.7/3.2	4.6/3.3	N/A	<b>Party Smart</b>				Intend to use at least 1 tip learned				83%	95%	97%	N/A	Reported an increased understanding of how their actions impact the community.				75%	86%	92%	N/A	Found it useful				70%	71%	87%	97%	<p>97% of students who participated in the Party Smart workshop found the content to be useful.</p> <p>Standardizing assessment measures between Prevention &amp; Outreach Services and Student Conduct will improve data validity related to learning outcomes and workshop effectiveness.</p>
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Off Campus Trends	Number of off campus conduct violations	<table><tr><th>Violation Type</th><th>2012-13</th><th>2013-14</th><th>2014-15</th></tr><tr><td>Disorderly noise</td><td>134</td><td>46</td><td>52</td></tr><tr><td>Open Container</td><td>60</td><td>45</td><td>92</td></tr><tr><td>Disorderly Conduct</td><td>17</td><td>38</td><td>66</td></tr><tr><td>False Identification</td><td>15</td><td>32</td><td>6</td></tr><tr><td>Disorderly house</td><td>29</td><td>28</td><td>55</td></tr><tr><td>Total off campus charges (not all included in this table)</td><td>341</td><td>279</td><td>309</td></tr></table>	Violation Type	2012-13	2013-14	2014-15	Disorderly noise	134	46	52	Open Container	60	45	92	Disorderly Conduct	17	38	66	False Identification	15	32	6	Disorderly house	29	28	55	Total off campus charges (not all included in this table)	341	279	309	Off campus conduct violations experienced a slight increase, but the higher numbers were only seen in the fall semester. This data will be shared with the Town Gown Committee as a means to collectively address trends, proactively and reactively.																								
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Civic Engagement Sites & Students	<p><b>2011-12</b> 18 students placed 6 sites</p> <p><b>2012-13</b> 69 students placed at 10 sites</p> <p><b>2013-14</b> 104 students placed at 23 sites</p> <p><b>2014-2015</b> 75 students placed at 15 sites</p>	<table><tr><td></td><td>2011-12</td><td>2012-13</td><td>2013-14</td><td>2014-15</td></tr><tr><td>Students sanctioned</td><td>18</td><td>69</td><td>104</td><td>75</td></tr><tr><td>CS sites used</td><td>6</td><td>10</td><td>23</td><td>15</td></tr></table>		2011-12	2012-13	2013-14	2014-15	Students sanctioned	18	69	104	75	CS sites used	6	10	23	15	Participation in community service sites slightly decreased as a result of fewer students involved in off-campus conduct. Efforts to maintain community service opportunities are ongoing.																																					
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Assessment Objective	KPIs/Benchmark	Outcome/Results	Analysis
Conduct board membership & training.	<b>Board Members who Participated in Training</b>  <u>2010-11</u> 6  <u>2011-12</u> 40  <u>2012-13</u> 35  <u>2013-14</u> 40  <u>2014-2015</u> 59	<p>Implemented a training series with over 20 training opportunities available for 59 board members. Training topics included general misconduct, sexual misconduct, mock board hearings, due process, effective questioning, new guidelines for sexual misconduct cases, hook-up culture, etc.</p> <p>Feedback from the conduct board members showed the following:</p> <ul style="list-style-type: none"> <li>• 79% agree that serving on the conduct board enhanced their knowledge of the Student Code of Conduct</li> <li>• 46% of members attended 4 or more training sessions throughout the year.</li> <li>• 85% agreed or Strongly Agreed that participating in training sessions adequately prepared them for serving on a conduct board.</li> </ul>	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 are not invited to serve on boards so efforts to increase overall participation by more board members are ongoing.



\*Please note that the increase of incident reports is reflective of the residence hall staff using incident reporting mechanisms to report early warning interventions and residence life documentation, rather than solely incident reports related to violations of the Code of Student Conduct.



## **2014-2015 Closing the Loop Summary Report**

**2014-2015 Goal:** KPI- Workshop Assessment Results

**Tool Used:** Various surveys administered by Prevention & Outreach Services

**Data/Results:** Less data was available this year from the workshops, related to effectiveness and learning outcome achievement.

**Summary/Conclusions:** Increased partnerships and communication among Student Conduct and Prevention & Outreach Services are required to ensure that workshop outcomes are measured and data is shared throughout the year so continuous improvement can occur.

**Recommendations/Action Items for next year:** Set regular meetings among Student Conduct and Prevention & Outreach Services staff to specifically discuss workshop assessment and trends.

**Methods for disseminating results:** Results will be communicated at quarterly meetings and during the annual reporting process.

**Sentence to be included in EMSA Briefing Book:** Efforts to strengthen the partnership between Student Conduct and Prevention & Outreach Services are ongoing related to workshop assessment and improving practice.

**2014-2015 Goal:** Identify and proactively address trends among specific student populations.

**Tool Used:** Maxient- Student Conduct statistics

**Data/Results:** Specific data for EOP, Athletics, ROTC, etc, was shared with each department.

**Summary/Conclusions:** Increased analysis of other demographic information and groups is needed to provide more prevention efforts and early intervention, depending on the results of the analysis.

**Recommendations/Action Items for next year:** Run quarterly Maxient reports to identify trends and share information with appropriate stakeholders such as Prevention & Outreach Services and other relevant departments.

**Methods for disseminating results:** Quarterly meetings with Prevention & Outreach Services as well as existing quarterly meetings with UP and Hazen Center for Integrated Care.

**Sentence to be included in EMSA Briefing Book:** Student Conduct continues to analyze data to provide assessment information to key stakeholders for education and prevention purposes.

### 2015-2016 Assessment Plan

This section summarizes the unit's future plans for progress toward strategic goals.

<b>Strategic Plan Construct</b>	<b>Divisional Priority/Objective(s)</b>	<b>Unit Goal</b>	<b>Assessment Objective</b>	<b>Assessment Measures</b>	<b>Resources Needed</b>	<b>Action Plan</b>	<b>Person(s) Responsible</b>
Co-curricular Programming and Support Services	Healthy Campus 2020  Collaboration and Community Building  Retention of our students	Continue to examine policies and practices to ensure compliance with SUNY, state and federal laws and guidance.	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	Collaboration with Title IX Coordinator, Chief of University Police and SUNY resources	June 2016	Sara Kelly & Dan Greer
Co-curricular Programming and Support Services	Healthy Campus 2020  Collaboration and Community Building  Retention of our students	Create a comprehensive marketing plan to better communicate policies, resources and services, in print and online.	Clarity of the information, ease of access and overall number of resources revised and developed.	Focus groups with staff and students	IT support  Graphic Design and College Communications Support	June 2016	Dan Greer
Co-curricular Programming and Support Services	Collaboration and Community Building  Retention of our students	Strengthen the assessment program including: <ul style="list-style-type: none"> <li>• Conduct statistics</li> <li>• Workshop assessment</li> <li>• Participant feedback</li> </ul>	Conduct statistics  Learning outcomes	Data is able to be reported consistently semester to semester and annually.  Trends identified.	Maxient  Collaboration with POS and Hazen Center for Integrated Care	June 2016	Dan Greer



### Points of Pride & Accomplishments

This section allows for you to identify points of pride and accomplishments throughout the 2014-2015 year. These points of pride may align with The College at Brockport's Strategic Plans Constructs (Academic Quality & Engagement, Co-curricular & Support Programs, Learning Environment & Quality of Place, Culture of Philanthropy & Alumni Connectedness), College Priorities, College Goals; Divisional Priorities; and Unit Goals. Also, note if the point of pride aligns with a unit goal.

<b>Point of Pride/Accomplishment (include data/results as applicable)</b>	<b>Applicable Strategic Construct/ College Priority/College Goal/ Divisional Priority/Unit Goal</b>	<b>Additional Notes</b>
Increased partnership developed with Athletics to decrease athlete involvement in conduct incidents.	Co-curricular Programming and Support Services	The number of athletes involved in cases dropped to 246 in 2014-2015. The number of athletes found responsible also dropped to 138 in 2014-2015.
Strengthened partnerships with Hazen Center for Integrated Care and University Police by implementing quarterly check-in meetings to discuss trends and Clery data.	Co-curricular Programming and Support Services	In addition to the Liaison Program, leadership from all areas met quarterly to discuss trends and training needs.
Offered a comprehensive conduct hearing board training program, in partnership with multiple campus partners and community organizations.	Co-curricular Programming and Support Services	University Police, Title IX, RESTORE, Prevention & Outreach Services assisted Student Conduct in providing a comprehensive training program for hearing board members.
Student Conduct staff received certifications by ATIXA related to Title IX and NCHERM for behavioral intervention team management.	Co-curricular Programming and Support Services	Student Conduct and Residential Life/Learning Communities staff participated in various SUNY trainings as well as ATIXA and NCHERM trainings (conferences, meetings and webinars).
Development and implementation of a co-investigator model for sexual misconduct cases.	Co-curricular Programming and Support Services	Following best practices and recommendations, a co-investigator model was developed and implemented beginning spring 2015.