Student Affairs | Measuring Up

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Salisbury UNIVERSITY

Salisbury University
Office of Student Affairs
Student Accountability & Community Standards
October 28, 2022

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EXECUTIVE SUMMARY (one page)

In this annual report, we take the opportunity to report and reflect on our accomplishments during the 2021-2022 academic year, and share our goals and objectives for the upcoming academic year. During this period, our commitment to the implementation of a student conduct program that is learning-centered, community-focused and procedurally sound remained steadfast – and so is our dedication to continuously enhance our program in those areas. While our academic year was undeniably reshaped by an unexpected environmental change due to the continued challenges posed by COVID-19, which caused to reevaluate our goals and priorities prior to the end of the year, we have much to celebrate in terms of accomplishments.

Our biggest points of pride this year are highlighted below:

- SACS hired the office's first non-clinical graduate Social Work intern to serve as Student Wellness Education Intern to assist with AOD responsibilities due to vacant position. While the intern had to resign from his appointment due to personal reasons, a model was created to help advance the University's AOD program while alleviating some of the caseload currently assigned to student conduct and case management.
- The Assistant Dean for Student Accountability & Community Standards developed and implemented a public CARE Report form to serve as entry point for student of concern referrals, as well as emergency absence notification, emergency grant fund and medical withdrawal requests to streamline the workflow and documentation process for the case management team.
- SACS developed and implemented a partnership with the IFC that will serve as a model for all hearings involving student organizations. This has enabled us to encourage self-governance among governing councils, increase transparency in the resolution of complaints against student organizations, as well as foster collaboration between the Dean of Students Office and student organizations.

The Student Accountability & Community Standards departmental plan for the 2022-2023 academic year sets forth goals that will build upon last year's accomplishments and address identified areas of improvement. In the coming year, we will:

- Set up the Student Interface in Advocate to streamline the student accountability process by providing students easy access to conduct-related letters, meetings, submission of sanctions, etc.
- Implement "custom dashboard" in Advocate for real-time conduct statistics available to Student Affairs leadership; quarterly statistics to be delivered to Student Affairs Leadership in accordance with established process.
- Further develop Public Incident Report Form to serve as an entry-point for services provided by our office (such as disciplinary referrals, disciplinary verifications, background checks for admission/readmission, inspection of disciplinary records, etc.)
- Development of investigation protocol for Hazing and other incidents involving student organizations to ensure fair and prompt resolution of complaints.
- Develop workflow for collaboration with Housing and Residence Life to ensure consistency in how incidents and complaints are addressed across areas.

Section I: Department Overview

Vision

Student Accountability & Community Standards is guided by the belief that a community exists on the basis of shared values and principles. We aim to foster a community, at Salisbury University and beyond, where integrity and respect are the established norm, and where each community member understands that this is a responsibility that must be shared by all. Students, through their interactions with our office, will feel empowered to (re)define their behavior and be(come) responsible members of their community

Mission

Housed within the Dean of Students Office, the mission of Student Accountability & Community Standards is to maintain the integrity of the campus community and foster student learning, development and success by upholding the University's community standards through proactive programming for the campus community, individual student conversations, alternative resolution practices, and the establishment of a fair and educational framework to address potential violations of the Code of Community Standards.

Goals

The goals of Student Accountability & Community Standards are to:

- Educate members of the campus community about applicable policies, regulations and statuses governing their behavior.
- Uphold community standards at the University, in the local community and beyond through the resolution of alleged violations of the University's Code of Community Standards through a process that is procedurally sound, community-focused and learning-centered.
- Provide an outlet for community members to address conflict through alternative resolution practices.
- Encourage learning outcomes, personal responsibility and accountability, as well as responsible decision-making through the services, programs, and activities provided.

Scope of Practice – Services Provided

Student Accountability & Community Standards provides the following services to the campus community:

- Develop, interpret and implement the Code of Community Standards.
- Investigate and resolve alleged violations of the Code of Community Standards through the implementation of a student accountability process that is procedurally sound, community-focused and learning centered.
- Develop and implement adaptable resolution pathways for complaints and/or reports of misconduct that do not constitute a violation of University policy or in circumstances where a formal resolution is not desired by the complainant.
- Recruit, train and supervise Case Administrators, Community Hearing Board members and other participants in the student accountability process.
- Create learning opportunities for students though our services, programs, activities, and educational sanctions.
- Provide programming on accountability, integrity, civility and other ethical issues to the University community.
- Advise University and Student Affairs leadership, and other members of the University community, on issues of student non-academic misconduct.
- Maintain student disciplinary records, including records pertaining to non-academic misconduct, academic misconduct and/or violations of Housing and Residence Life policies.

- Provide disciplinary verification for study abroad programs, transfer admission applications or applications for graduate/professional programs, employment, etc. upon verification of authorization to release such information.
- Review previous disciplinary history reported on applications for admission in accordance with established procedures, and provide a recommendation to the admissions office, which will make a final determination of acceptance.

Student Learning Outcomes

Students who engage in services, programs, and activities provided by Student Accountability & Community Standards will be able to:

1. Articulate Salisbury University's standards of behavior outlined in the Code of Community Standards
2. Recognize why standards of conduct exist and why the University is concerned about student behavior.
3. Identify how their actions are consistent or inconsistent with their personal and community values and expectations.
4. Develop an action plan that will help them be successful at Salisbury University and beyond, and avoid future violations of the University's Code of Community Standards.
5. Describe how their interaction with the Student Accountability & Community Standards will help them (re)define their behavior and be(come) responsible members of the community.

Section II: Service Delivery, Admissions, and Financial Aid Outcomes

Students Served (July 1 – June 30 time period)
Enter "N/A" if data are not available for this reporting period.
Admissions and Financial Aid and Scholarships skip to below.

Undergraduates	Outcomes
Total unique number served (do not include repeat visits)	382
Total number of "visits" (includes repeat visits)	573
Total number of service contact hours across all service types	430
Graduates	**Outcomes**
Total unique number served (do not include repeat visits)	0
Total number of "visits" (includes repeat visits)	0
Total number of service contact hours across all service types	0
Overall	**Outcome**
Total unique number of undergraduates and graduate students served	382

Comments:
A **visit** is defined as a scheduled meeting as part of an incident referred to the Dean of Students Office for formal or informal. This number is not inclusive of walk-ins or other impromptu/unscheduled meetings with students, faculty and/or staff. The number does include meetings conducted by all Case Administrators, including those who report to Housing and Residence Life.
Service contact hours can vary based on the type of meeting, nature and/or severity of the matter under discussion. For the purpose of this report, each visit is estimated to be 45 minutes long.

ADMISSIONS ONLY
(July 1 – June 30 time period)

Effort	Outcomes
Number of students for daily tours	
Number of students for Open Houses	
Number of students for Scholars Day	
Number of students for admitted students day	
Number of students for Saturday visits	
Results	**Outcomes**
Number of applications received	
Percent of applicants accepted	
Percent of accepts enrolled	
Other Noteworthy Metrics	**Outcome**

FINANCIAL AID AND SCHOLARSHIPS ONLY
(July 1 – June 30 time period)

Total Aid	Outcomes
Amount of aid available to be awarded (except CARES and HEERF)	
Total amount of aid awarded	
Percent awarded	
Number of undergraduates receiving aid	
Number of graduates receiving aid	
Federal CARES and HEERF Aid	**Outcomes**
Amount of aid available to be awarded	
Total amount of aid awarded	
Percent awarded	
Number of undergraduates receiving aid	
Number of graduates receiving aid	
Other Noteworthy Metrics	**Outcome**

ALL AREAS

Examples of Major Events, Services, Activities, and Initiatives[1]

Examples of Major Events, Services, Activities, Initiatives	Target Audience	Number(s) Served
Example: Annual First-Generation Conference.	*First generation students and their faculty mentors*	▪ *75 students* ▪ *60 faculty mentors* ▪ *12 guests[2]*
N/A		

[1] Contact the Associate Vice President for assistance in completing this section if needed.
[2] This could include family, friends, faculty, and staff.

Section III: Budget Allocations, Expenditures, and Revenue Generation

July 1, 2020 – June 30, 2021 Allocations

Budget Category	Allocation
01	$225,803.00
02	$33,554.00
03	$19,568.00
Total	$278,925.00

July 1, 2020 – June 30, 2021 Expenditures

Budget Category	Expenditures
01	$116,643.00
02	$32,231.00
03	$22,526.00
Total	$171,400.00

July 1, 2020 – June 30, 2021 Revenue Generated

Initiatives or Purposes	Revenue Generated
Example: Student Success Grant from Foundation to purchase new laptops as loaners to low-income freshmen.	**$12,250.00**
N/A	**N/A**
Total	

Comments related to budget decisions, concerns, cuts, reallocations, etc.

Section IV: Collaborations and Partnerships (Internal and External)[3]

Examples of Collaborations and Partnerships	Outcomes and Impact
Example: County Public Schools Guidance Counselors	Resource materials for helping high school students and families discuss mental health before college.
Student Affairs Case Manager	• Referred 20 students found responsible for violations of the Code of Community Standards and students eligible for amnesty under the University's Responsible Action Protocol to the Student Affairs Case Manager, allowing students to discuss underlying issues that may be impacting their behavior and success at SU. • Continued to help the Case Manager in the effective implementation of the Advocate system for management of CARE reports (students of concern, emergency absence notifications, emergency grant fund requests, medical withdrawals, etc.) and CARE Team referrals with the implementation of a public intake form, internal workflows and templates, and generated reports as needed.
Counseling Center	• Referred 5 students to the Counseling Center for mandate Substance Use, Anger Management and/or Mental Health Assessments.
Admissions & Registrar's Office	• Conducted 9 background checks for applicants for admission or readmission who disclosed a prior disciplinary record at SU (readmission) or a prior institution (transfer students).
Registrar's Office	• Processed 89 disciplinary verification requests for current and former students for the purpose of employment, admission into graduate program, transfer to another institution, etc.
Fraternity & Sorority Life (FSL)	• Met regularly with the Coordinator of Fraternity & Sorority Life and Inter-Fraternity Council representatives to consider the development of a Code of Student Organization Standards and to maintain open lines of communication regarding complaints and other issues of concern. • Developed and implemented a **partnership with the IFC** that will serve as a model for all hearings involving student organizations. This has enabled us to encourage self-governance among governing councils, increase transparency in the resolution of complaints against student organizations, as well as foster collaboration between the Dean of Students Office and student organizations.

[3] Contact the Associate Vice President for assistance in completing this section if needed.

Student Transitions, Dean of Students Office	• Presented to incoming students' families on Safety and Community Expectations during Sea Gull Start Up. • Participated on panel to discuss behavioral expectations along with Dean of Students, Office of Institutional Equity, Salisbury University Police, and Office of the State's Attorney for Wicomico County during First Flight. • Provided training to Orientation Leaders on expectations for student behavior, how to report concerns, and the role of Orientation Leaders in maintaining a safe, healthy and welcoming environment for incoming students. • Implemented online prevention and awareness modules on alcohol and consent for incoming students, as follows: o 3,204 incoming students assigned Alcohol Wise o 1,179 incoming students assigned Alcohol Wise 21+ o 4,217 incoming students assigned Consent & Respect
Housing and Residence Life	• Provided training and technical assistance to Case Administrators in Housing and Residence Life who hear low and mid-level alleged violations documented in residence halls, including Area Directors and Resident Directors.
Office of Institutional Equity	• Participated in ATIXA's Sexual Misconduct Board Chair Training & Certification program in anticipation of serving as a Chair of the hearing panel for Title IX matters. • Regularly referred concerns regarding prohibited discrimination brought to the Dean of Students Office to the Office of Institutional Equity for resolution.
Academic Affairs/Social Work Department	• Hired the office's first **non-clinical graduate Social Work intern** to serve as Student Wellness Education Intern to assist with AOD responsibilities due to vacant position. While the intern had to resign from his appointment due to personal reasons, a model was created to help advance the University's AOD program while alleviating some of the caseload currently assigned to student conduct and case management.

Section V: A Summary of Achievements Related to Student Affairs and SU's Strategic Plan

*The following are examples of ways in which the Unit is assisting Student Affairs and the University achieve strategic plan goals. Please use bullet or numerical formatting to provide examples of **significant** achievements. Some achievements may apply to multiple goals. Use measurable outcomes as much as possible.*

Goal 1: Enrich academic success and student development.

- Case Administrators and Community Hearing Board members continue to support the department's mission to foster student learning, development and success through the assignment of educational requirements (203), targeted interventions (129), and restorative actions (23). Additionally, the following administrative sanctions were assigned:
    - Warning: 141
    - Probation for one semester: 125
    - Probation for two semesters: 33
    - Probation (other): 16
    - Suspension: 4
    - Dismissal: 0
- SACS utilized 3rd Millennium Classrooms to provide awareness and intervention online education courses to incoming and current students, as follows:
    - Education and awareness modules were used as part of the overall proactive strategy to educate students on responsible decision-making surrounding the consumption of alcohol, including modules assigned to all incoming students and members of fraternity and sorority life:
        - 3,204 incoming students assigned Alcohol Wise, with a 48% completion rate for Part 1 and 24.03% completion rate for Part 2.
        - 1,179 incoming students assigned Alcohol Wise 21+, with a 21.37% completion rate for Part 1 and 12.47% completion rate for Part 2.
        - 4,217 incoming students assigned Consent & Respect with a 35.5% completion rate.
        - 245 new members of fraternities and sororities assigned Greek Wise, with a 44.9% completion rate for Part 1 and 6.12% completion rate for Part 2.
    - Intervention modules were used as part of the student accountability process to support student learning and promote responsible decision-making after an incident has occurred, including:
        - "Under the Influence" – 94 assignments
        - "Alcohol-Wise 21+" (sanctioning) – not assigned
        - "Marijuana 101" – 27 assignments
        - "STOPLifting" – 4 assignments
        - "Conflict-Wise" – 3 assignments
        - "Nicotine" – not assigned
        - "Other Drugs" – not assigned

Goal 2: Inspire a campus culture of inclusive excellence, support, and collaboration.

- The University received 248 reports or complaints for review under the University's student accountability process (520 individual incidents) during the 2021-2022 academic year. The vast majority of incidents was resolved administratively – 9 individual incidents were ultimately adjudicated through board hearings over the course of the year. Additionally, the following meetings were scheduled:

    - 486 pre-hearing conferences
    - 45 administrative hearings
    - 17 Medical Amnesty meetings
    - 10 administrative conferences
- Four (4) students were suspended or dismissed for egregious and/or repeated violations of the University's standards of conduct during the 2021-2022 academic year.
- Six (6) incidents were diverted from the student accountability process and instead handled under the Responsible Action Protocol which aims to reduce barriers to seeking help in cases of alcohol and/or drug-related emergencies by providing relief from administrative or disciplinary action on the part of the University under certain circumstances if either a University official or other authority is contacted in a timely fashion.
- Student Accountability & Community Standards implemented an Informal Resolution Process to help individuals resolve interpersonal conflicts in those instances where the conflict do not rise to the level of a policy violation and/or the parties involved do not want to pursue a formal resolution to the matter – 2 individual incidents were routed to informal resolution during 2021-2022.
- Student Accountability & Community Standards continued to partner with the Office of Admissions and the Office of the Registrar to review applications for admission and readmission with disciplinary disclosures. Nine (9) applications were processed during the 2021-2022 academic year.

Goal 3: Support access, affordability, and academic excellence.

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Goal 4: Deepen engagement with our community.

- Twenty-three (23) students were assigned restorative actions as part of the student accountability process. Restorative actions are designed to strengthen our community by providing those who caused harm with an opportunity to repair the harm caused as much as possible and regain the trust of the community.
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Goal 5: Enhance environmental, social, and economic sustainability.

- Use of LiquidFiles, the University's secure file sharing solution, which has enabled the department to securely share confidential files with internal and external recipients while cutting printing and mailing costs operating in a more environmentally-conscious manner.
- Use of Microsoft Bookings to effectively and economically manage staff schedules and appointments. Bookings allows the department to spend less time – and, therefore, resources - scheduling and more time meeting with those we serve.
- Use of Qualtrics forms to meet various departmental needs, increasing time and resource efficiency over the use of paper and/or PDF forms, such as: Complainant's Choice of Resolution form, Honesty Statement form, Request for Informal Resolution form, etc.

Section VI: Measuring Up – Research, Assessment, and Evaluation[4]

Goals and Outcomes
July 1, 2021-June 30, 2022

What were your department goals for this past year? List them here then provide summative outcomes.

Department Goals	Summative Outcomes
Example: Promote student success through health and wellness initiatives.	▪ *5 health and wellness workshops were offered in partnership with Center for Student Achievement* ▪ *1,257 unique students attended 5 health and wellness workshops* ▪ *83% of students who attended the 5 health and wellness workshops indicated the sessions contributed to their academic success*
Set up the Student Interface in Advocate to streamline the student accountability process and the implementation of SSO for students, RAs and staff to ensure compliance with security protocols.	• SSO for RAs and staff implemented. • As of Fall 2022, SACS is working with the vendor to test the Student Interface with plans to launch it before Spring 2023.
Implement "custom dashboard" in Advocate for real-time conduct statistics available to Student Affairs leadership; quarterly statistics to be delivered to Student Affairs Leadership in accordance with established process.	• N/A
Development of a Code of Organizational Standards in partnership with key campus partners for implementation in Fall 2021.	• Developed draft of Code of Student Organization Standards; Dean of Students and Center for Student Involvement and Leadership staff provided with an opportunity to review and provide feedback. • As of Fall 2022, draft of Code of Student Organization Standards has been reviewed by Vice President of Student Affairs and will be submitted to General Counsel for final approval.

Examples of <u>Other</u> Research, Assessment, or Evaluation Projects (if applicable)
July 1, 20120-June 30, 2021

Project	Key Result(s) or Outcomes	Organizational Changes
Example: Three-Year Student Satisfaction Survey with new math instructional software.	*80% of student users indicated new software was helpful to understanding math concepts.*	*Two additional math sessions using the new software will be added.*

[4] Contact the Associate Vice President for assistance in completing this section if needed.

Student Learning Outcomes
July 1, 2020 - June 30, 2021

What were your student learning outcomes for this past year? Did you conduct any assessment of those SLOs to see how you're doing? If so, complete this section.

Student Learning Outcomes	Mapped to University SLOs	Mapped to Division's SLOs	Evidence of Learning
Example: Sophomores participating in the Sophomore Year seminar will be able to explain University policy for changing a major.			▪ *75% of participants were able to explain policy for changing a major as evident on post-evaluation compared to pre-test results.*
Example: 70% of seniors participating in the résumé development series will be able to identify at least four strategies for writing a successful résumé.			▪ *80% of participants were able to identify four strategies for writing a successful résumé as evident on written exit interview.*
Articulate Salisbury University's standards of behavior outlined in the Code of Community Standards			• 68.75% of students surveyed agreed with the statement "I am more knowledgeable about of the University's expectations with respect to student behavior."
Recognize why standards of conduct exist and why the University is concerned about student behavior.			• 68.75% of students surveyed agreed with the statement "I have a better understanding of why the University is concerned about student behavior."
Identify how their actions are consistent or inconsistent with their personal and community values and expectations.			• 6.9% of the students assessed developed "thorough" analysis of consistencies and/or inconsistencies between behavior and community expectations, while 82.76% were deemed "acceptable" based on the department's written statement rubric. Only 10.34% of the written statements submitted were deemed "incomplete" in this regard.
Develop an action plan that will help them be successful at Salisbury University and beyond, and avoid future violations of the			• 20.69% of the students assessed articulated "thorough" action steps

University's Code of Community Standards.		to address impact of behavior on self and others moving forward., while 44.83% were deemed "acceptable" based on the department's written statement rubric. Only 34.48% of the written statements submitted were deemed "incomplete" in this regard.
Describe how their interaction with the Student Accountability & Community Standards will help them (re)define their behavior and be(come) responsible members of the community.		• N/A
Articulate Salisbury University's standards of behavior outlined in the Code of Community Standards		• 68.75% of students surveyed agreed with the statement "I am more knowledgeable about of the University's expectations with respect to student behavior."
Recognize why standards of conduct exist and why the University is concerned about student behavior.		• 6.9% of the students assessed developed "thorough" understanding of standards of conduct and why they exist, while 65.52% were deemed "acceptable" based on the department's written statement rubric. 27.59% of the written statements submitted were deemed "incomplete" in this regard.
Identify how their actions are consistent or inconsistent with their personal and community values and expectations.		• 6.9% of the students assessed developed "thorough" analysis of consistencies and/or inconsistencies between behavior and community expectations, while 82.76% were deemed "acceptable" based on the department's written statement rubric. Only 10.34% of the written

	[redacted]	statements submitted were deemed "incomplete" in this regard.
Develop an action plan that will help them be successful at Salisbury University and beyond, and avoid future violations of the University's Code of Community Standards.		• 20.69% of the students assessed articulated "thorough" action steps to address impact of behavior on self and others moving forward., while 44.83% were deemed "acceptable" based on the department's written statement rubric. 34.48% of the written statements submitted were deemed "incomplete" in this regard.
Describe how their interaction with the Student Accountability & Community Standards will help them (re)define their behavior and be(come) responsible members of the community.		• N/A

Section VII: Strategic Plan-Related Goals (July 1, 2021 – June 30, 2022)[5]

The following goals are intended to be SMART goals. Each goal should be linked to measurable outcomes and is consistent with strategic priorities, Student Affairs' goals and expectations, and the University's strategic plan. ***Three to five goals are recommended but you may have more. Please use new University Strategic Plan 2020-2025 goals for this section.***

Department Goal or Objective	Map to University Strategic Plan 2020-2025 Goals	Map to SA Strategic Goals (TBD)	Examples of Assessment Metrics that will be Used
Example: Implement new living-learning communities focused on diversity and inclusion.	*Goal 1* *Initiative 2*		▪ *Number of living-learning communities created.* ▪ *Number of students completing housing contracts for the new LLCs.*
Example: Ensure that 70% of academic probation students participate in at least two sessions on successful study habits.	*Goal 4* *Initiative 2*		▪ *Number and percent of academic probation students participating in at least two academic sessions.*
Set up the Student Interface in Advocate to streamline the student accountability process by providing students easy access to conduct-related letters, meetings, submission of sanctions, etc.	Goal 1: Enrich Academic Success and Student Development Objective 1.2 - Develop a more robust program of student support services that fosters holistic student wellness, development, integrity, leadership and resiliency.		• Setting up of Student Interface
Implement "custom dashboard" in Advocate for real-time conduct statistics available to Student Affairs leadership; quarterly statistics to be delivered to Student Affairs Leadership in accordance with established process.	Goal 1: Enrich Academic Success and Student Development Objective 1.2 - Develop a more robust program of student support services that fosters holistic student wellness, development, integrity, leadership and resiliency.		• Implementation of Custom Dashboard • Number of quarterly statistics reports delivered
Further develop Public Incident Report Form to serve as an entry-point for services	Goal 1: Enrich Academic Success and Student		• Implementation of new Public Incident Report form

[5] Contact the Associate Vice President for assistance in completing this section if needed.

provided by our office (such as disciplinary referrals, disciplinary verifications, background checks for admission/readmission, inspection of disciplinary records, etc.)	Development Objective 1.2 - Develop a more robust program of student support services that fosters holistic student wellness, development, integrity, leadership and resiliency.		
Development of investigation protocol for Hazing and other incidents involving student organizations to ensure fair and prompt resolution of complaints.	Development Objective 1.2 - Develop a more robust program of student support services that fosters holistic student wellness, development, integrity, leadership and resiliency.		• Development and implementation of Hazing procedures and manual. • Number of training provided for team of investigators, as appropriate.
Develop workflow for collaboration with Housing and Residence Life to ensure consistency in how incidents and complaints are addressed across areas.	Development Objective 1.2 - Develop a more robust program of student support services that fosters holistic student wellness, development, integrity, leadership and resiliency.		• Number of trainings, meetings and/or observations provided for Case Administrators in HRL. • Number of resources developed and implemented for Case Administrators in HRL.