

# Student Affairs | Measuring Up

*Creating a culture of assessment and evidence*

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**Salisbury**  
UNIVERSITY

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**Vision**

SACS 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 become responsible members of their community

**Mission**

Housed within the Dean of Students Office, the mission of SACS 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 SACS are to:

- x Educate members of the campus community about applicable policies, regulations and statuses governing their behavior.
- x 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.
- x Provide an outlet for community members to address conflict through alternative resolution practices.
- x 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**

SACS 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 through 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

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- ” 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**

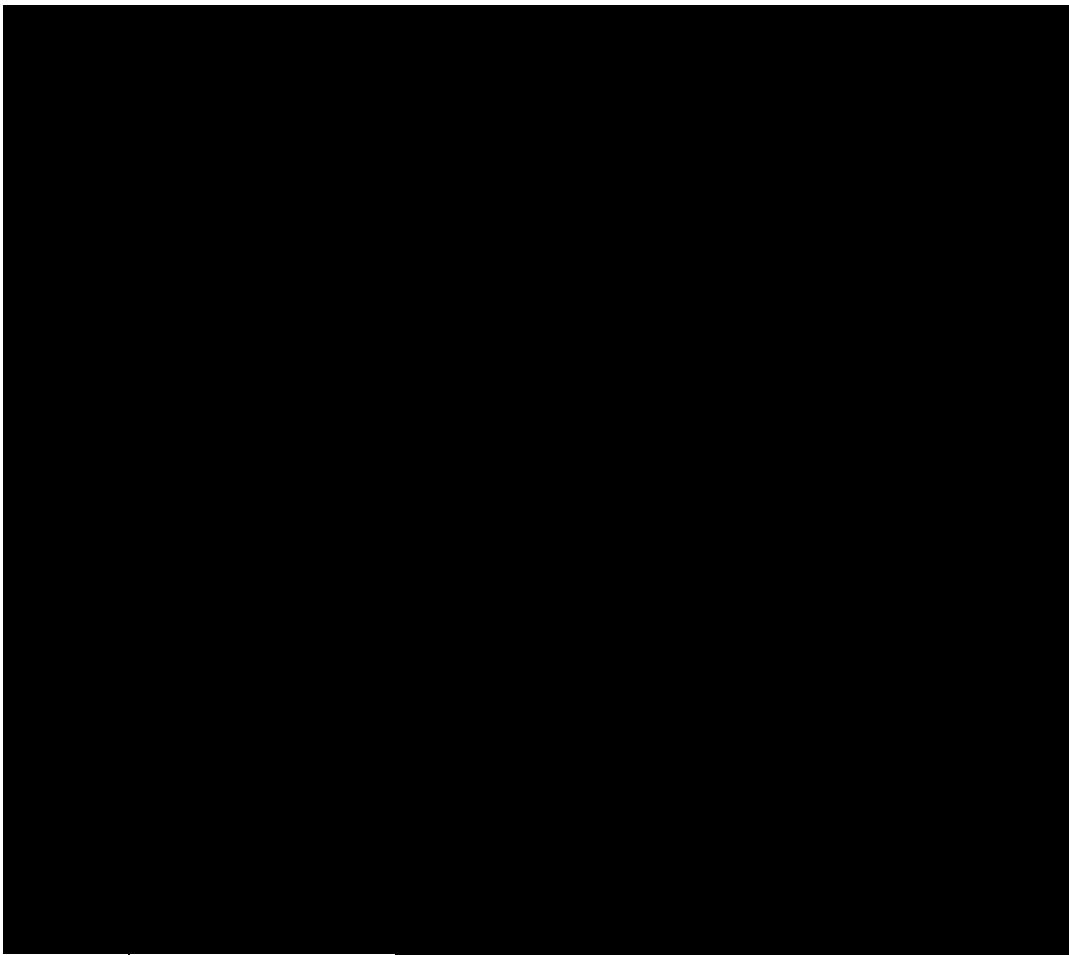
Students who engage in services, programs, and activities provided by SACS will be able to:

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 SACS will help them (re)define their behavior and be(come) responsible members of the community.

**Section: Seize Delay, Adversely Affecting Operations**

**Statewide (July - June 30 period)**





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<b>Example Career Pathway</b>	<b>Occupation</b>
Example: County Public Schools Guidance Counselors	

	<p>report concerns, and the role of Orientation Leaders in maintaining a safe, healthy and welcoming environment for incoming students.</p> <ul style="list-style-type: none"> <li>x Implemented online prevention and awareness modules on alcohol and consent for incoming students.</li> </ul>
Housing and Residence Life	<ul style="list-style-type: none"> <li>x 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.</li> </ul>

Office of Institutional Equity

**Section 4 : A Sample Achievement Related to  
Student Affairs and SU 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 measurement terms as much as possible.

**Goal 1: Enhance academic success and retention**

- f Case Administrators and Community Standards Board members continued to support the department's mission to foster student learning, development and success through individual student conversations. This includes, but is not limited to, pre-



**Goals Outcomes**  
**July, 2022-June 30, 2023**

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.	<ul style="list-style-type: none"> <li><i>f</i> 5 health and wellness workshops were offered in partnership with Center Student Achievement</li> <li><i>f</i> 1,257 unique students attended 5 health and wellness workshops</li> <li><i>f</i> 83% of students who attended the 5 health and wellness workshops indicated the sessions contributed to their academic success</li> </ul>

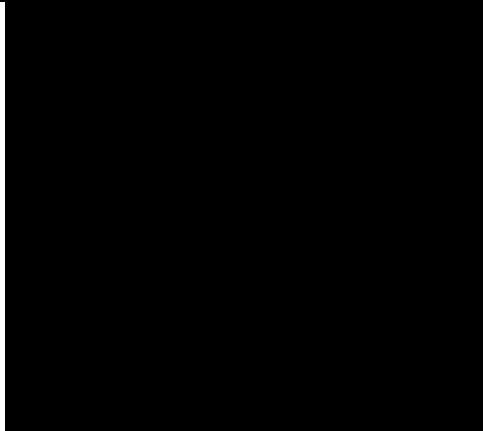
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**State League Outcomes**  
**July, 2022 - June 30, 2023**

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.

State League Outcomes	Map to	Map to DisSLOs	Evidence of League
Example: Sophomores participating in the Sophomore Year seminar			

and avoid future violations of the University's Code of Community Standards.



"thorough" action steps to address impact of behavior on self and others moving forward., while 28.57% were deemed "acceptable" based on the department's written statement rubric. Only 10% of the written statements submitted were deemed "incomplete" in this regard.





**Section VII: Strategic Plan Related Goals (July, 2022 – June 30, 2023) <sup>5</sup>**

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 Objectives	Map to Strategic Plan 2020-2025 Goals	Map to SA Strategic Goals (TBD)	Expected Assessment Method Used
Example: Implement new living			

