Student Affairs | Measuring Up
Creating a culture of assessment and continuous
www.salisbury.edu/students
Salisbury
UNIVERSITY

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Section: Department Overview

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 be(come) 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:

- 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

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 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

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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 II: Service Delivery, Adjusted Financial Advances

Stakeholders Served (July 1 – June 30 period)

eated
2,250.00
N/A

Section IV: Collaborative Partnerships (Inland Extra) 3

Examples of Collaborative Partnerships	Outcomes and Impact
Example: County Public Schools Guidance Counselors	

	report concerns, and the role of Orientation Leaders in maintaining a safe, healthy and welcoming environment for incoming students. x Implemented online prevention and awareness modules on alcohol and consent for incoming students.
Housing and Residence Life	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.

Office of Institutional Equity

Section IV: A Summary of Achievements Related to Student Affairs and SUS 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: Enhance academic success and student development

- 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-

Section VI: Measuring Up – Research, Assessment and Data 4

Goals and Outcomes
July 1, 2022-June 30, 2023

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

Department Goals	Status Outcomes
Example: Promote student success through health and wellness initiatives.	ƒ 5 health and wellness workshops were offered in partnership with Center Student Achievement ƒ 1,257 unique students attended 5 health and wellness workshops ƒ 83% of students who attended the 5 health and wellness workshops indicated the sessions contributed to their academic success

Student Learning Outcomes
July 1, 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.

Student Learning Outcomes	Mapped to [redacted]	Mapped to District SLOs	Evidence of Learning
Example: Sophomores participating in the Sophomore Year seminar			

and avoid future violations of the University's Code of Community Standards.	[redacted]	"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 1, 2022 – June 30, 2023) [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			