

Dean of Students - Student Conduct

Division of Student Affairs



North Carolina Agricultural and Technical State University



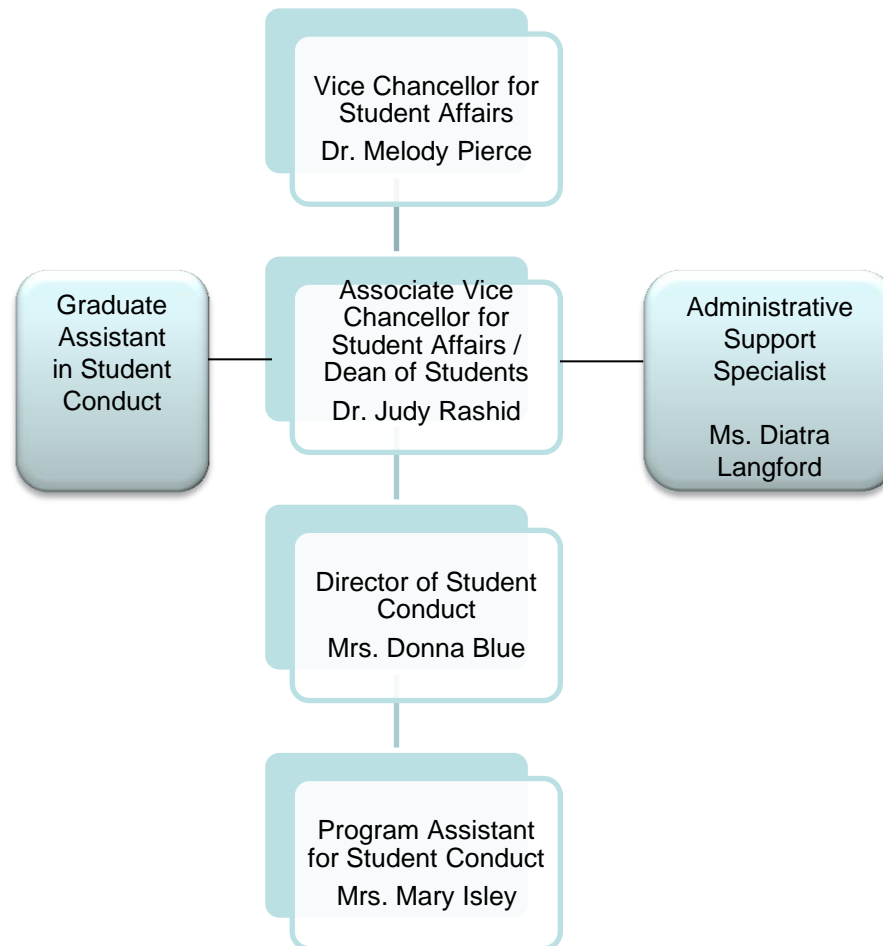
Mission Statement: Dean of Students Office

The Dean of Students Office seeks to promote ethical and responsible student behavior by educating the student on expected standards of behavior. It is an expectation that the student would consider in advance the consequences of behavioral infractions and maturely accepts accountability for his/her behavior. To this end, the Dean of Students Office further serves in an advocacy role to improve student life through cooperation and collaboration with the entire university community.

Furthermore, this office seeks to promote campus safety and harmony by helping to maintain an environment consistent with the educational purposes and operations of the University through collaboration with Student Affairs, Academic Affairs, Police Administration, Legal Affairs, the Chancellor's Office, and the Faculty Senate.



Meet the Dean of Students Office Staff



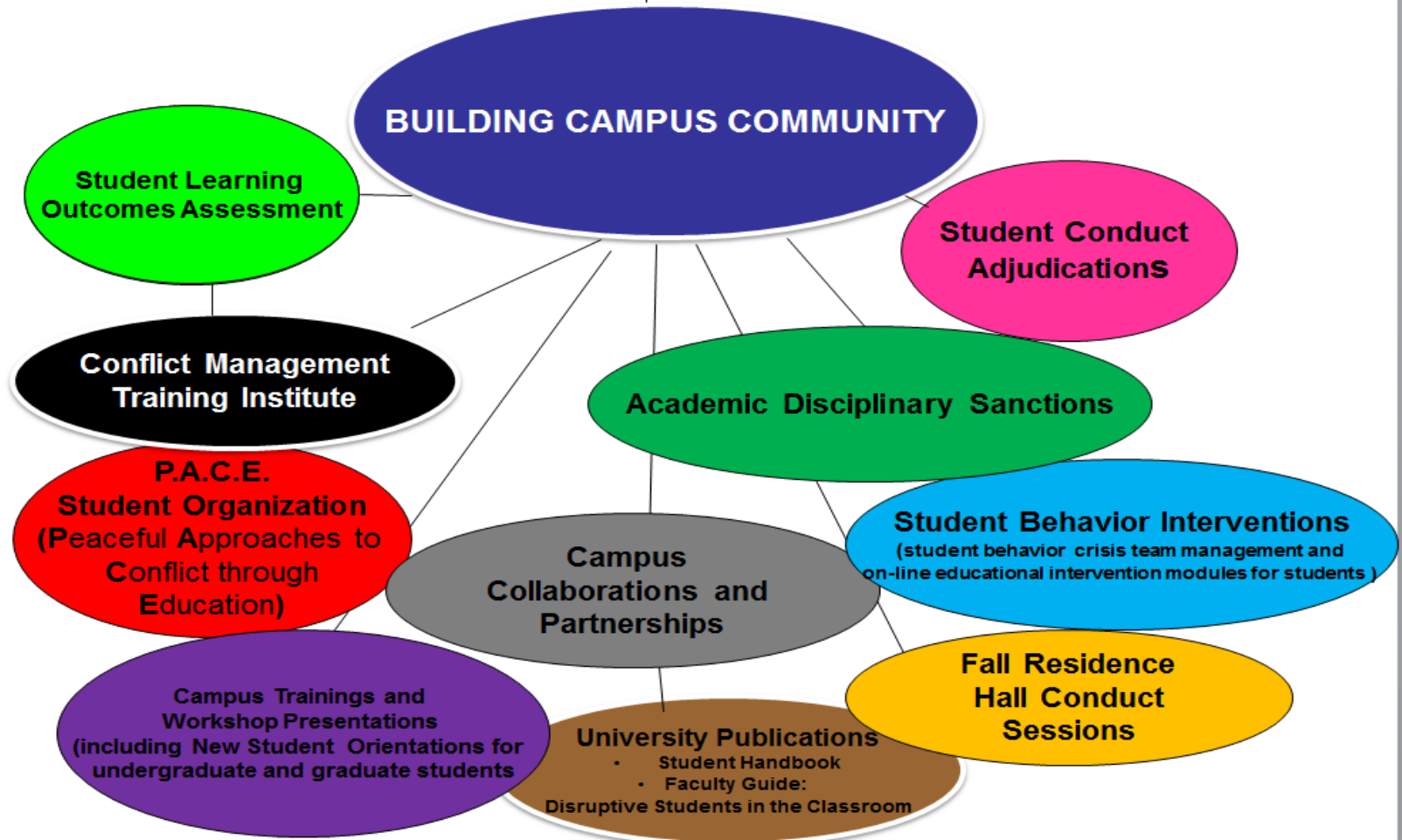


Significant Facts About the Dean of Students Office

- **Adjudicate cases** of alleged violations of Misconduct Prohibited by the University (the Student Code of Conduct)
- Provide **assessment** of Student Learning Outcomes and Service Delivery
- Provide **Building Campus Community Skills Training** for undergraduate and graduate students in conflict management and resolution by conducting residence hall sessions , campus workshops, and new student orientations
- **Maintain the Student Conduct Regulations** Section in the Student Handbook
- **Provide on-line student behavior education interventions** as part of disciplinary sanctions
- **Educate the university community on the student conduct system** and relevant campus policies by developing close working relationships with academic departments and through the dissemination of information to faculty, staff, parents, and students
- **Identify best practices in programs and services** through maintaining active state and national conference affiliation in student conduct administration
- **Coordinate individual student and group crisis management** along with Disability Support Services, University Counseling Services, Legal Affairs, and the University Police Department
- **Train conduct boards** including the SGA Student Judiciary Council, Administrative Hearing Panelists, and the University Tribunal



Dean of Students Office



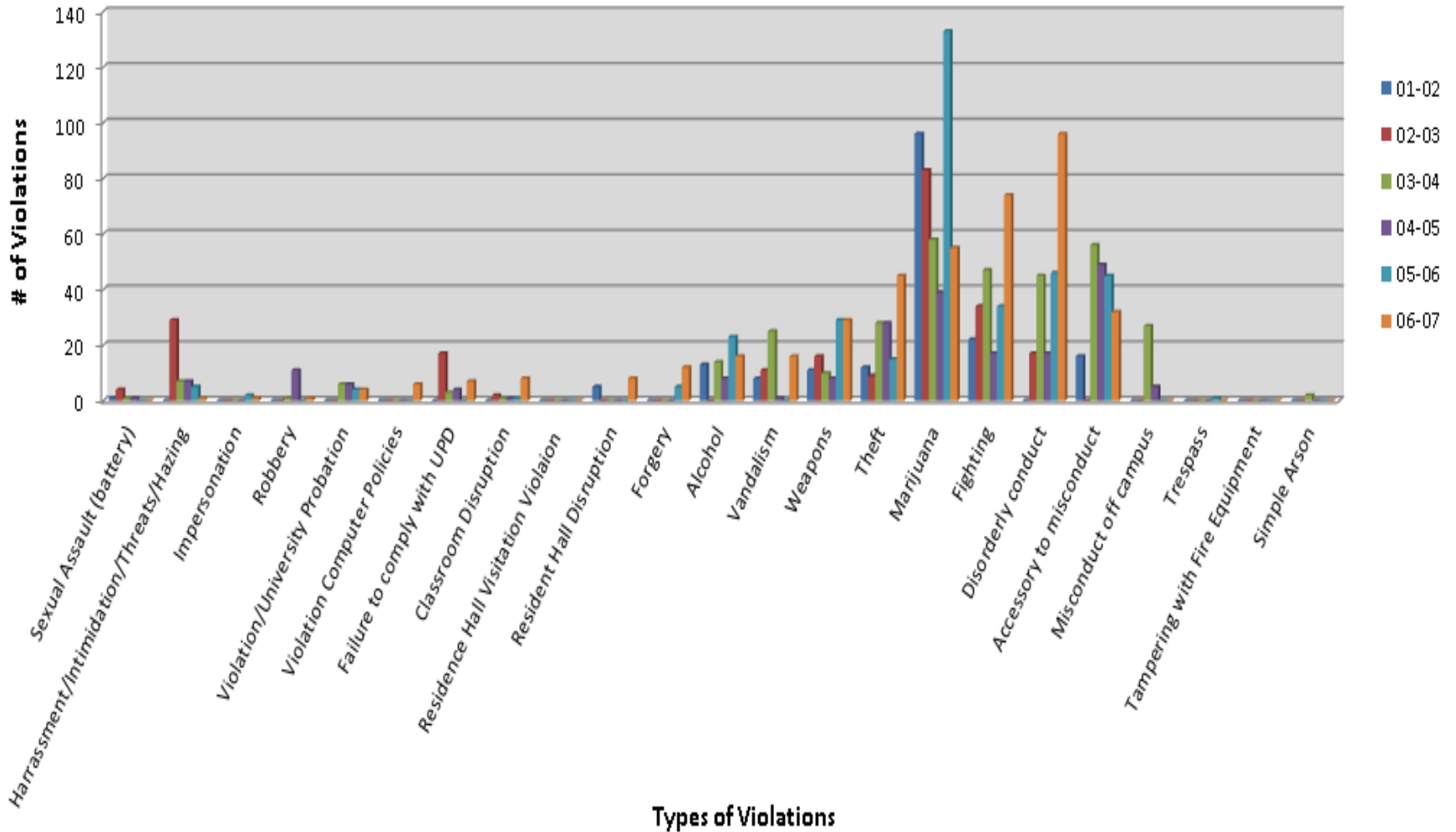


Student Conduct Stats

	Fall 11	Fall 12	Fall 13				
Accessory to misconduct	58	35	25				
Alcohol	28	17	18				
Classroom Disruption	2	2	0				
Disorderly conduct - disrupting, disturbing, or interfering with an academic / living / learning / or social environment							
	20	17	12				
Failure to comply with the official Regulation of an agent of the University	2	5	3				
Fighting	8	4	17				
Hazing, harassment, and/or intimidation	5	2	2				
Intentionally delaying, obstructing, or resisting the University Police/Parking Officer	4	0	0				
Forgery: Knowingly Furnishing false information to a University official	0	2	3				
Larceny, theft, unauthorized possession of property of another, obtaining property by false pretense	9	0	2				
lewd, indecent, or obscene conduct	0	1	0				
Marijuana	49	22	17				
Building Disruption	5	7	0				
Tampering with smoke detector/emergence equipment	1	1	1				
Threats of violence directed toward an individual	11	0	0				
Trespassing	2	0	1				
Weapons	6	4	2 (knives)				
Vandalism: malicious destruction, damage, misuse or abuse of public/private property; library materials	0	1	1				
Disruption of Residence Hall	0	0	16				
Engaging in behavior off campus which jeopardizes the integrity of the University	38	47	53				
Sexual Assault	1	1	1				
Violation of univ. imposed probation	0	0	1				
Violation of residence hall visitation	4	1	0				
Use of Open Flames (hot plates in the residence hall)	2	1	0				
Tampering with emergency equipment	0	0	1				
Selected Number of Incidents Down				Selected Number of Incidents Up			
Accessory to misconduct (down for the 3rd year in a row)				Fighting (up from 4 to 17 in a year)			
Alcohol (down for the last 2 years)				Residence Hall Disruption (up 16 in a yr.)			
Disorderly Conduct (down for the last 2 years)				Off Campus Incidents (up for the last 2 years)			
Marijuana (down for 3 years in a row)							
Threats of Violence (down for the last 2 years)							
Weapons (down for the last 2 years)							

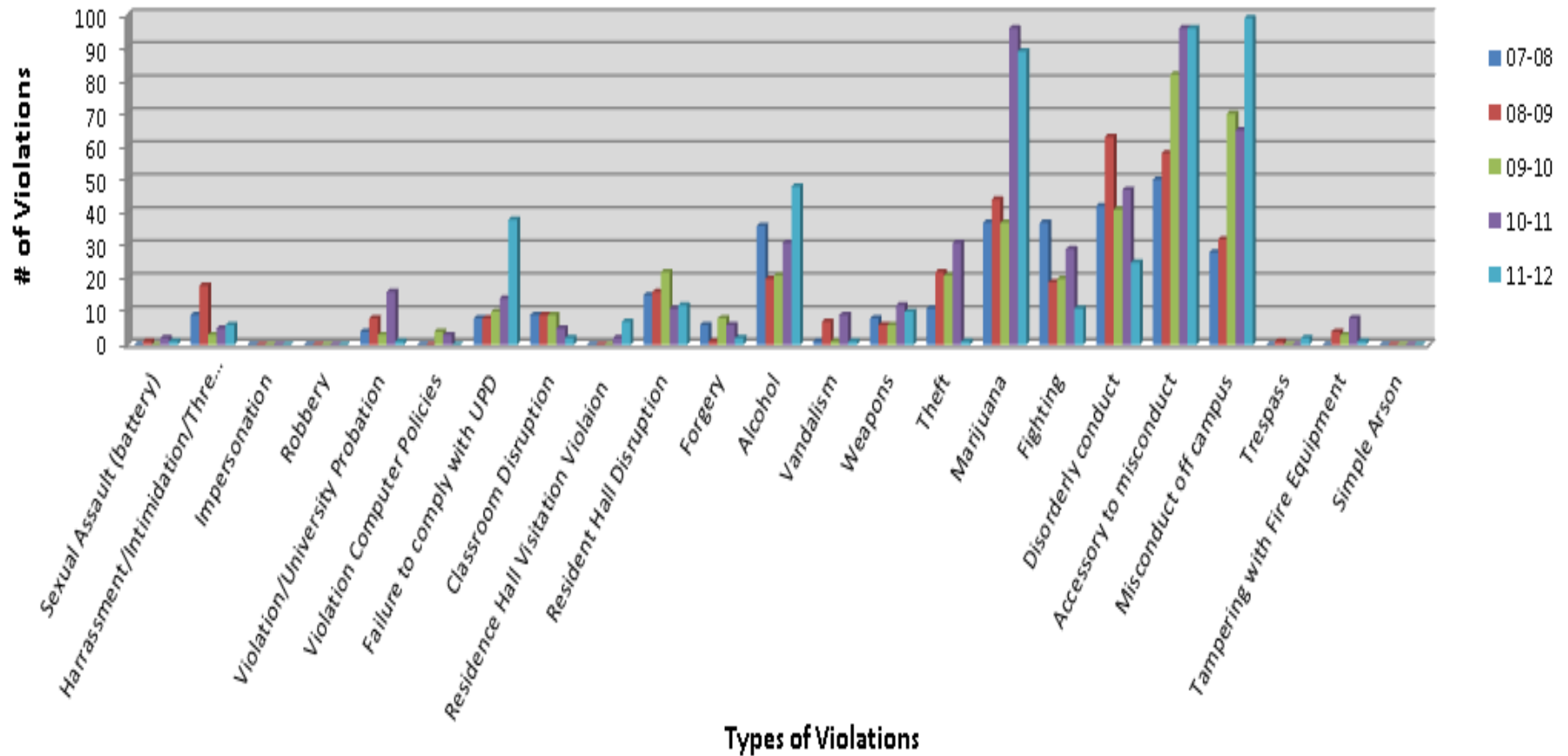


Student Conduct Violations Years-at-glance (2001-2007)



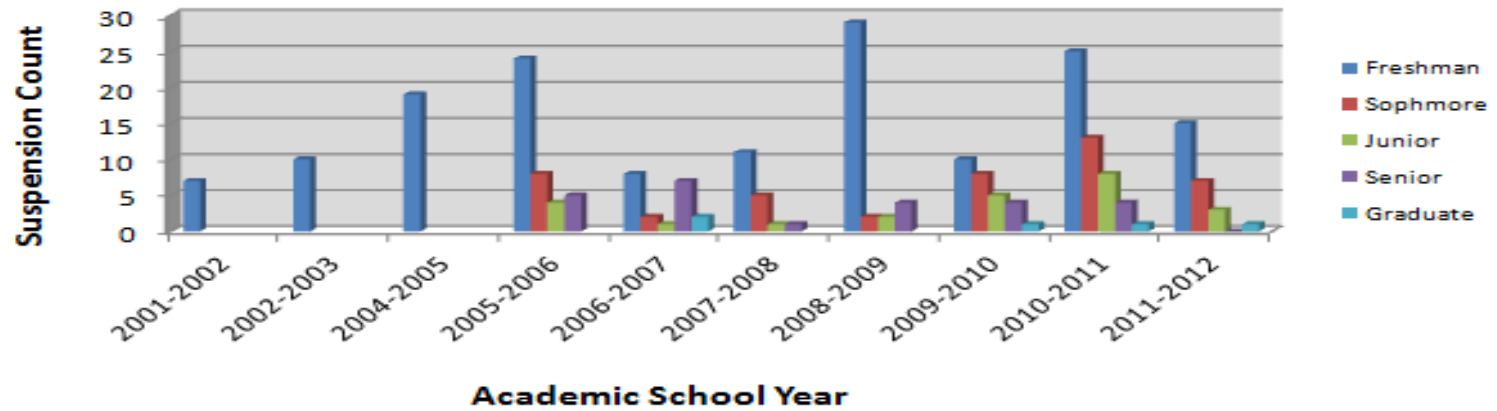


Student Conduct Violations Years at-a-glance (2007-2012)

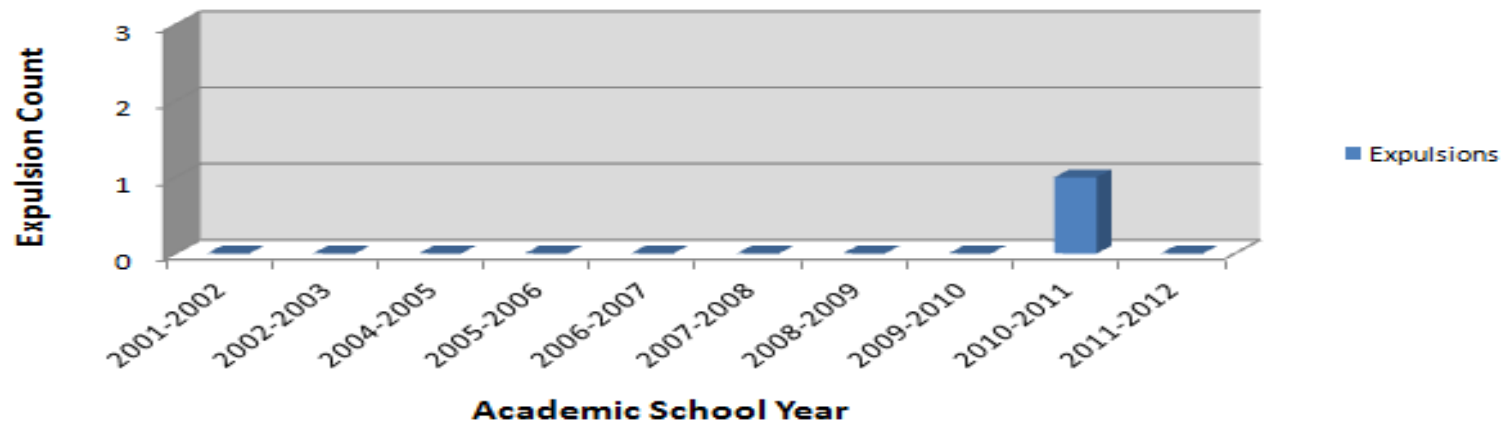




Suspension Count 2001-2012



Expulsions Count 2001-2012





Disciplinary Suspensions 2012-1013

Year	Total Number	Male	Female	Classification
2010-11	50	44	6	FRESHMEN 25 SOPHS. 13 JUNIORS 8 SENIORS 4
2011-12	26	21	5	FRESHMEN 15 SOPHS. 7 JUNIORS 3 GRADUATE 1
2012-13	33	29	4	FRESHMEN 15 SOPHS. 7 JUNIORS 6 SENIOR 5



Disciplinary Suspensions 2012-13

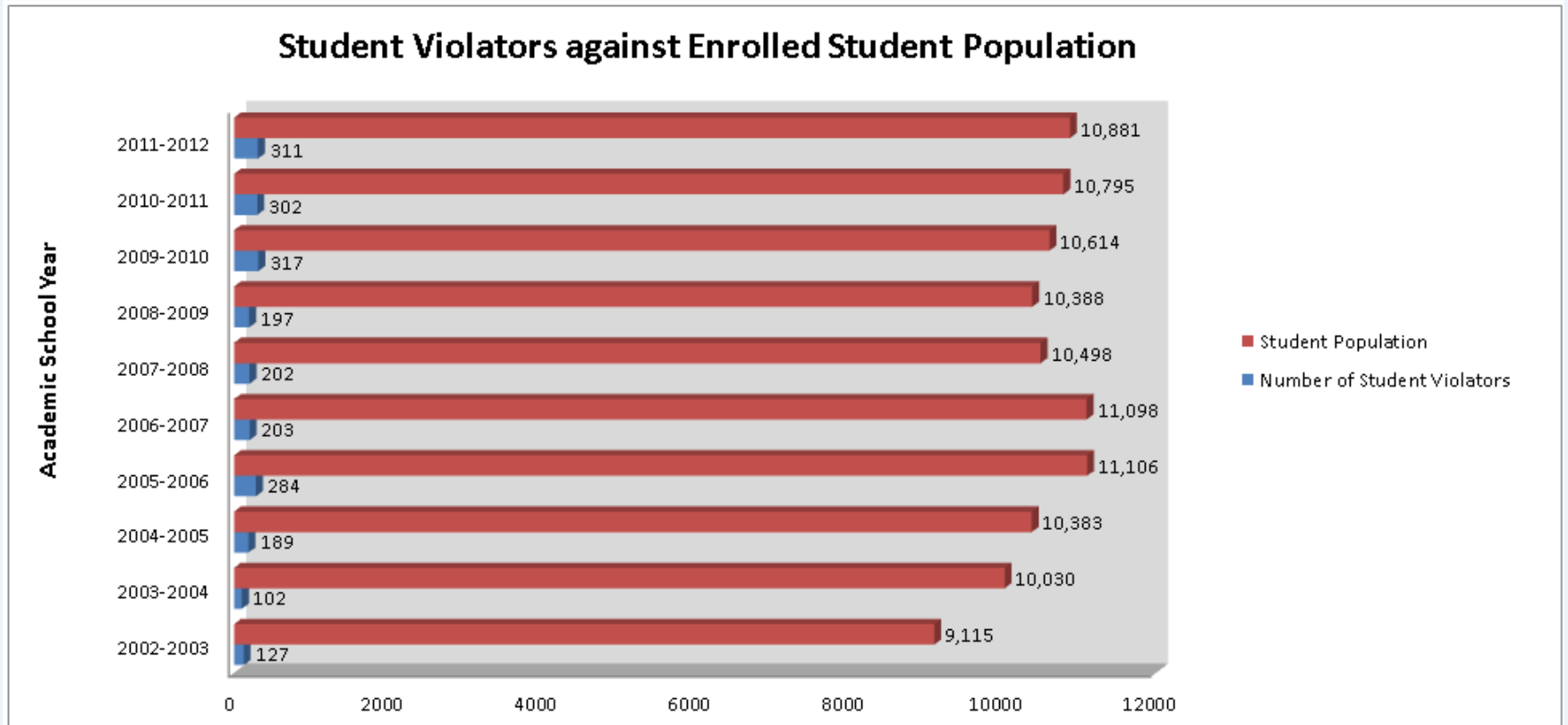
- Total # **33**
- Number of Out -of -State Students **4**
- Number of In -State Students **29**
- Average Overall GPA **1.75**



Disciplinary Expulsions 2010-2013

Year	Total Number	Male	Female	Classification
2010-2011	1	0	1	Graduate Student
2011-2012	0	0	0	Freshman
2012-2013	2	2	0	Junior

Note: 3 Expulsions { 2 were in-state; 1 was out of state }





Policy/ Practice Interventions as the result of student conduct patterns

Fall 2005	Developed <u>Students Rights & Responsibilities</u> to give to incoming freshmen (included in Student Handbook)
Fall 2006	Developed the <u>Classroom Disruption Policy; a Guide for Faculty</u>
	Developed the <u>Zero Tolerance Policy on Drugs and Aggressive Behavior</u>
Fall 2007	Developed and instituted a credited course in <u>Conflict Resolution</u> Developed and initiated the <u>Conflict Management Institute</u>
	Initiated <u>Residence Hall Conduct Sessions</u> each September
	Developed <u>Student Behavioral Intervention</u> team
	Collaborated with Counseling Services to develop the <u>Student Policy on Psychological Disturbances</u>
	Instituted <u>Student Learning Outcomes Assessment Surveys</u> to Students (administered after hearings)
Fall 2008	Instituted <u>Student Learning Outcomes Assessment Surveys</u> to Students (administered after hearings and after sanction completions)
Summer 2010	Initiated <u>CAS Self -Assessment</u> of Student Conduct Services Implemented <u>Chaplain Transcription Services</u> for Suspension Cases
Spring 2011	Spring 2011- <u>Student Mis-conduct Group</u> Chaired by Deputy General Counsel
Fall 2011	Initiated <u>Academic Disciplinary Sanctions</u>
Spring 2012	Instituted <u>Early Intervention On-line Education Modules</u> as a sanction for misconduct including alcohol violations ; Developed and approved a university definition of “student” (as required by CAS) ; submitted and proved by the Chancellor’s Cabinet and entered in the Student Handbook
Spring 2013	Completed <u>CAS Self Assessment</u> of Student Conduct Services



Department/Unit Contributions to University's Strategic Goals 2012-13

(Strategic Plan Goals 1 and 5) Intellectual Climate / Diversity / Collegiality

- Conducted thirteen (13) trainings in conflict resolution and leadership for residence life, new students, Student Senate, Student Judiciary Council, and student groups.
- Served as Host Office for a Graduate Student Practicum with the School of Education / Center for Internships (topic of research: *Career Preparation for Senior Student Affairs Administrators*)
- Conference attendance at the AAC&U Institute for High Impact Practices and Student Success : University of Portland Team Collaboration with Academic Affairs to examine best practices in student retention efforts



Department/Unit Contributions to University's Strategic Goals 2012-13

(Strategic Plan Goal 6) *Operational Effectiveness*

- Initiated and completed CAS self-assessment study of Student Conduct Administration
- Conducted Orientation and Training for the new Director of the Multicultural Student Center
- Initiated a search for the Director of Veterans and Disability Support Services
- Conference attendance at the International Conference for the Association of Student Conduct Administration (St. Pete Beach, Florida)



Student Learning Outcomes

Humanitarianism and Civic Engagement

- Demonstrate sensitivity towards individual and cultural differences
- Identify with the background and historical value of North Carolina Agricultural and Technical State University
- Explain how making responsible choices enables him/her to assume acceptable roles in society
- Understand the role of students in building campus community
- Demonstrate self reliance by complying with the imposed sanctions after a hearing
- Revises judgments and changes behavior in light of new evidence



Student Learning Outcomes

Intrapersonal Development

- Accept responsibility for one's own behavior by explaining in one's own words the details of an incident
- Show the ability to solve problems and manage conflict
- Listen to others with respect
- Respect self and others on and off campus
- Modify thinking process in order to connect with others
- Adhere to policies and procedures
- Share differing opinions in appropriate, respectful ways
- Take responsibility for one's role when interacting with others who may differ in beliefs, behaviors, values, and worldviews
- Understand their role in building community on campus



Student Learning Outcomes

Practical Competence

- Identify ethical responses, beforehand, to typical situations in student life that tend to result in disciplinary action
- Recognize the need for balance between freedom and responsible behavior
- Identify expected standards of behavior and consider in advance the consequences of behavioral infractions
- Accept responsibility for sanctions imposed for unacceptable behavior as deemed by the Office of Student Conduct
- Abide by imposed sanctions
- Identify expected standards of behavior at A&T and learn mechanisms to adapt to its culture and expectations
- Identify behaviors of healthy and unhealthy relationships



ASSESSMENT

- Administering assessment surveys improves the intellectual climate of the University by providing the student with a self-assessment tool which promotes student learning and improves services.
- The goal is for students to become valuable resources in the community as campus stewards while enhancing their personal growth and development.



Assessment Instruments

- Student Conduct Procedure Survey

(administer after hearings)

- Student Learning Outcomes Assessment Survey

(administer after assigned sanctions have been completed and also after various community building trainings and workshops are rendered)



What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

- Students gained a better understanding of the Student Conduct Process.
- Students became aware of how their actions impact the University community.
- Students reported that they changed their behavior as a result of completing their assigned sanctions.
- Students reported that they modified their future behavior as a result of what they learned from the sanction experience.



Thank You!



Questions and Answers