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Behavioral Intervention Teams and End-of-Semester Reporting

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Abstract

Behavioral Intervention Team End-of-Semester Reports (EOS) are one way a campus BIT can report important information on the team's activities to campus stakeholders, and can be one piece of a broader BIT assessment strategy. EOS reports provide a number of benefits, including documenting the types of cases addressed, helping the BIT target primary prevention to specific campus constituencies, evaluation of referral means to the BIT, and highlighting specific individuals for future BIT attention. The ability to create EOS reports often depends on the database used to store campus BIT data. Two examples of EOS reports are included.

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Introduction

The field of Behavioral Intervention and Threat Assessment is moving into its next stage of development; that of ongoing formal assessment of BIT teams. Assessment offers teams many benefits, including improving community confidence in the team, identifying areas where the team can improve, building a foundation for requesting increased funding, and getting ahead of future assessment requirements (Van Brunt, et al., 2014).

One piece of an ongoing formal BIT assessment program can be the End-of-Semester report (EOS). An EOS report can be modified based on the needs of the institution, but would typically include information such as:

- Number of cases
- Types of cases (threat to self, threat to others, etc.)
- How referrals were made
- Case demographics including person type (student, faculty, staff, other), gender, classification, graduate/undergraduate, etc.
- Case outcomes (referred to counseling, referred for threat assessment, student withdrew, etc.)
- A narrative section focused on BIT/campus training and identifying trends from the semester (most common referrals, effectiveness of referrals, reporting trends, etc.)
- Areas of concern for next semester
- Efforts in advertising, website modifications, frequency of meetings, etc.
- A 'Watch List' of individuals assigned a threat level of "Elevated" or higher to ensure attention is maintained on

the persons over semester and holiday breaks

This paper will discuss the utility of EOS reports and the impact of BIT database systems on producing the report. Two examples are included in the appendices of how these reports can be constructed and the type of information that can be included.

Utility of BIT End-of-Semester Reports

EOS reports can be targeted to the individual BIT members, to all campus members, or to the institution's administration. Sokolow, et al. (2011) recommend that cases be summarized anonymously "each year in an annual report that showcases success, caring, and prevention, as well as the number of cases managed and the institutional resources saved by averting the need for crisis response. Provide anonymous narrative (if possible) of particularly successful outcomes in annual reports" (p. 27). The intended audience for the report may impact the information included and the construction of the report. For an administrative audience, for example, a summary of expenses is information that could be added to help support future budget requests.

Four specific uses for an EOS report will be discussed in this section: documenting the types of cases addressed to inform the allocation of future resources, helping the BIT target primary prevention to specific campus constituencies, evaluation of referral means to the BIT, and highlighting specific individuals for future BIT attention. However, the uses of EOS reports are as

diverse as the institutions using them. Institutions should compile information that when reviewed regularly, will facilitate the continued improvement of the BIT.

The first major use of the EOS report is to document the types of cases that were addressed to inform the allocation of future resources. There are two different activities that can be involved in using the data this way.

1. Collecting data on an end-of-semester basis provides the BIT an opportunity to see what types of cases were dealt with that semester, and over time can also be used to establish a normal baseline of activities at the institution. As the information is tracked over the course of a number of semesters, deviations from what is considered normal at the institution will present themselves for examination.
2. As the professional discipline of Behavioral Intervention and Threat Assessment becomes the norm on college campuses, the need for benchmarking against other institutions will be important for both funding and liability. Bubka and Coderre (2010) contend that “benchmarking can identify how one school compares to other universities and can aid in predicting future risk issues” (13).

Regardless of which use of the data is chosen, the purpose is to collect data that can be used as a basis for future comparison, and to guide the BIT’s decisions about future resource allocation. It is imperative for teams to have a strong

understanding, based in data, of the cases that they normally work with and to use this data as a guide in making funding decisions to adequately address those situations. Otherwise, teams can be overly-influenced by the BIT cases that capture the most attention in the press but which may not occur most-often on that campus.

When it comes to the work of campus BIT teams, the press tends to focus on instances of campus shootings, campus violence, or threats against others (Higher Education Mental Health Alliance, 2012). However, in the 2012 NaBITA BIT Survey, over one-third of the cases identified by respondents as being handled by their BITs involved academic dishonesty, minor conduct issues, or alcohol/other drug violations (Van Brunt, Sokolow, Lewis & Schuster, 2012). Of the 71% of cases that dealt with major conduct issues and psychological referrals, it is unclear how many of the cases were referrals of students who represented a threat to others or who were primarily suicidal.

At Adams State University (Appendix A), in the spring of 2014, students who were deemed to represent a threat to themselves were referred over twice as often as students deemed to represent a threat to others. This is consistent with past EOS reports at Adams State which have consistently suggested a 2 to 1 ratio of threat to self versus threat to others on BIT referrals. Similarly, Greenstein (2013) found in a study at a large, public institution in the Southeastern region of the US that emotional distress and suicidal thoughts were the most often reported concerns for students, after reports of general concerns. While using different terminology, Columbus State University (Appendix B)

also fell in line with a 2 to1 ratio of reports of threat to self versus reports of threat to others.

If an analysis of an institution's EOS report consistently indicates that issues around suicide dominate the referrals received by the BIT, then the team may want to consider focusing resources on suicide gatekeeper trainings for the campus or additional training for the BIT on suicide threat assessment. At a minimum, review of EOS reports can serve as a reminder to attend to the risks and indicators of threat that are more common on an individual campus, as opposed to the more sensational events that have a tendency to dominate the newspapers (Higher Education Mental Health Alliance, 2012).

This is not to say that institutions have to exactly align spending with EOS report results. While campus shootings are still statistically very rare, they have increased in frequency dramatically over the last ten years and one primary purpose of BITs is to collect and analyze reports of concerning behavior that are common precursors to acts of targeted violence (Meloy, Hoffmann, Guldemann, & James, 2011). The encouragement here is to recognize that on many campuses, cases of suicidal thinking, suicidal acts, attempts, and completed suicides are much more common than acts of violence against others. While campus suicides usually do not get the kind of attention in the press that violence against others receives, funding for BITs should also acknowledge suicide prevention, intervention, and response activities on the campus.

A second common use of an EOS report can be to help the BIT Team target primary

prevention information to specific campus constituencies or to work on relationship-building with particular campus areas or departments. Are athletes over-represented in the students who are referred to the BIT? Are they under-represented? If a BIT is seeing a disproportionate number of referrals from a particular area of campus (whether the number is more or less than expected), it may mean that targeted outreach to that area of campus is warranted. This type of training can and should include topics such as specific behaviors of concern that should be reported and methods for reporting information to the BIT (Sokolow, et al., 2011).

Responding to the data in an EOS report by providing targeted training can often result in an increase in reporting from that area. This is indicative of closing the gap on unreported concerning acts as victims and bystanders become aware of reporting avenues and gain confidence in how their report will be handled. It should therefore be considered a positive result of the BIT assessment program. This effect is illustrated by the United States Department of Defense, which saw a 98% increase in reports of sexual assault after implementing a Sexual Assault Prevention and Response program in 2005 (2012).

Campuses benefit from clear guidelines for faculty and staff in how and what to report related to concerning student behaviors (Van Brunt & Lewis, 2014). BIT teams can use the EOS report to ascertain which areas of campus are reporting concerning behaviors and which are not, and then provide the targeted training that can help campus members better understand what, why, and how to report to the BIT.

A third common use of the EOS report is to evaluate the means by which referrals are made to the BIT Team and to evaluate the effectiveness of marketing efforts. Sokolow, et al. (2011) suggest that a BIT's marketing task is to let the community know that the team's purpose is caring and prevention of harm and to ensure community members know how reports can be made. Because a college campus is constantly refreshing its population through graduation, admissions, attrition, and employee mobility, the EOS report can help show how marketing efforts are impacting reporting across campus, and help the BIT identify when marketing needs to be increased or adjusted.

Adams State University (Appendix A) is a small, rural campus in South Central Colorado with approximately 2,000 on-campus students. Because of the relatively small size, marketing of the BIT has been handled through direct means such as the all-campus meeting at the beginning of each academic year, and through events such as New Faculty Orientation and individual meetings with athletic teams and classes. Comparison of EOS reports over the course of several semesters could provide data for administrators to consider if reports are increasing or decreasing, and if a broader marketing campaign may be warranted.

In contrast, Columbus State University (Appendix B) has 8,000 students on two campuses with a fast-growing online population. Eighty-five percent of the student body are commuter students and a large portion are non-traditional. This had made group meetings less effective as a means of mass marketing the BIT. Utilizing faculty meetings, orientation sessions, and

*Don't Cancel Class*¹ promotions for new employees and students assists in marketing efforts. However, Columbus State relies heavily on emails, posters, stress balls, and brochures to provide annual awareness and training. The qualitative analysis in Columbus State's EOS report could include how respondents have heard about the BIT and if respondents would be comfortable in reporting information, and with how to report information. Quantitative analysis could compare reports made over the course of several EOS reports to determine if adjustments to marketing efforts are warranted.

Another consideration with BIT marketing at Columbus State relates to their large online population of students. As cyber-misconduct in technology-assisted courses becomes more prevalent, accrediting associations such as the Southern Association of Colleges and Schools Commission on Colleges require that "[s]tudents in distance or correspondence programs have an adequate procedure for resolving their complaints, and that the institution follows its policies and procedures" (SACS COC, n.d., pg.12). Marketing the BIT to an institution's online population may present a challenge, but it's also an emerging best practice. The EOS report would document what efforts were being made to market to online students, and tie the marketing efforts to the number of reports received from online students or professors.

¹ Don't Cancel Class: The Office of the Dean of Students at Columbus State University promotes this option for faculty in freshman learning communities as an opportunity to meet with new students on a variety of topics.

The University of Alaska, Anchorage (18,000 students) utilized a graphic design team to help market their Care Team, with an emphasis on bystander intervention and creation of a campus culture of reporting. After roll-out of the branding campaign, their Care Team saw an immediate increase in the number of reports via their online portal (Dooley & Poindexter, 2013). Ongoing EOS reports could help the team identify if the initial marketing campaign was still working or if a renewed or updated effort was required on their campus.

The fourth common use of the EOS report is to highlight specific persons (often individuals whose threat level is set at “Elevated” or higher in the terminology of the NaBITA Threat Assessment Tool [NaBITA, 2014]) who were monitored during the most recent semester in order to ensure they continue to have the attention of the BIT team in the following term. This is particularly important on college and university campuses where persons of concern may leave campus over the summer break, but return to the campus the following fall. See the second page of the Adams State University EOS report (Appendix A) for an example.

Van Brunt (2012) emphasizes the importance of this type of follow-up. Once a BIT team has worked to get a suicidal student hospitalized prior to a suicide attempt, for example, there may be a tendency to feel like the most difficult part has been accomplished. In fact, the student will likely require increased monitoring once he or she is released from the hospital and returned to campus. According to Van Brunt, BIT teams often focus the majority of their energy “on identifying a dangerous situation and the immediate intervention

and make only a brief offering to follow-up on the situation and ensure the risk is managed properly over time” (p. 96). Institutions should consider developing a BIT Case Management Program with a team member serving as coordinator or case manager. This allows for and encourages follow-up with persons of concern (Woodley, 2012). Including a case management section in EOS reports can be a systematic way to ensure students who need ongoing BIT attention after a winter or summer break continue to receive proper care and attention.

In summary, there are a variety of ways that BITs and institutions can use regularly-produced EOS reports. These uses include (but are not limited to) documenting the types of cases that were addressed to inform the allocation of future resources (through in-house longitudinal comparison, or through benchmarking, or both); helping the BIT target primary prevention to specific campus constituencies; evaluation of referral means to the BIT; and highlighting specific individuals for future BIT attention. There are obviously additional ways that an institution could use the EOS report – tailoring information to serve the needs of the individual institution. To some degree, the use of the EOS report is limited only by the data that’s provided in the EOS report, but the data provided in the EOS report is significantly impacted by the database in which the data is secured.

Impact of BIT Database Systems on EOS Reporting

According to Van Brunt, et al., a quality database should help the BIT stay up-to-date on cases requiring further action, as well as help the BIT identify patterns of

concerning behavior (2014). Sokolow and Lewis (2009) indicate that effective BITs need to be supported by databases that can track trends in individual behavior longitudinally. Deisigner, Randazzo, O'Neill, & Savage (2008) stated that a BIT's database should "store, search, and retrieve information so that the team can quickly know if a certain individual has come across the radar screen previously" (p. 93). The data in the system must be easily retrievable for team members (Van Brunt, et al., 2014). The necessity of BIT teams using a database to track behavioral reports is now well-established, but the database employed for this task can have a major impact on the quality and utility of the EOS report.

Adams State University (Appendix A) uses a BIT database that was designed and created in-house, and then migrated to a commercial database, Wufoo (www.wufoo.com). The benefits of this strategy include cost-effectiveness (minimal cost for design, minimal yearly charges to maintain database subscription), and the simplicity of the system (designed by the BIT members themselves). The limitations are significant in that less information on referrals is gathered, data entry is not completely automated, and the ability to analyze data is decreased. For example, Adams State's database doesn't include data on student classification, major, or current registration status. So spotting trends in specific areas or academic degree programs of referrals is very difficult without manually adding information to a spreadsheet. A student's current registration status has to be looked up manually from a different system. Viewing an individual's behavior longitudinally is also a more manual task with Adams State's

database than it could be with a more sophisticated system.

Highly sophisticated databases that are designed for storage and analysis of behavioral intervention and threat assessment data are available on the market. Examples of companies that produce or have produced these systems include Maxient (www.maxient.com), Pave (www.PaveSystems.com), and Symplicity's Advocate system (www.symplicity.com). As with most software packages, there are initial set-up costs combined with annual maintenance fees. Depending on the company, these costs are often associated with the size of the institution.

Columbus State University purchased a Maxient student discipline software package in 2010. Through integration with the university's student database (Banner), real time information for individual students is pulled into each Maxient record as a case is created. Information such as campus locations, student housing, GPA, organizations, and other demographics can easily be drawn into an EOS report identifying trends or hot spots, both geographically or by group.

Each individual institution must weigh the cost of a commercially-produced system with the benefits provided over a simpler but more cost-effective system. Ultimately, the BIT's success is predicated on the quality and quantity of the data it has available to it, and its ability to manage and analyze that data. Comparison between an EOS report from a self-designed database and a commercially-produced database is available through examination of the differences between Adams State's EOS report (Appendix A) and Columbus State's

EOS report (Appendix B). An example of a report generated by Maxient's analytical functions can be found in Appendix C.

Summary and Discussion

The field of Behavioral Intervention and Threat Assessment is rapidly moving toward a best practice of periodic or yearly BIT assessment. End-of-Semester (EOS) reports can be a significant part of a BIT's assessment plan, and can be targeted to the individual BIT members, to all campus members, or to the institution's administration.

Common uses of EOS reports include documentation of the types of cases reviewed by the BIT to help team members make informed decisions about future funding for BIT activities, targeting of primary prevention information to specific campus constituencies based on referral patterns; evaluation of the means by which referrals are made to the BIT; evaluation of the effectiveness of marketing efforts; and to highlight specific individuals who were monitored during the most recent semester in order to ensure that these people continue to have the attention of the BIT in the following term. Other potential uses of EOS reports depend on the individual needs of the institution utilizing the reports.

The database an institution uses to store BIT data will impact that institution's ability to produce EOS reports or the data that can be included. Colleges and universities should weigh the benefits of better data analysis capacity with the cost of commercially-produced database systems when making decisions about purchasing or creating a system.

The EOS report can be one piece of an institution's BIT assessment program. For a more comprehensive look at BIT assessment, the authors suggest the book CoreQ¹⁰ Checklist: Assessment of a Behavioral Intervention Team, by Van Brunt, et al. (2015). Full ongoing assessment of the BIT can be as comprehensive as a full yearly assessment of all ten of the core BIT qualities examined in the CoreQ¹⁰ book, or a more modest endeavor of producing EOS reports for several years with internal and external benchmarking. In addition to creating an environment of continuous process improvement for the BIT, assessment serves the function of informing the campus and the administration of the BIT's activities, its successes, and the steps being taken to care for students, faculty, and staff toward the ultimate goal of creating a safe and respectful campus environment.

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www.Maxient.com

www.PaveSystems.com

www.Symplicity.com

www.Wufoo.com

Appendix A
End-of-Semester BIT Report; Adams State University

Campus Health & Safety Team Assessment
Spring 2014 End-of-Semester Summary
Adams State University

Number of Cases: 37

Types of Cases:

Threat to Self: 20
Threat to Others: 9
General Concern: 8

How Referrals Were Made:

Online: 9
Anonymous Online: 1
In-person: 14
Email: 13

Case Demographics:

Threat to Self: 20
Male: 9
Female: 11
Faculty/Staff: 3
Other: 0
Student: 17

Threat to Others: 9
Male: 8
Female: 1
Faculty/Staff: 1
Other: 2
Student: 6

General Concern: 8
Male: 5
Female: 3
Faculty/Staff: 1
Other: 0
Student: 7

Outcomes:

Student withdrew: 3
Seen by Counseling: 17
Threat Assessment: 3
Continue to monitor: 15
Threat reduced: 19
Case closed: 7

Discussion of Trends, Concerns:

We continue to see a trend of students being referred to the Campus Health & Safety Team outside of a visible or explicit threat to self or to others. As the team would rather have the community over-report than under-report, there are no concerns with this. The majority of referrals are made by faculty and staff members directly to members of the Campus Health & Safety Team, most often the Vice President of Student Affairs or the Director of Counseling Services. Students were most likely to report their friends and peers via the online reporting system.

Of the 37 cases that were open at some point during the spring, 2014 semester, 17 were seen by the ASU Counseling Center. An additional 3 students were known to have seen outside mental health professionals during the semester. 100% of the individuals monitored this term that were assigned a threat level of “Elevated” or above were contacted within 48 hours by the Case Manager.

We continue to see a trend in students who are reported as struggling academically and who are then suspended for academic reasons at the end of a semester. This semester three students withdrew voluntarily at different points during the semester. It’s anticipated that of the 23 students who are currently open, 5 – 7 of them may not return in the fall due to academic suspension.

The team continues to meet twice a month and as needed. Marketing of the team continues to be done primarily person-to-person and at the Annual All-Campus Faculty & Staff Meeting in the fall. Additionally, Campus Health & Safety Team members visit all 20 of the freshman seminar classes (AAA 101) for at least one hour, which reaches approximately 70% of the on-campus first-year students. The team continues to receive ongoing training in best practices, which this year included a full-day training in use of the SIVRA-35 by Brian Van Brunt. The Director of Counseling Services continues to be a member of the National Behavioral Intervention Team Association (NaBITA) and he forwards information, tips, and best practices to the rest of the team throughout the year.

Watch List:

- Student A: Threat level = Elevated; Threat to self; Home to Colorado Springs for the summer.
- Student B: Threat level = Elevated; Threat to self; Home in Monte Vista for the summer. Not sure if he’s returning for the fall, 2014 term.
- Student C: Threat level = Elevated; Threat to others; domestic violence incident with girlfriend in March, 2014. Charges filed, legal case is pending. Judicial hearing scheduled for May, 2014. Couple is no longer together.
- Faculty Member A: Threat level = Elevated; Threat to self; Professor slated to retire in May, 2015. Referred to EAP and to Community Mental Health Center.

Appendix B

End-of-Semester BIT Report; Columbus State University

To: Vice President for Student Affairs
Re: Behavioral Intervention Team End-of-Semester Report

From: BIT Chair

On behalf of the Behavioral Intervention Team, I respectfully submit this End-of-Semester Report. Please find below all relevant report data, analysis, assessments, and associated team training for the Fall term, 2013.

Team Mission:

The Behavioral Intervention Team is dedicated to a proactive, coordinated and planned approach to the identification, prevention, assessment, management, and reduction of interpersonal and behavioral threats to the safety and wellbeing of Columbus State University students, faculty, staff and visitors.

Team Membership:

- Dean of Students*
- Director for Academic Judicial Affairs*
- University Police Department*
- Director, Counseling Center*
- Assistant Dean of Students*
- Director, Residence Life*
- Director, Student Life and Development
- Case Manager Coordinator & Faculty, Criminal Justice*
- Director, Human Resources
- Director, Student Health Center
- Rep, Athletic Department
- Director, Enrollment Services
- Director, Disability Services

*Core Group Members

Total Number of Reports Received:

Case Type	Number
Appeals	44
BIT Reports	78
Case Management Cases	16
Medical/Hardship Withdrawal	122
Misconduct, Academic	18
Misconduct, Non-Academic	155
Residence Life Violations	191
TOTALS	624

Type of BIT Reports:

Type	Total	Not		N/A	Not	
		Responsible	Responsible		Approved	Approved
Aggressive Behavior	5	2	1	2		
Applicant with Criminal History	6				1	5
Assault/ Fighting	1			1		
Concern with Statements Made	6			6		
Concern with Written Material	6			6		
Criminal Trespass Warning	36					36
Disorderly Conduct	3		1	2		
Drastic Change in Behavior	3			3		
Drugs/Paraphernalia	5	1	4			
Falsification of University Records	1		1			
General Wellness Concern	24			24		
Harassment	4	1	2	1		
Petition for Readmission	27			1	2	24
Sexual Misconduct	1		1			
Suspicious Behavior	4			4		
Uneasy feeling	3			3		
Weapons and Firearms Policy	2		2			
Total	137	4	12	53	3	65

Analysis of Reports: In the chart for *Total Number of Reports Received* you will find 78 reports designated as BIT reports. As many BIT reports are multifaceted, there are 137 types of reports (or concerns) related to those 78 individuals. Twelve percent of the reports resulted in a student judicial finding, 53 reports (37%) resulted in a citation of N/Aⁱ with most receiving a referral to the Counseling Center, Office of the Dean of Students, or the Case Management Coordinator, while 47% (65) were related to the BIT's responsibility as gatekeeper for applicants with criminal history, registration holds for criminally trespassed individuals, and for returning students who were disciplinarily suspended or voluntarily withdrewⁱⁱ from the university. No action was required for the remaining 4%.

Assessments: The results of a quantitative analysis show there was no significant difference between *Total Number of Reports* received for this fall termⁱⁱⁱ as compared to the previous fall. Also, there was no significant difference between the total number of *Types of BIT Reports* which were identified specifically as BIT incidents during the same period. However, while

examining the linear-by-linear association within the BIT cases of the corresponding terms there were two categories that reflected a significant difference independently. Those were *General Wellness Concerns* and *Criminal Trespass Warnings* (CTW) which showed a 25.5% and 26.3% increase, respectively. While it is yet to be determined the reason for the increase in *General Wellness Concerns*, the Team feels that the marketing campaign of *You Matter, We Care* had some impact. The number of *Criminal Trespass Warnings* rose as a result of a cooperative effort between University Police and the Office of the Dean of Students to identify and red-flag^{iv} non-students who had been criminally trespassed from the University. It should be pointed out that the total number of CTWs issued by the University Police actually dropped by 3%.

The qualitative results from the individual interviews which were conducted indicate that faculty, staff, and students feel Columbus State University is a safe campus. It is interesting to note the differences in attitude of safety responsibility among the groups. Faculty expressed a parental-type of concern, as they encouraged their students to walk together at night to their cars and place University Police on their speed dial list. Staff members interviewed saw their responsibility to safety as being job-related, as this is the group generally tasked with providing educational programs for safety.

Students tended to refer to questions regarding their safety by responding that the University was doing a good job. This was the case with Carolyn when she shared, “[the university] does a fairly good job of keeping students safe...”, or as Mark stated, “This school is like really secure...” Sonya spoke of the police officers “running around [being available]” and the university doing a good job with security. The students’ abdication of their personal safety was in contrast to that of the faculty and staff who repeatedly spoke of personal responsibility for their own safety.

Training (internal): The Team participated in several table-top exercises during the semester utilizing packaged materials from NaBITA and through *What Would We Do* scenarios related to

current events in the news. Additionally, Team members were required to watch selected video trainings found in the annual subscription of The Bundle, provided by The National Center for Higher Education Risk Management (NCHERM).

Training (external): The BIT Chair attended the annual NaBITA conference. The Case Management Coordinator successfully completed a regional NaBITA training. The Assistant Dean of Students, along with the SAVE Team Chair received training as Title IX Investigators with ATIXA

ⁱ The citation of N/A indicates that while a report was filed by a reporter for consideration of concerning behavior there may not have been evidence supporting a student handbook charge. Additionally, N/A items are generally shared when the person of concern is referred to other offices, such as the counseling center. This assists those offices in follow-up sessions and case management.

ⁱⁱ Students who voluntarily withdrew from the university are required to petition for readmission. This allows the university to offer appropriate services in counseling, disability services or case management to assist in their return to campus. The BIT takes great care to comply with and act appropriately to all ADA policies.

ⁱⁱⁱ The BIT has determined that with end-of-semester reporting, data should be compared to the corresponding semester of the previous year (i.e., Fall 2014 to Fall 2013), as each semester has characteristics that are unique (such as, the new, traditional freshmen who arrive in the fall semester).

^{iv} Red Flagged Individuals: These individuals will have a hold place on their account prohibiting them from enrolling in the university. If a non-student does not have an account, one will be created with the cooperation of the Office of Admissions for this purpose. In the event a Red Flagged Individual desires to enroll, their case will be reviewed by the BIT resulting in a recommendation being forwarded to the Office of Admissions.

Appendix C

Sample Report Generated by Maxient's Analytical Functions

Available Reports

1 Choose your report. Overall Incident Location and Housing Classification, Ethnicity, Gender, and Academics Athletics, Greek, and Other Memberships Sanction/Action Specific Charge/Issue Specific Referrals / Letters Parental Notification and Repeat Offenders Clery / HEA Reporting / Tags Hearing Type and Hearing Officer Miscellaneous User-specific Dashboards Institution-requested Reports

2 Specify a date range.

Academic year August 8 through August 7, based on your institution's settings

Predefined period

Beginning through

3 Pick the date of reference.

☒ Incident Date ☐ Hearing Date ☐ Case Created Date ☐ Reported Date

Run this report

Report generated from the request above

