

Student Affairs | Measuring Up

Creating a culture of assessment and evidence.

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**Salisbury University
Office of Student Affairs
Student Accountability & Community Standards
August 11, 2023**

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EXECUTIVE SUMMARY (one page)

In this annual report, the Student Accountability & Community Standards (SACS) office takes the opportunity to report and reflect on its accomplishments during the 2022-2023 academic year, and share its goals and objectives for the upcoming academic year. During this period, the office's commitment to the implementation of a student conduct program that is learning-centered, community-focused and procedurally sound remained steadfast – and so is its dedication to continuously enhance our program in those areas.

Our biggest points of pride this year are highlighted below:

- The University received 248 reports or complaints for review under the University's student accountability process (520 individual incidents) during the 2022-2023 academic year. The vast majority of incidents was resolved administratively – 7 individual incidents were ultimately adjudicated through board hearings over the course of the year.
- 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-hearing meetings (409), administrative hearings (61), administrative conferences (13), intake meetings (10), and Responsible Action protocol meetings (10).
- 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 (157), targeted interventions (110), and restorative actions (19).
- Ten (10) 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.
- In Spring 2023, SACS developed and implemented the University's Code of Student Organization Standards to streamline the resolution of reports or complaints against Student Organizations in a manner that is procedurally-sound, encourages self-governance and accountability, and strengthens the campus community.
- SACS 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 – 7 individual incidents were routed to informal resolution during 2022-2023. Of those, 2 resulted in an informal resolution agreement.

The SACS 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:

- Fully implement Maxient, a new student conduct records management system, develop training materials and train staff before the beginning of the Spring 2023 term.
- Take steps to increase completion rates for prevention, awareness and intervention online courses currently offered through 3rd Millennium Classrooms.
- Develop and implement a training model for select staff members on comprehensive hazing investigations to allow SACS to focus on the resolution of completed investigative reports.
- Update the Code of Community Standards in light of Maryland's new cannabis law to ensure students clearly understand the University's expectations, as well as develop and deliver effective education and intervention programs to new and current students.

Section I: 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 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 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 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, 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)	332
Total number of "visits" (includes repeat visits)	516
Total number of service contact hours across all service types	387
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 Initiatives¹

Examples of Major Events, Services, Activities, Initiatives	Target Audience	Number(s) Served
<i>Example: Annual First-Generation Conference.</i>	<i>First generation students and their faculty mentors</i>	<ul style="list-style-type: none"> ▪ 75 students ▪ 60 faculty mentors ▪ 12 guests²
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, 2022 – June 30, 2023 Allocations

Budget Category	Allocation
01	
02	\$33,390
03	\$30,570
Total	\$63,960

July 1, 2022 – June 30, 2023 Expenditures

Budget Category	Expenditures
01	
02	\$34,660
03	\$29,009
Total	\$63,669

July 1, 2022 – June 30, 2023 Revenue Generated

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

Comments related to budget decisions, concerns, cuts, reallocations, etc.
N/A

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

Examples of Collaborations and Partnerships	Outcomes and Impact
<i>Example: County Public Schools Guidance Counselors</i>	Resource materials for helping high school students and families discuss mental health before college.
Student Affairs Case Manager	<ul style="list-style-type: none"> • Referred 22 students found responsible for violations of the Code of Community Standards and/or 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.
Counseling Center	<ul style="list-style-type: none"> • Referred 5 students to the Counseling Center for mandate Substance Use, Anger Management and/or Mental Health Assessments.
Admissions & Registrar's Office	<ul style="list-style-type: none"> • Conducted 7 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	<ul style="list-style-type: none"> • Processed 75 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)	<ul style="list-style-type: none"> • Partnered with the Center for Student Involvement and Leadership to develop a Code of Student Organization Standards and to maintain open lines of communication regarding complaints and other issues of concern.
Student Transitions, Dean of Students Office	<ul style="list-style-type: none"> • 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

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

	<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"> • Implemented online prevention and awareness modules on alcohol and consent for incoming students.
Housing and Residence Life	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Assistant Dean of Students served as hearing panel member 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.

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 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-hearing meetings (409), administrative hearings (61), administrative conferences (13), intake meetings (10), and Responsible Action protocol meetings (10).
- 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 (157), targeted interventions (110), and restorative actions (19).
- SACS implemented 3rd Millennium Classrooms to provide awareness and intervention online education courses to incoming and current students, as follows:
 - Education and awareness modules were implemented 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:
 - "Alcohol-Wise" was sent to all incoming students, including a module specifically designed for students over the legal drinking age. "Consent & Respect" was sent to all incoming students, including a module specifically designed for students over the legal drinking age.
 - All new members of fraternities and sororities were assigned "Greek-Wise."
 - Intervention modules were implemented 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" – 61 assignments
 - "Alcohol-Wise 21+" (sanctioning) – 1 assignment
 - "Marijuana 101" – 19 assignments
 - "STOPLifting" – 6 assignments
 - "Conflict-Wise" – 2 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 2022-2023 academic year. The vast majority of incidents was resolved administratively – 7 individual incidents were ultimately adjudicated through board hearings over the course of the year.
- Eight (8) students were suspended or dismissed for egregious and/or repeated violations of the University's standards of conduct during the 2022-2023 academic year.
- Ten (10) 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.

- In Spring 2023, SACS developed and implemented the University's Code of Student Organization Standards to streamline the resolution of reports or complaints against Student Organizations in a manner that is procedurally-sound, encourages self-governance and accountability, and strengthens the campus community.
- SACS 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 – 7 individual incidents were routed to informal resolution during 2022-2023. Of those, 2 resulted in an informal resolution agreement.
- SACS continued to partner with the Office of Admissions and the Office of the Registrar to review applications for admission and readmission with disciplinary disclosures. Seven (7) applications were processed during the 2022-2023 academic year.
- SACS continued to partner with the Office of the Registrar to provide student record information to prospective schools, employers, etc. Seventy-five (75) applications were processed during the 2022-2023 academic year.

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

-

Goal 4: Deepen engagement with our community.

- Nineteen (19) 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.

Goal 5: Enhance environmental, social, and economic sustainability.

- Utilized LiquidFiles, the University's secure file sharing solution which has enabled the department to securely share files with internal and external recipients while cutting printing and mailing costs operating in a more environmentally-conscious manner.
- Utilize 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.
- Implemented DocuSign to effectively and economically complete Informal Resolution Agreements. DocuSign allows the department to spend less time – and, therefore, resources – scheduling meetings with individuals for a simple signature on a paper agreement and submitting copies to the parties.

Section VI: Measuring Up – Research, Assessment, and Evaluation⁴

**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	Summative Outcomes
<i>Example: Promote student success through health and wellness initiatives.</i>	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> • SSO integration for staff and RAs implemented in partnership with the University's IT department and Symplicity's IT team. • Full implementation delayed indefinitely as the University decided to switch to a different provider for student conduct records management system.
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.	<ul style="list-style-type: none"> • Full implementation delayed indefinitely as the University decided to switch to a different provider for student conduct records management system. • Reports provided to Student Affairs Leadership regularly in DMI reports and/or as requested.
Development of a Code of Organizational Standards in partnership with key campus partners for implementation in Fall 2022.	<ul style="list-style-type: none"> • Code of Student Organization Standards finalized in Spring Fall following regular meetings with CSIL staff and implemented in Spring 2023.

**Examples of Other Research, Assessment, or Evaluation Projects (if applicable)
July 1, 2022-June 30, 2023**

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

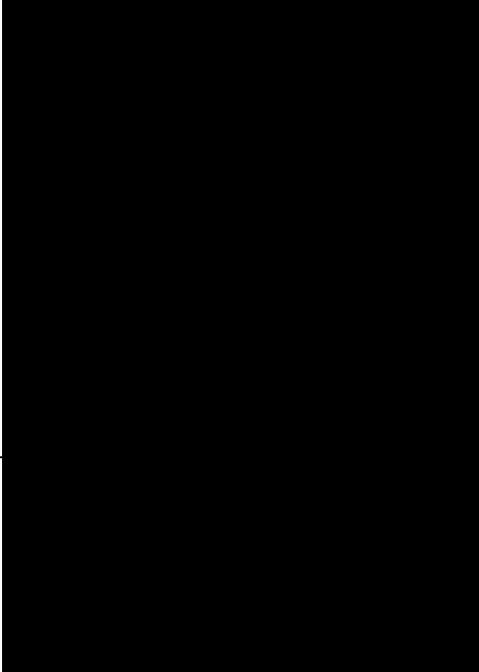
⁴ Contact the Associate Vice President for assistance in completing this section if needed.

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 University SLOs	Mapped to Division's SLOs	Evidence of Learning
<i>Example: Sophomores participating in the Sophomore Year seminar will be able to explain University policy for changing a major.</i>			<ul style="list-style-type: none"> ▪ 75% of participants were able to explain policy for changing a major as evident on post-evaluation compared to pre-test results.
<i>Example: 70% of seniors participating in the résumé development series will be able to identify at least four strategies for writing a successful résumé.</i>			<ul style="list-style-type: none"> ▪ 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			<ul style="list-style-type: none"> • 66.67% 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.			<ul style="list-style-type: none"> • 73.33% 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.			<ul style="list-style-type: none"> • 61.43% of the students assessed developed "thorough" analysis of consistencies and/or inconsistencies between behavior and community expectations, while 25.71% were deemed "acceptable" based on the department's written statement rubric. Only 12.86% 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,			<ul style="list-style-type: none"> • 61.43% of the students assessed articulated

<p>and avoid future violations of the University's Code of Community Standards.</p>		<p>"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.</p>
<p>Describe how their interaction with the SACS will help them (re)define their behavior and be(come) responsible members of the community.</p>		<ul style="list-style-type: none"> • N/A • <i>Assessment starting in Year 3 of 3-Year assessment plan through implementation of action plan completion survey</i>
<p>Articulate Salisbury University's standards of behavior outlined in the Code of Community Standards</p>		<ul style="list-style-type: none"> • 66.67% of students surveyed agreed with the statement "I am more knowledgeable about of the University's expectations with respect to student behavior."
<p>Recognize why standards of conduct exist and why the University is concerned about student behavior.</p>		<ul style="list-style-type: none"> • 73.33% of students surveyed agreed with the statement "I have a better understanding of why the University is concerned about student behavior."
<p>Identify how their actions are consistent or inconsistent with their personal and community values and expectations.</p>		<ul style="list-style-type: none"> • 61.43% of the students assessed developed "thorough" analysis of consistencies and/or inconsistencies between behavior and community expectations, while 25.71% were deemed "acceptable" based on the department's written statement rubric. Only 12.86% of the written statements submitted were deemed "incomplete" in this regard.
<p>Develop an action plan that will</p>		<ul style="list-style-type: none"> • 61.43% of the students

<p>help them be successful at Salisbury University and beyond, and avoid future violations of the University's Code of Community Standards.</p>		<p>assessed articulated "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.</p>
<p>Describe how their interaction with the SACS will help them (re)define their behavior and be(come) responsible members of the community.</p>		<ul style="list-style-type: none"> • N/A • <i>Assessment starting in Year 3 of 3-Year assessment plan through implementation of action plan completion survey</i>

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
<i>Example: Implement new living-learning communities focused on diversity and inclusion.</i>	Goal 1 Initiative 2		<ul style="list-style-type: none"> ▪ Number of living-learning communities created. ▪ Number of students completing housing contracts for the new LLCs.
<i>Example: Ensure that 70% of academic probation students participate in at least two sessions on successful study habits.</i>	Goal 4 Initiative 2		<ul style="list-style-type: none"> ▪ Number and percent of academic probation students participating in at least two academic sessions.
Implement Maxient for student conduct records management.	Goal 5: Enhance environmental, social, and economic sustainability.		<ul style="list-style-type: none"> • Full system implementation before Spring 2024 • Develop training materials and train staff before the beginning of the Spring 2024 term • Update SACS Case Administrator Manual in MyClasses prior to Spring 2024
Increase completion rates or prevention and intervention courses offered through 3 rd Millennium Classrooms.	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.		<ul style="list-style-type: none"> • 2022-2023 completion rates for Part 1 and Part 2 • Comparison between 2022-2023 and previous years
Develop and implement	Goal 5: Enhance		<ul style="list-style-type: none"> • Staff selection

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

<p>training program for select staff members tasked with assisting with comprehensive hazing investigations.</p>	<p>environmental, social, and economic sustainability.</p>		<ul style="list-style-type: none"> • Number of trainings provided • Number of investigations completed
<p>Update the Code of Community Standards in light of Maryland's new cannabis law to ensure students clearly understand the University's expectations, as well as develop and deliver effective education and intervention programs to new and current students.</p>	<p>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.</p>		<ul style="list-style-type: none"> • Number of awareness and prevention programs delivered. • Number of prevention and awareness materials developed.