

AY 2017-2018 Assessment

Student Accountability & Advocacy

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Northwestern State Mission

Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

The Student Experience Mission Statement

The Student Experience provides the University community with programs and services to support the academic mission of creating, disseminating and acquiring knowledge through teaching, research and service while empowering a diverse student population to achieve their highest educational potential. The Student Experience creates a stimulating and inclusive educational environment that is conducive to holistic personal growth. The commitment to students initiates prior to entrance, sustains throughout the college experience and continues beyond graduation. Enrollment Services provides equal access for education to potential students throughout the state and region and promotes economic stability and financial access to citizens. Student Affairs enhances student development and broadens intellectual, social, cultural, ethical, and occupational growth. The Student Experience works closely with faculty, staff, students, and the community to ensure graduates have the capability to promote economic development and improvements in the region.

Student Affairs Mission

The Division of Student Affairs prepares students to be productive members of society and to improve the quality of life of students. Student Affairs provides support services in career development and placement, advocacy and accountability, academic support, mental and physical health, disability accommodations, student activities and organizations, student union life, and opportunities in leadership, community service, and programs for new students. Through hands-on involvement in programs and services, Student Affairs promotes personal development in a student-centered environment, which delivers innovative practices in an environment of respect. Student Affairs encourages integrity, diversity and collaboration with all members of the university community.

Student Accountability & Advocacy Mission

Student Accountability & Advocacy is a responsive, student-oriented office that encourages integrity, diversity, and collaboration with all members of the University community. The office models social responsibility and community leadership through education and personalized advocacy and mentoring designed to empower students. We emphasize student rights and responsibilities to promote student retention and holistic personal development, to broaden the intellectual, social, cultural, ethical and professional growth of NSU students. The office ensures compliance with laws and policies related to access to education and services.

Methodology

The assessment process includes

- (1) Data from assessment tools (both direct-indirect, quantitative and qualitative) are collected and returned to the dean of students. [Student Conduct Assessment Form and Follow-Up for written complaints]
- (2) The Director of Student Conduct will analyze the data to determine whether the applicable outcomes are met;
- (3) Results from the assessment will be discussed with the appropriate staff;
- (4) Individual meetings will be held with staff as required (show cause); and
- (5) In consultation with the staff and senior leadership, will determine to propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, service changes.

Accountability and Advocacy Effectiveness:

Service Learning Outcomes (SLO):

SLO 1. The Office of Accountability & Student Conduct assures that students receive quality advocacy and accountability services that teach respect for others and foster awareness of rights and responsibilities.

Measure 1.1 As a result of participating in the student conduct or complaint processes, responding students will be able to articulate the impact of their behavior, be it academic or social/behavioral, on themselves and other members of their communities. Measured by a Reflective Assignment Rubric, the respondent will be able to articulate via a reflective exit essay 80% of the counseled information related to a) impact on the community, b) impact on individual, and c) how behavior must change in order to be an asset, rather than a liability, to community life.

Finding: Target met.

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Analysis: Last year's forms achieved value was changed from a 100% resolution of complaints. Based on the analysis of the results from last year this year the achieved value to the current measure, 80%. Growth will be determined by the essay's rubric to show specific student growth. Although the target was attained, as our mission is to bring every complaint to a satisfactory resolution, data isn't easily tracked due to an antiquated system. Therefore, case files are carefully organized, but difficult to run data and cross-referencing for overall end-of-year reporting.

Action – Decision or Recommendation: Based on the analysis of the 2017-2018 results, we will continue to use an essay rubric to measure specific growth and implement new workshops relating to: Academic Infractions, Informational Infractions, and Personal Conduct Infractions. These activities are designed to bring awareness, developing ownership, and educate students through individual sessions. The digital software will continue to be explored; budget restraints require collaborated resources with departments affiliated with student conduct. An efficient system is needed to manage behavior records effectively and develop a centralized digital reporting and recordkeeping to serve the students with due process better.

Measure 1.2 As a result of their meeting with the student conduct officer, students show an 80% satisfaction rate of the conduct process, as measured on a scale of 1-5 (1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree).

Finding: Target met.

Analysis: Academic Year 2016-2017 target rate was 80%. The Academic Year 2017-2018 students were surveyed after participating in a disciplinary conference process with a finding of 99% satisfied on all survey questions, which is a 19% increase.

Action – Decision or Recommendation: Based on the analysis of the 2017-2018 assessment, Student Conduct Measure #8 - The conduct officer helped me think of alternate ways to handle future conflicts will be supported with the new workshops to gain understanding in the content areas of Academic Infractions, Informational Infractions, and Personal Conduct Infractions. Moving forward the *Student Conduct Survey* will continue to be assessed by each student that undergoes this process for disciplinary measures.

Measure 1.3 As a result of their resolution meeting with a Student Conduct Officer, students will have greater knowledge and awareness of the Student Conduct Code, the student conduct process, and potential consequence for further violations. The target is to reduce repeat code of conduct violations as measured by census data collected per student on file each semester. The target goal is to reduce recidivism by 50% as measured by our census.

Finding: Target met.

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Analysis: In academic year 2016-2017, Service Learning Outcomes 1, Measure 1.3 did not exist and was not measured during that time. Based on no analysis for 2016-2017, it is unclear an exact number of students repeating their infraction(s). Less than 50% of the Disciplinary Conference were repeat offenders.

Action Decision or Recommendation: Based on the analysis of 2017-2018 digital software is needed to manage student's Disciplinary Files/Record effectively. A software system in place will allow a centralized reporting and recordkeeping to prevent the inaccurate counting of students address with multiple infractions.

SLO 2. The Title IX Offices and Center for Inclusion and Diversity comply with laws and guidance related to student rights and responsibilities in order to maintain a safe, inclusive, and educated campus environment.

Measure 2.1 The University will reach a resolution of all Title IX issues within 90 days of notification as measured by review of file dates at the end of the academic year.

Finding: Target met.

Analysis: For 2016-2017, findings from the Dean of Students offices showed the office for student conduct achieved 100% resolutions of complaints; however, the timeframe of resolutions for Title IX complaints were not explicitly viewed to determine if procedures were done in an adequate amount of time. Based on the analysis of the results from last year, this year we looked at the dates of Title IX complaints to determine how long it took for resolutions to be determined for complainants and respondents. This allows for the Title IX office to conduct procedures in an adequate amount of time for those involved in the process. At the end of the academic year, the dates of notification and the dates of resolution were reviewed. Each case involving Title IX issues (sex discrimination and/or sexual misconduct) were resolved within 90 days of being notified.

Action – Decision or Recommendation: Moving forward, under the guidance of the September 2017 Dear Colleague Letter, resolutions involving Title IX issues do not have a set timeframe in which investigations should be completed. Furthermore, the effectiveness of the investigation process will be measured, including timeframe of the investigation and understanding the policy, procedures, and rights. This will be measured through a survey following all resolutions and/or determinations of Title IX issues. Academic Year 2017-2018 plan is to continue to move forward.

Measure 2.2 The University will provide awareness, prevention, reporting, and University obligation training sessions to faculty, staff and students to ensure their understanding and university policy as measured by hosting at least three training and/or presentations per semester related to Title IX. In targeting training efforts, the student will show a 15% improvement of base-knowledge related to sexual consent, bystander intervention,

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reporting options, and myths as measured by a pre-test and post-test per training session and campus climate survey.

Finding: Target not met.

Analysis: For 2016-2017, the average percentage of pretested knowledge, or base knowledge of sexual assault prevention-related issues was 70.2%% with an increase of 9.7%. For 2017-2018, out of 1262 students tested in the 2017-2018 academic year, students averaged a base knowledge of 72.6% with an increase of 14% in understanding issues related to sexual consent, bystander intervention, reporting options, and myths. The increase in understanding issues was within a range of 1-19% increase, with 86.6% total knowledge of tested content compared to the 2016-2017 total of 80.1% knowledge of content tested. Based on the analysis of the results from last year this year we focused training on the areas where students were now improving in knowledge. These areas included drugs and alcohol-related to sexual assault and pathways of reporting complaints and violates. Knowledge about reporting increased, however, learning about drugs and alcohol in relation to sexual assault, risk reduction, and myths about truthfulness and sexual assault fell below average and need improvement. Findings also show incoming freshmen being more aware of sexual assault, prevention, and intervention methods before entering their first year of college.

Information from Campus Climate Survey is not available at the moment.

Action – Decision or Recommendation: Moving forward, content of the presentations will slightly increase focus on areas where student knowledge is lacking, as well as maintain general content knowledge needed to cover consent, bystander intervention, risk reduction, reporting, and university obligations. Presentations given to incoming freshmen will take a more interactive approach in hopes of engaging the audience and increasing retention of information and knowledge.

Measure 2.3 The University will provide awareness, sensitivity, and advocacy training to faculty, staff, and student to ensure understanding of policy as measured by hosting at least three training and/or presentations per semester concerning retaining and improving a thriving and diverse university experience.

Findings: Target Met.

Analysis: Based on the changes from last year, this year we decided to track the different trainings and/or presentations concerning retaining and improving a thriving and diverse university experience for all individuals. While this target was met, we have room for growth in this area. Through a review of the data from the campus-wide diversity committee, it appears that NSU students feel that NSU is lacking in sensitivity to transgender issue, ADA issues, and issues facing students with HIV.

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The University of Louisiana System, The Student Experience, and Center for Inclusion and Diversity coordinated the following:

- The University of Louisiana System (ULS) sponsored a semester-long Leadership symposium for faculty and staff in the ULS. Two employees from each institution participated for a total of 18. The Coordinator of the Center for Inclusion and Diversity at Northwestern developed and delivered the section on Diversity and Inclusion.
- In the fall of 2017, the Northwestern Student Experience again sponsored Capi A. Landreneau, Gender Therapist/ Consultant and Trainer, for two days focusing on the LGBTQ campus community. She presented six times to students on topics such as Healthy Relationships, Self Care and Self Advocacy. In addition, Ms. Landreneau presented two times to faculty and staff on Issues Impacting LGBTQ students.
- The Center for Inclusion and Diversity helped sponsor activities in a Northwestern Communications 3120, Group Dynamics Class. Students in the class simulated situations experienced by students with Asperger Spectrum and ADHD, and they provided wheelchairs so that able-bodied students could negotiate the NSU campus in a wheelchair. This activity was held in the Student Union in the middle of the day and was well attended.

Action – Decision or Recommendation: Based on the analysis of the 2017-2018 results the Coordinator for the Center and Inclusion and Diversity and the VPSE will seek input from the chair of the Campus-Wide Diversity Committee utilizing results from the recent survey to plan programs and activities for CID.

Measure 2.4 As a result of participating in relevant student rights and responsibilities activities related to the Title IX and Center for Inclusion and Diversity Offices, faculty, staff, and students will gain a greater understanding of social, cultural, and professional issues related to personal and civic responsibility. The target is 4000+ contacts per semester of faculty, staff, and students during training, awareness, and prevention programming as measured by census date per event.

Finding: Target met.

Analysis: Results from 2016-2017 are unavailable due to the measure being new. This year we looked at how well Title IX and Center for Inclusion and Diversity Offices is reaching out to students, faculty, and staff during trainings and awareness and prevention programming by keeping a census of how many individuals came to each program offered by the two offices. Various activities were put together related to the Title IX and Center for Inclusion and Diversity Offices for faculty, staff, and students. Attendance for all events ranges between 4000 and 5000+ per semester with all training, awareness and prevention programming. Throughout the 2017-2018 academic year, there have been many activities, events, programs, training, and presentations around the topic of Title IX

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and inclusion and diversity. From the different events where a count could be calculated, approximately 5120 students, faculty, and staff participated in training, presentations, events, and activities related to Title IX issues such as sex discrimination and sexual assault. Training, in particular, include sexual harassment and sexual assault training for student, athletes, Greeks, residential assistants, and employees of the University. Another event students were encouraged to participate in is the annual campus climate survey to look at safety on campus along with other issues such as diversity, alcohol and other drugs, sexual assault on campus, and others (results still pending). One of the goals for 2017-18 based on 2016-17 data which revealed a drop in our Climate Survey numbers was to strategize to increase participation in the Campus Climate Survey. The University of Louisiana System and the LA Board of Regents partnered with the University of Kentucky to bring on board a new Climate Survey that is shorter and easier for students to complete. NSU pushed the new survey through social media, student organizations and campus radio. As noted above, the results are pending.

Action – Decision or Recommendation: Based on the analysis of the 2017-2018 results the University will continue its efforts in reaching out to students, faculty, and staff to bring awareness to important issues such as inclusion, diversity, sex discrimination, and sexual misconduct. Other efforts will include community suggestions to bring in events, activities, trainings, presentations, etc. which are essential to the community.

Comprehensive summary of key evidence of improvements based on analysis of results.

- This year was an “all-new” team reporting on previous Service Learning Outcomes when they were not present. The disadvantage of not completely being in the knowing of all activities, surveys, and actions were not completely captured in this report.
- The Director of Student Conduct and the Coordinator of Title IX were able to attend the Association for Student Conduct Administration, ASCA 2018 Conference to advance as student conduct and Title IX professionals. Title IX Coordinator participated at D. Stafford & Associates Title IX Coordinator/Investigator Training. This training class focused on the duties and responsibilities of a Title IX Coordinator as well as the basic fundamentals of a Title IX Investigator.
- *Reflective Assignment Rubric* will continue to be used with student essays. New workshops are being implemented to teach and/or reinforce student respect for others and foster awareness of rights and responsibilities.

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- Great success with the Student Conduct Survey, we will continue to use the assessment on each student who received a disciplinary conference.
- This year we were able to improve on the knowledge of reporting when it comes to presentations a training with students, faculty, and staff by focusing on this and other areas of concern.
- By paying attention to the days of notification, we were able to resolve Title IX issues in an adequate amount of time.

Plan of action moving forward:

The Director of Student Conduct will plan to attend the ASCA Donald D. Gehring Academy for Student Conduct Administration. The academy is an intensive program designed to learn through a competency-based model in many content areas.

A site visit was made at LaTech's Student Conduct and Academic Integrity Office and will plan in the near future to make other site visits with schools in the University of Louisiana System for accountability, advocacy, and Title IX.

Continue to push for digital software to replace the obsoleted hardcopy record-keeping system. Maxient will serve as an integral component of NSU's overall early alert efforts, helping to identify with all types of students and coordinate the efforts of various departments to provide information about them. The areas that will be positively impacted: Accountability, Title IX, Threat Assessment, NSU CARE, behavioral intervention, Academic Integrity, Greek Life, University Police reporting, and Campus Living Village.

Data collected by the Director of Accountability & Student Conduct, and Director of Title IX and Student Advocacy indicates significant success overall in achieving the mission to encourage integrity, diversity, and collaboration with all members of the university community. However, we believe the focus on social responsibility and advocacy should be more clearer and continue to recognize the importance of student's voice considering campus policy and decision-making.

The Title IX Coordinator and Director of Student Advocacy will look at the complaint process for complainants and respondents and allow for them to rate and comment. These surveys will consist of questions on the role of the Title IX Coordinator in providing all necessary material to the complainants and respondents about the complaint process, both formal and informal. Each item will have a rating of strongly disagree (1) to strongly agree (5), with a comment section available for notes, suggestions, and explanations of dissatisfaction.

For the presentations and trainings provided to students, faculty, and staff, a post- follow-up survey will be implemented to measure the retention of information given with a section for comments and suggestions on how mandatory and essential information can be

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distributed in the future. The focus will begin on incoming students who take UNIV 1000 and special groups receiving related information such as athletics, residential assistants, students involved in Greek Life and similar organizations. Throughout the academic year, the focus will expand to the training of faculty and staff.

Source Map:

Resources Manual for the Principles of Accreditation: Foundations of Quality Enhancement, Southern Association of Colleges and Schools Commission on Colleges
University of Louisiana System Board of Supervisors
Louisiana Board of Regents Higher Education Bylaws