

Assessment Cycle

Academic Year 2016 – 2017

Dean of Students/Conduct

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Northwestern 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.

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Mission:

Dean of Students and Conduct offices are a responsive, student-oriented unit that encourages integrity, diversity, and collaboration with all members of the university community. The office models social responsibility and community leadership through education, personalized advocacy, and mentoring designed to empower students. We emphasize student rights and responsibilities to promote student retention and holistic personal development in order 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;
- (2) The dean of students 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);
- (5) The dean of students, in consultation with the staff and senior leadership, will determine propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, service changes.

Dean of Students and Conduct Offices Effectiveness:

Service Outcomes

SLO 1. The Dean of Students offices assure that students receive quality services that foster awareness and protection of rights & responsibilities and adherence to a code of community respect.

Measure 1.1 As a result of participating in the complaint processes, census data for complaints will show 100% resolution of complaints.

Finding: Target met. Findings show that the offices achieved this measure at 100% resolution of complaints.

Analysis: Although the target was attained, as our mission is to bring every complaint to a satisfactory resolution, this data set is not easily tracked due to lack of a digital system of data collection. Case files are carefully organized, but easily accessed data

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sets are needed for overall end-of-year reporting; therefore, deeper analysis of this data is not easily attainable, e.g. number of days to resolution. A digital system would also make tracking progress of complaints and collecting satisfaction data about resolutions more quantifiable.

Action - Decision or Recommendation: Purchase a computer program for record keeping that makes tracking complaints, adjudication proceedings, and end-of-year reporting easier. Include exit reflection essays measured by a rubric for respondents and a survey card for complainants to submit after resolution. Additionally, change the name of the conduct offices to Student Advocacy and Accountability to better reflect the objectives of the unit.

Measure 1.2 As a result of the participating in the student conduct process, the majority of respondents will show 80% (4 out of 5) or greater satisfaction with the conduct process.

Finding: Target met. The majority of students surveyed after participating in the student conduct process indicated that they were 80% satisfied on all scales in the survey.

Analysis: Although this overall target was met, one scale was not: "The conduct officer helped me think of alternate way to handle future conflict" had slightly lower ratings indicating an area for improvement. Other responses led administration to question the depth of understanding and learning students attained as a result of the conduct process.

Action - Decision or Recommendation: As a result, next year's assessment adjusted to include a personal reflective essay. Reflective piece will include questions concerning personal impact on the community. Additionally, the assessment will address how the respondent will change negative behavior. Conduct meetings will be scripted to include more discussion on alternate behavior. Purchase a computer program for record keeping that makes tracking cases and reporting easier.

Measure 1.3 As a result of Title IX education training in UNIV 1000 (freshman orientation) classes, pre-test, and post-test data will show a 15% increase in base knowledge concerning consent, bystander intervention, and risk reduction.

Finding: Target not met. Out of 765 total students tested in fall 2016, students averaged a base knowledge of 70.4% with an increase of 9.7% in understanding issues related to sexual assault prevention within a range of 6-20% increase, with 80.1% total knowledge of tested content.

Analysis: Findings indicate that an average of 10% gain in knowledge has been the standard for 2015 and 2016, although base knowledge has changed from approximately 60% in 2015 to 70% in 2016. This shows that incoming freshman are slightly more aware of sexual assault awareness and prevention. The various pathways to reporting

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and knowledge that drugs are the number one date rape substance, not alcohol, are areas that need improvement.

Action - Decision or Recommendation: *Content of the presentations will increase focus on areas where student knowledge is lacking but maintain all general content knowledge needed to cover consent, bystander intervention, risk reduction, reporting, and university obligations.*

Measure 1.4 As a result of outreach, awareness campaigns, and education conducted by NSU's Title IX offices, the Campus Climate Survey on Sexual Misconduct for the Natchitoches campus will show that 70% of students responding to the survey will indicate that NSU administrators take reports concerning sexual misconduct seriously and administrators will take steps to protect the complainant from retaliation.

Finding: *First target exceeded; subsequent, related target not met. Results of the 2017 Campus Climate Survey showed that the 73.89% of responding students felt that NSU administration would take their report seriously and 64.94% responding students felt that NSU administrators would take steps to protect complainants from retaliation.*

Analysis: *The 2017 Campus Climate Survey shows that NSU students are comfortable reporting sexual misconduct to the Title IX officers, the Dean of Students, NSU counselors, and confidential advisors, achieving the goal of above 70%. Title IX offices should work to raise the confidence of students regarding NSU administrators acting to protect complainants from retaliation, as that mark was missed by approximately 5%. Although these findings are promising, awareness and education programs should not be decelerated until all students have a greater understanding of their rights and responsibilities related to Title IX.*

Action - Decision or Recommendation: *Although there are measures that are equally, or even more, pressing to examine related to the climate surrounding sexual misconduct on college campuses, like overall reduction in incidents, the measure of student perception of administrative action is imperative to reporting and protecting students. Title IX offices will work to communicate to students: university obligations, confidential advisor access, due process, and the Not Alone webpage (<https://www.nsula.edu/blog/2015/07/16/notalone/>), all with the goal of meeting the measure to show how administrators take action to protect students. Ultimately, numbers of complaints related to sexual misconduct should decrease as student populations become more aware of the nuances of such misconduct, which the Title IX and adjunct offices will continue to teach in order to raise awareness, change behavior, and protect all students.*

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SLO 2. To expand opportunities for the Northwestern State University community to develop their understanding of and advocacy for diverse cultures and identities and help create an inclusive environment through consultation, collaboration, and programing.

Measure 2.1. To open the Center for Inclusion and Diversity and provide educational experiences measured by program census data related to social justice, cultural competencies, and respect for diversity and inclusion.

Finding: *Target met. In an opening ceremony hosted by President Jim Henderson, Dean of Students Frances Conine, and the steering committee for the new Center for Inclusion and Diversity (aka CID), approximately 40 students, faculty, and staff attended to dedicate a space and foster efforts for the mission. This kicked off an academic year that included programing ranging from an academic class's service-learning project on the topics of race, religion, and identity, to an Impact Leadership: Diversity lecture by Odell Bizell, to a Remembering the Armenian Genocide presentation. All total, approximately 300 community members, students, faculty, and staff attended events hosted by CID. The center also promoted monthly themes for African Americans, women, and Muslims and offers a Chalk Talk board for students to share thoughts and inspirational quotes. Additionally, an active Facebook page was created to foster learning, collaboration, and announce events.*

Analysis: *The NSU community embraced the efforts of the Center for Inclusion and Diversity, fondly abbreviated to "CID." Successful events tended to be those where presenters had personal experience with the topic. For example, people of Armenian descent conducted the Armenian Genocide program.*

Action - Decision or Recommendation: *Increase the participation at all events by 25% and offer programming that encourages students, faculty, and staff to share their unique, diverse cultures and identities to foster cultural competencies and understanding. Invite members of the Natchitoches and University communities to present personal experiences and/or topics related to their cultural. Consider a story-telling format, as this type of programming is impactful. Additionally, the CID will host an annual focus group to gather feedback and suggestions for improvement in programming.*

Measure 2.2 In an effort to expand the advocacy of the Dean of Students offices, the University will create a program with the goal of mitigating barriers to academic and personal success. The program will train faculty and staff allies, those who identify as student advocates, and those who volunteer with a goal of having at least one trained person within every university department.

Finding: *Target met. A committee of 12 staff and faculty created the Safe Haven program to provide the NSU community with safe people and spaces where they can find care and support. Safe Haven identifies, educates, and sustains faculty, staff,*

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administration, and student allies who are open to, accepting of, and inclusive of our diverse community. The ultimate goal of Safe Haven is to promote academic excellence, personal dignity, mutual respect, and individual responsibility in a way that is enriching for all. Forty-eight carefully selected faculty and staff from various departments are currently trained in QPR (suicide prevention and mental health awareness), LGBTQ+ student advocacy and alliances, and Title IX responsible employee and trauma-informed intake. Additionally, the committee created a referral and resource guide addressing mental and physical health care; food, housing, financial, and transportation insecurities; LGBTQ+ resources; religious community options; and Title IX resources. Trained faculty and staff are identified by the Safe Haven logo on email signatures, in Moodle shells, and on office doors.

Analysis: *Although very new to NSU, as training began in spring 2017, this effort is welcome and needed. Students whom have become aware of this effort are asking for training too. Because mental health care is scarce within the surrounding area of Natchitoches parish and insecurities related to money, food, and housing are increasing due to the rising cost of higher education, the services of Safe Haven will target and mitigate these issues related to student success and retention.*

Action - Decision or Recommendation: *Offer training to faculty and staff during on-call week for professional development. Extend training to students as advocates in 2017/18 academic year. Broadly disseminate information about Safe Haven to all NSU students, staff, and faculty. Update references and resources yearly.*

Measure 2.3 *In an effort to collect qualitative information concerning diversity and inclusivity related issues within and perceptions of the NSU community, the offices of the Dean of Students will host a Week of Listening where various focus groups will gather and discuss specific topics.*

Finding: *Data collection target met. Qualitative focus group responses indicate areas for improvement:*

- 1) NSU has diverse student body but inclusion is often not sincere, feelings of separateness—especially related to race— and underlying tensions are present, and students who speak out are deemed problematic,*
- 2) NSU is lacking in inclusivity efforts for the LGBTQ+ community of students, students with disabilities, and people of divergent religions,*
- 3) Center for Inclusion and Diversity (CID) is understaffed,*
- 4) administration is not diverse, especially considering recent presidential search,*
- 5) negative relationships with campus police are standard,*
- 6) administrators who have funds to make changes are non-active listening and/or inactive,*
- 7) and administration does not know how to deal with students who have differing identities than their own.*

Positive feedback includes:

- 1) student events are often inclusive,*

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2) CAPA is culturally diverse and offers positive possibilities for all students,
3) and there are faculty, staff, and student groups who will listen to concerns and help solve issues.

Action items suggested for improvement:

- 1) better educate the NSU community on matters related to diversity and inclusion,
- 2) staff CID full-time,
- 3) improve advertisement the efforts of CID through various media outlets,
- 4) encourage various student groups to work collaboratively on programs,
- 5) and use popular events, such as DemonFest, to help foster progress.

Analysis: Responses from the focus group are mixed with a focus on the negative. While it is true that NSU has a diverse student population in race, culture, religion, sexual orientation and gender, there are still feelings that divergent student populations do not share a sense of community. The students who attended the sessions were students with concerns, therefore this drove the negative tone of the focus group.

Action - Decision or Recommendation: Formalize data collection via surveying all students concerning inclusivity in academic affairs and student affairs. Host focus groups about specifics in areas of concern, also asking students to recommend specific actions the University may take to create a greater sense of an inclusive community for all. Make specific changes to improve inclusion—publicize these efforts. Continue the yearly Week of Listening events to ensure that student voice is heard but consider both the focus groups and student survey to create findings to analyze.

Summary of key findings and or decisions: Data collected by the Dean of Students and Conduct Offices indicates significant success overall in meeting the mission to encourage integrity, diversity, and collaboration with all members of the university community. However, we believe that the focus on social responsibility and advocacy should be clearer.

- Change the name of the Office of Student Conduct to the Office of Student Advocacy and Accountability

The Dean of Students & Student Advocacy and Accountability continues to recognize the importance of student voice considering campus policy and decision-making. Students remain a part of the committee process for making changes to policy and procedures in the Student Code and the Student Handbook. Prior to the start of 2016-17, Northwestern reviewed and revised its policy on complaints and complaint resolution with student input. The review of the complaint process listed above indicates excellent resolution of complaints; however, data is not easily tracked or reported. In addition, student learning because of the process was not well documented.

- Purchase a computer program to electronically track complaints and conduct incidents

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- Require a reflective writing exercise following the complaint process designed to assess student learning

Evaluation of the Student Conduct process is also very positive. Student were very satisfied with their treatment through the conduct office. Changes indicated in satisfaction data and census data collection follow.

- Establish 2017-18 student conduct process goals to reduce repeat offenses
- Focus on alternate behavior through scripted meetings
- Create and offer a survey card for complainants to submit after resolution

Climate Surveys to assess sexual conduct on the Natchitoches campus will continue. This action fulfills higher education law for the Louisiana and is a nationally recognized best practice. Students indicated a positive level of comfort in reporting to administration and good faith that the institution would act to protect students. Student responses showed a need to improve knowledge on campus policy related to sexual assault. Although Northwestern had one of the highest response rates in LA for the climate survey, state and NSU officials want to increase student participation in the survey. Additionally, Title IX offices conducts training for students, including freshman and athletes, which will continue.

- Investigate methods of increasing survey participation
- Work with state officials to change law to conduct survey every other year
- Continue to focus on policy awareness campaigns and prevention education
- Formalize data collection for Focus Groups for Title IX

In keeping with our mission to encourage and respect diversity and inclusion, Northwestern opened a new Center for Inclusion and Diversity (aka CID) in the Friedman Student Union. A Diversity Center Steering Committee guided the creation and mission of the new office. Additionally, the Dean of Students offices revised the campus-wide diversity committee. The Diversity Center Steering Committee now reports to the University Diversity Committee. We believe this action will allow for changes in campus-wide policy, faculty/staff diversity, and curricular changes suggested in the Five Year Strategic Plan. Proposed changes follow.

- Conduct a campus-wide diversity survey to improve diversity and inclusion
- Increase participation in CID events by including personal projects, experiences, or other relatable programs. A story-telling project suggested
- Continue training for faculty and staff but extend to student advocates
- Expand dissemination of information on Safe Haven Program
- Formalize data collection for Focus Groups on all Center for Inclusion and Diversity projects