

Assessment Cycle 2019-2020

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.

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

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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 Accountability and 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 Outcomes (SO):

SO 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 in the student conduct disciplinary conference, 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. Measure 80% of the counseled by implementing a survey to reflect students *Acts of Responsibilities*: (a) I admit knowingly and willingly to the allegation(s) in writing and waive all further hearings and right to appeal; (b) I admit knowingly and willingly to the allegation(s) and request an administrative hearing; (c) I deny the allegation(s) in writing and agree to accept the Student Conduct Officer's disposition of the matter without the benefit of an administrative hearing or right to appeal; and (d) I deny the allegation(s) and request an administrative hearing.

Finding. Target was met

Analysis. In AC 2018-2019 the target was met. Based on the analysis of the AC 2018-2019 results, in AC 2019-2020 student conduct implemented a new software program that requires students to articulate their acts of responsibilities after each disciplinary conference. As a result of these changes, in 2019-2020 the target was met. Findings show that the office achieved a measure of 80% resolution of complaints. The target was attained, as our mission is to bring every complaint to a satisfactory resolution.

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Decision. In AC 2019-2020 the target was met. Based on the analysis of the 2019-2020 results, in each disciplinary conference in AC 2020-2021, the conduct officer will measure an individual's level of ownership for the charged infraction(s), resulting in violating the student code of conduct. The *Acts of Responsibilities* Instrument will be used to improve the student's learning outcome and due process.

Measure 1.2 As a result of the Disciplinary Conference with the student conduct officer, students show an 80% satisfaction rate of their conduct experience, as measured on a Likert scale of 1-5 (e.g., 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5=Strongly Agree) measuring the following statements:

1. I was able to make an appointment with the Student Conduct officer in a reasonable amount of time.
2. The student conduct officer explained the violations and processes.
3. I was treated with respect and felt that my opinions were valued.
4. The student conduct officer listened to my side of the conflict.
5. I left the meeting with an understanding of my role in the conflict.
6. The student conduct officer helped me understand the impact of my behavior with others.
7. The student conduct officer helped me understand the campus code.
8. The conduct officer helped me think about alternate ways to handle future conflict.
9. Rate your overall experience with Student Conduct.

Finding: Target met.

Analysis. In AC 2018-2019 the target was met. Students with infractions were encouraged to rate their experience with the Student Conduct Officer after the Disciplinary Conference. A total of 40 students were surveyed and the target rate of 80% increased by 19%. Based on the analysis of the 2018-2019 results in AC 2019-2020 the Director of Accountability & Student Conduct made the following changes in 2019-2020 to drive the cycle of improvement. The changes consist of University Experience (UNIV 1000) Instructors supporting and bring awareness of the student code of conduct through the coursework. As a result of these changes, in 2019-2020 the target was met. The results indicated based on the nine statements (e.g., named in Measure 1.2), 360 Strongly Agree = 91% and 34 Agree = 9.4%, with an overall 100% satisfied with their experience. These changes had a direct impact on the student's due process.

Decision. In AC 2019-2020 the target was met. Based on the analysis of the AC 2019-2020 results the faculty will implement the following changes in 2020-2021 to drive the cycle of improvement by increasing the awareness of the student code of conduct in University Experience 1000 and provide a digital Student Handbook for students to access. These changes will improve the student's ability to gain awareness of the student code of conduct thereby continuing to push the cycle of improvement forward.

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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.

Analysis. In AC 2018-2019 the target was met. Less than 50% of the Disciplinary Conferences were repeat offenders. Through the Maxient software, digital conduct records are now flagged as priors when students have future infractions. The method allows the conduct officer to track repeat offenders accurately. Based on the analysis of the AC 2018-2019 results IN ac 2019-2020 the Director of Accountability & Student Conduct converted all disciplinary records to digital files to drive the cycle of improvement. As a result of these changes, in 2019-2020 the target was met. There was a significant decrease of 95% repeat offenders violating the student code of conduct. These changes made a substantial improvement civil behavior.

Decision. In AC 2019-2020 the target was met. Based on the analysis of the AC 2019-2020 results the student conduct staff will implement the digital changes in 2020-2021 to drive the cycle of improvement. Maxient will be used to manage student's Disciplinary files/record effectively. With a software system in place, allows a centralized reporting and recordkeeping to prevent the inadequate counting of students addressed with multiple infractions. These changes will improve the student conduct staff's ability to coded reoffenders as "priors" to undergo tailored educational sanctioning to reduce recidivism. New disciplinary files will automatically be kept in Maxient for recordkeeping and to build centralized reporting. Also, Student Conduct will seek out an internship slot to assist with Disciplinary Workshops (Academic Integrity, Personal Conduct, and Informational Infractions) to reduce recidivism. The intern will be responsible for conducting individual sessions with students who are sanctioned to such sessions according to the severity of their infraction(s). Workshops will be designed to measure and bring awareness to student's inappropriate conduct and to assist them in the learner process and ownership of their behavior while they are encouraged to planning productive outcomes, thereby continuing to push the cycle of improvement forward.

SLO 2. The Title IX Offices and Center for Inclusion and Diversity comply with laws and guidance related to student rights and responsibilities 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. 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.

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Finding: Target was met.

Analysis: In AC 2018-2019, the target was met. The University resolved all Title IX issues within 90 days of notification. There were 5 cases which entered the informal or formal resolution stage. Of these 5 cases, all were resolved within 90 days of notification. Furthermore, the results from the surveys are as followed: timeframe of the investigation received a 96% rating for satisfaction, understanding the policy and procedures received a 98.7% rating for satisfaction, and understanding students' rights received a 97.1% for satisfaction. It should be noted the measure understanding students' rights was adjusted to account for any participants who did not answer do to Question 7 not applying to them (Question 7: The Title IX Coordinator helped me understand my sanctions (if applicable).) The overall rating for effectiveness and satisfaction of the formal and informal processes of Title IX related issues is 96.8%. A comment that was made from a student gave perspective in the procedures when it comes to students being accused. The comment stated, "I wish more vetting could be done before putting holds and contacting certain people unnecessarily for privacy." When going through the procedures, holds are used as a way of notifying students they need to be present in the Title IX Office or the Student Conduct Office to get information about any complaints or wrong doings the student has been accused of. An issue that arose with was comparing between informal and formal procedures. Being that each process is different, it would be understandable if the satisfaction of each process varied. This could not be determined as there was no way to go back and separate the surveys. Although a comparison could not be done this time, we were able to see an overall perspective from students; however, even with a 96.8% there was no way to tell which process held the most "concerns" for students.

Based on the analysis of the AC 2018-2019 results, in AC 2019-2020 the staff made the following changes in AC 2019-2020 to drive the cycle of improvement. We monitored the timeframe of reaching resolutions in all Title IX related cases. We also looked at the students' responses for effectiveness and satisfaction of the formal and informal process of Title IX related issues (sexual misconduct and sex discrimination). Monitoring the timeframe of the resolutions helps to ensure all cases involving Title IX related issues are being addressed and the necessary policies and procedures are being implemented along with proving accountability of staff towards students and their right to a fair and equitable hearing. Providing students with the opportunity to evaluate the Title IX processes and procedures allows for their voices to be heard when it comes to handling those whose rights have been violated and those who are accused of violating policies and the Student Code of Conduct. Allowing students to voice their concerns about the process they go through during Title IX proceedings can help identify any issues in the process or possible changes that need to be addressed.

As a result of these changes, in AC 2019-2020 the target was met. There were 3 cases which entered the informal or formal resolution stage. Of these 3 cases, all were resolved within 90 days of notification. Furthermore, the results from the survey was as followed: timeframe of the investigation received a 100% rating for satisfaction, understanding the

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policy and procedures received a 100% rating for satisfaction, and understanding students' rights received a 100% for satisfaction. It should be noted the measure understanding students' rights was adjusted to account for any participants who did not answer do to Question 7 not applying to them (Question 7: The Title IX Coordinator helped me understand my sanctions (if applicable).) The overall rating for effectiveness and satisfaction of the formal and informal processes of Title IX related issues is 100%. These changes had a direct impact on the student's ability to report an incident of sexual misconduct or file a Title IX complaint with the Title IX office, freely voice their questions and concerns, and to participate in the Title IX process within a reasonable timeframe and with due process.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the 2019-2020 results, the staff will implement the following changes in 2020-2021 to drive the cycle of improvement. (1) the resolution of Title IX related cases will be monitored through the Maxient system, guaranteeing a resolution within 90 days unless otherwise noted by a written notification to all parties specifying a legitimate reason for permitting extended time; (2) survey results will continue to be gathered from those who participate in any type of resolution process with a specification of "F" or "IF" on an excel spreadsheet for formal and informal, respectively; and (3) the informal and formal processes including timeframe of an investigation and understanding the policy, procedures, and students' rights will maintain satisfaction at or above 80% as measured on a Likert scale (online only format) (Strongly Disagree, Disagree, Agree, Strongly Agree, Undecided). Recommendation three (3) will be separated from Measure 2.1.

These changes will improve the students ability to easily identify the Title IX coordinator and his/her contact information, participate in the Title IX process, file Title IX complaints, and voice his/her concerns related to their experience with the Title IX office by participating in the anonymous online survey, thereby continuing to push the cycle of improvement 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 of university policy. The University will host at least three trainings and/or presentations per semester related to Title IX including interactive engagement with the audience. In targeting training efforts, the student will show a 15% improvement of base-knowledge related to sexual consent, bystander intervention, reporting options, and myths as measured by a pre-test and post-test per training session. Data involving retention of information will be used to determine a starting point for increasing retention of the training information for students, faculty, and staff.

Finding: Target was met.

Analysis: In AC 2018-2019, the target was not met. The target could not have been met due to the base point being high (89.7%) and no room to have a 15% increase. However, after careful consideration, it was also determined this target could not be met due to

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most students already receiving a similar training with identical information through MyStudentBody. Comparing the information from MyStudentBody and the training material used for students, the information is very similar in nature. The impact of the new presentation on those who participated could not conclusively be determined; however, the data did show students started off with a higher understanding of the information before participation in the presentation offered. The information received from MyStudentBody (a required program from incoming freshman) is believed to be the cause of the increase in general knowledge which in turn accounts for the slight increase in knowledge obtain after the conclusion of the new presentation. The results utilized to measure the 2018-2019 AY consisted of 1,272 received pre/post-evaluations received (including incomplete evaluations). An issue with the current evaluative methods pertains to the collection of evaluations and the amount of incomplete evaluations received from individuals. For example, in each presentation/training there could be 50 individuals present, about 35-40 individuals will return the evaluations and about 5% of that may be incomplete. Having to hand out paper evaluations and take them back with minimal to no help is overwhelming and creates error in data being reported. In 2017-1018, data involving retention of information was not gathered. In 2018-2019, an optional follow-up evaluation was offered to the incoming freshman to assess retained knowledge.

Based on the analysis of the 2018-2019 results, in AC 2019-2020 the staff made the following changes to drive the cycle of improvement. The University provided awareness, prevention, reporting, and University obligation training sessions to students through the MyStudentBody program to ensure their understanding of university policy. This program provides information on sexual consent, bystander intervention, reporting options, and myths about sexual violence. Data was collected by giving a multiple-choice pretest and posttest consisting of 10 questions from the information provided through presentation and training material. There were 1887 students who took MyStudentBody and the pre-test and post-test regarding base-knowledge related to sexual consent, bystander intervention, reporting options, and myths. Additionally, the Title IX Coordinator presented to 10 international students regarding Title IX awareness, prevention, and reporting. Furthermore, the Title IX Coordinator co-hosted with Campus Living Villages for presentation to students at the University Columns regarding Title IX awareness, prevention, and reporting. There were 6 students in attendance.

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prevention, and reporting. Furthermore, the Title IX Coordinator co-hosted with Campus Living Villages for presentation to students at the University Columns regarding Title IX awareness, prevention, and reporting. There were 6 students in attendance. These changes had a direct impact on the student's ability to understand sexual consent, bystander intervention, reporting options, and myths.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the 2019-2020 results, the staff will implement the following changes in 2020-2021 to drive the cycle of improvement. It. The University will continue to provide awareness, prevention, reporting, and University obligation training sessions to students through the MyStudentBody program to ensure their continued understanding of university policy. This program provides information on sexual consent, bystander intervention, reporting options, and myths about sexual violence. The program can also provide data to measure retention by providing a follow-up 30, 60, or 90 days after the completion of the course. This feature will be used to gather future statistics regarding this measure, on a student level. It is expected this method will provide a genuine assessment of student knowledge when it comes to topics listed above. Other presentations given to faculty and staff will continue to take a more interactive approach in hopes of engaging the audience and increasing retention of information and knowledge. Data will be collected by giving a multiple-choice pretest and posttest consisting of 10 questions from the information provided through presentation and training material. This is expected to help students, faculty, and staff recall important information about sexual violence prevention and intervention methods, as well as starting conversations about community involvement and engagement of creating an environment where sexual harassment and discrimination will not be accepted and victims will be supported. The Title IX Coordinator will also continue collaborating with departments across campus to deliver awareness, prevention, and reporting information throughout the academic year.

These changes will improve the student's ability to understand awareness, prevention, and reporting regarding Title IX, thereby continuing to push they cycle of improvement forward.

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

Findings: Target was met.

Analysis: In 2018-2019 the target was met. The University hosted eight events that brought awareness, advocacy, and training to create and foster diversity and inclusivity. There were five events held in Fall 2018 and three in Spring 2019. The goal of the 2018-2019 year was to address concerns brought through a review of the data from the campus wide diversity survey from last year. It appears that NSU students felt that NSU was

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lacking in sensitivity transgender issue, ADA issues, and issues facing students with HIV. Therefore, events were planned to address those concerns.

The Center for Inclusion and Diversity helped sponsor activities along with a group of students from the Communications 3120 Group Dynamics class addressing most pressing concerns. Three events were held in the Fall 2018 semester to bring about awareness, advocacy, and action. Event 1 was Coming Out day/ Take the Pledge to be an Ally along with an active discussion on issues the LGBT community face. Event 2 was STD/HIV awareness event in which statistics and other information was shared to dispel the stigma. Event 3 was disability awareness to learn how to be a better ally to persons with a disability. These events were attended by students, faculty, and staff. In total these events reached 155 NSU members.

During the Spring semester, the Coordinator of the Center for Inclusion and Diversity presented a 1-hour workshop to a class for orientation leaders on Diversity and Inclusion. It focused on the importance of diversity and inclusion along with how to be inclusive as a leader. There were 23 people in attendance.

During the Spring 2019 semester, the Center for Inclusion and Diversity along with Demons Support Demons organization hosted a Day of Silence which was to bring awareness to bullying that affects the LGBT community along with bringing awareness to dating violence that affects the LGBT community. Information was passed out along with a short program.

Based on the analysis of the AC 2018-2019 results, in AC 2019-2020 the staff made the following changes in the 2019-2020 year to drive the cycle of improvement. The Coordinator for the Center and Inclusion and Diversity and the Vice President of the Student Experience sought input from the chair of the Campus Wide Diversity Committee utilizing results from the survey to plan programs and activities for CID. The recommendation was to continue to get student, staff, and faculty feedback on what programs and activities the Center for Inclusion and Diversity should host for the upcoming academic school year.

As a result of these changes, in 2019-2020, the target was met. The University hosted ten events that brought awareness, advocacy, and training to create and foster diversity and inclusivity over the Fall 2019-Spring 2020 academic school year that were open to and attended by students, faculty, and staff. There were eight events held in Fall 2019 and two in Spring 2020 but interrupted due to COVID-19.

The goal of this year was to address concerns brought through a review of the data from the campus wide diversity survey last year and anecdotal responses. It appears that NSU students and faculty feel that NSU is lacking in sensitivity and understanding of transgender issues, ADA issues, and cultural diversity events for underrepresented cultures. Therefore, events were planned to address these concerns.

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The Center for Inclusion and Diversity (CID) co-sponsored a series of activities with the International Student Resource Center called Cultural Connections during the Fall 2019 semester. The first event was Speed Friending so that International Students and American Students can meet and develop friendships, encourage cultural diversity and exchange. There were approximately 16 students in attendance. The next event was a Trivia Night with diversity of questions and mixing the teams to have International and American students. The goal was to learn facts from a variety of cultures. There were approximately 20 students who participated. The third event was to celebrate Hispanic Heritage month in which authentic Hispanic food was served and described. Also, students played Loteria, which is a cultural game played in Mexico. There were many students, some faculty and community members in attendance. Lastly, we hosted a scavenger hunt to foster further connections between the International Students and American Students. There were about 17 students who participated in the event.

During the Fall 2019 semester, the CID co-sponsored a film series with the Native American Film club for the month of November for Native American Heritage month. Once a week, for three weeks, we hosted a viewing of different films that were written, directed and starred Native Americans highlighting issues affecting Indigenous people and a documentary on Native American impact on music. These events were well attended by students and faculty and a few community members. In total there were 10 faculty, 4 community and 40 students in attendance.

On November 20, 2019, the CID co-sponsored an event with PRIDE club. The event was a candlelight vigil for Transgender Remembrance Day. The purpose was to remember all those who identified as Transgender who lost their lives due to violence last year. We also discussed how to be better allies for the Transgender community. During the day, we passed out facts and remembrance bracelets. There were about 13 students and staff who attended the event and 100 students who received bracelets and facts.

During the Spring 2020 semester, the Center for Inclusion and Diversity, along with Brainy Acts Poetry Society organization, hosted a poetry night highlighting a famous African American poet for Black History Month. It was an open mic to also express African American issues through poetry. Also, other little-known black history facts were read and discussed. There were approximately 23 students in attendance.

During the Spring 2020 semester, CID co-sponsored the first part of a series called Voices of Diversity with the Social Work department. This session entailed a guest speaker and his wife discussing the life changing event of suddenly becoming quadriplegic and dealing with the adjustment and how to be a better ally to someone with a disability. The event was well attended by 43 faculty, students, and community members along with 5 people online through Facebook live streaming.

Decision: In AC 2019-2020 the target was met. Based on the analysis of the 2019-2020 results, the staff will implement the following changes in 2020-2021 to drive the cycle of improvement. The Coordinator for the Center and Inclusion and Diversity and the VPSE

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will continue to seek input from the chair of the Campus Wide Diversity Committee as well as the new Vice President of Diversity and Inclusion. Additionally, the recommendation is to continue to get student, staff, and faculty feedback on what programs and activities the Center for Inclusion and Diversity should host for the upcoming academic school year.

These changes will improve the student's ability to experience NSU a university that supports and promotes one of inclusivity and diversity, thereby continuing to push the cycle of improvement forward.

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 was not met.

Analysis: In AC 2018-2019 the target was not met. The Title IX office and the Center for Inclusion and Diversity Offices set out to include special groups, organizations, and the Natchitoches community in providing events, activities, training, awareness, and prevention programs on campus. As a result, these offices tried to increase awareness and support opportunities for faculty, staff, and students affected by the issues the college community faces. Based on the changes, in 2018-2019 the target was not met due to a lack of accounting for trainings, awareness, and prevention programming to students not directly offered by Title IX and the Center of Inclusion and Diversity but involve activities related to Title IX and the Center for Inclusion and Diversity. During the fall semester of 2018, approximately 3,400 individuals including faculty, staff, and students participated in the activities, events, trainings, and presentations around the topic of Title IX and inclusion and diversity. This fell slightly short of the intended goal of 4000+ contacts. During the spring semester of 2019, approximately 4,100 faculty, staff, and students were reached through efforts to provide events centered around Title IX issues, inclusion, and diversity. The Campus Climate Survey was presented to approximately 3,800 students via email and social media postings, as well as through the efforts of student groups encouraging participation in the survey. This exceeded our goal of 4000+ contacts. With the help of the Student Government Association, Student Advocacy and Title IX hosted a speaker (Bonny Shade) on campus to talk about sexual violence within the college community, what students can do to be allies for victims/survivors and encourage intervention and prevention. Establishing this connection helped the Title IX Office reach other students and provided an opportunity for other individuals on campus to see Title IX in a different environment and a different light. It is hard to prepare and execute events individuals will attend without funding for materials or help from others (i.e., student workers, Graduate Assistants, interns). Other organizations and areas on campus host events and present information involving Title IX issues and inclusion and diversity; however, this data is hard to collect when the Title IX Office and the Center for Inclusion

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and Diversity are not made aware of such events. For example, a group of students put together a Spring Breakers Panel before the start of Spring Break and some of the issues involved sexual violence, prevention, and intervention. This event was hosted by The Current Sauce, the NSU news publication.

Based on the analysis of the 2018-2019 results, the staff made the following changes in 2019-2020 to drive the cycle of improvement. The Title IX office and the Center for Inclusion and Diversity continued their efforts to provide events, activities, training, awareness and support programs to faculty, staff, and students. New and creative opportunities to increase awareness and understanding were sought. During the fall semester of 2019, approximately 3599 individuals including faculty, staff, and students participated in the activities, events, trainings, and presentations around the topic of Title IX and inclusion and diversity. This fell slightly short of the intended goal of 4000+ contacts. During the spring semester of 2020, approximately 535 faculty, staff, and students were reached through efforts to provide events centered around Title IX issues, inclusion, and diversity. Additional trainings and activities were interrupted and prevented from occurring by the COVID-19 pandemic.

As a result of these changes, in 2019-2020 the target was not met. During the fall semester of 2019, approximately 3599 individuals including faculty, staff, and students participated in the activities, events, trainings, and presentations around the topic of Title IX and inclusion and diversity. This fell slightly short of the intended goal of 4000+ contacts. The target was not met due to a lack of accounting for trainings, awareness, and prevention programming to students not directly offered by Title IX and the Center for Inclusion and Diversity but involve activities related to Title IX and the Center for Inclusion and Diversity. During the spring semester of 2020, approximately 535 faculty, staff, and students were reached through efforts to provide events centered around Title IX issues, inclusion, and diversity. Additional trainings and activities were interrupted and prevented from occurring by the COVID-19 pandemic. The pandemic had a direct and significant impact on the target not being met. These changes impacted the ability of the Title IX office and the Center for Inclusion and Diversity to meet its intended goal of 4000+ contacts.

Decision: In AC 2019-2020 the target was not met. Based on the analysis of the 2019-2020 results, the faculty will implement the following changes in 2020-2021 to drive the cycle of improvement. The University will reach 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 important to the community, and increasing the participation in the Campus Climate Survey which collects students' opinions about safety and inclusion on campus. More consideration will be given to collaborating with other areas on campus to bring more interactive and meaningful events to campus for students, faculty, and staff. For events, trainings, and programs hosted by other areas, groups, and/or organizations on campus, efforts will be made to have representation from Title IX

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and the Center for Inclusion and Diversity as an additional resource for students to know and utilize. In order to get a more accurate count of participation in trainings, awareness events, and prevention programs, the utilization of student workers and an alternative counting method is recommended for larger events where a sign in sheet or tracking sheet may be difficult to use. These changes are expected to increase the number of contacts we have with faculty, staff and students which in turn will increase the awareness of available resources and information on campus for those who may need to advocate for themselves or a peer/colleague.

These changes will improve the student's ability to gain a greater understanding of social, cultural, and professional issues related to personal and civic responsibility thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:

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. Changes implemented in 2019-2020 based on the analysis of the 2018-2019 results are listed below

- Converted student conduct hardcopy records into digital files.
- Provided the capability for Accountability & Student Conduct to operate at 100% distantly.
- Surveyed students' conduct experience after their disciplinary conference, to assess the effectiveness, alertness, fairness, and the sympathy and insight; evidence indicated continuous improvement.
- Assessed student's conduct utilizing the "Acts of Responsibilities" survey.
- Instructors educate University Experience 1000 students of the Student Code of Conduct and bring awareness of their responsibility.
- Provide digital Student Handbook for University Experience classes to access at no cost.
- Developed new training presentations for students, faculty, and staff on Title IX related material such as sexual consent, bystander intervention, reporting options, and myths.
- Addressed students' concerns gathered through survey data about the lack of sensitivity to transgender issues, ADA issues, and issues facing students with HIV by hosting events encouraging awareness, advocacy, and training to create and foster diversity and inclusion on campus.
- Offered a follow-up evaluation to the students of UNIV 1000 to assess retained information about Title IX related issues taught through updated training materials and methods.
- Created new training presentations for students, faculty, and staff on Title IX related material such as sexual consent, bystander intervention, reporting options, and myths.

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- Partnered with special groups, organizations, keynote speakers, and the Natchitoches community to provide outreach and professional development on campus for faculty, staff, and students to gain a greater understanding of social, cultural and professional issues related to personal and civic responsibility.

Plan of action moving forward:

- Seek permanent stakeholder(s) to purchase Maxient Annual Service fee of \$8,000 for behavioral and Clery Act issues.
- Incorporate Maxient links on *myNSU* Employee and Student Dashboards.
- Train all essential university areas to utilize Maxient software.
- Offer Maxient software to the Office of Disability Services
- Gain compliance with Title IX updated regulations by August 14, 2020.
- Evaluate the Title IX Complaint process including timeframe, understanding the policy, procedures, and understanding rights.
- Use survey methods to evaluate students' satisfaction with the current process and procedures implemented by Title IX; and make suggestions for necessary changes to the policy and procedures relating to sex discrimination and sexual misconduct.
- Utilize the MyStudentBody system to evaluate success on information provided about sexual misconduct, interpersonal violence, and stalking with students, special groups, and organizations recognized on campus.
- Increase relevant professional development to operate Student Conduct, Title IX, and Student Advocacy.
- Suggest a plan of action to allow for an internship position under Student Affairs to provide educational opportunities to student professionals interested in Student Conduct and/or Title IX.
- Collaborate with the Campus Wide Diversity Chair to program for 2020-2021
- Monitored the timeframe of reaching resolutions in all Title IX related cases and looked at the students' responses for effectiveness and satisfaction of the formal and informal process of Title IX related issues (sexual misconduct and sex discrimination).
- Provided awareness, prevention, reporting, and University obligation training sessions to students through the MyStudentBody program to ensure their understanding of university policy. Additionally, the Title IX Coordinator sought additional presentation opportunities with campus departments and Campus Living Villages.
- Sought input from the chair of the Campus Wide Diversity Committee and to continue to get student, staff, and faculty feedback on what programs and activities the Center for Inclusion and Diversity should host for the upcoming academic school year.
- Continued efforts to provide events, activities, training, awareness and support programs to faculty, staff, and students as well as new and creative opportunities to increase awareness and understanding.

Assessment Cycle 2019-2020

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