Longwood University Student Affairs
2015-16 CAS Executive Summary and Action Plan

I. **Summarize the Self-Assessment Process:** Identify the members of Self-Assessment Review Team and describe the process and timeline for the self-study.

Team Members:
Convener: Sarah Loth
Tim Coffey
Dannette Gibbs
Jenny Glass
James Holsinger
Heather Milne
Cameron Patterson
Elizabeth Greenwood (Student)
Dillon Yonker (Student)

Timeline:
February 29, 2016 - initial meeting was held to go over background of CAS, expectations, and to review the setup of the Canvas page utilized. This meeting was coordinated by Onie McKenzie.
March 25, 2016 - team members met to review progress, any questions were answered and team members were encouraged to utilize discussion board on CANVAS should they need further documentation or have questions moving forward. A due date of April 8, 2016 was set for members to submit their scores/comments.
April 8, 2016 - CAS scores/comments due to Onie McKenzie.
April 26, 2016 - team members convened for a final review of comments and scores. Discussions were had over the process in general, variations and scores, and feedback provided on the office as a whole functioning at a higher level than what is represented in the scores.

II. **Provide a narrative response to each Overview Question:** For each of the 12 overview areas, please provide a short summary response.

Part 1: Mission Overview Questions
A. *What is the program[1] mission and when was it last revised?*
   The office does not have a specified mission but a vision that supports the mission of Longwood University.
   Vision of Office of Student Conduct: from (http://www.longwood.edu/studentconduct/index.html)
   The Office of Student Conduct and Integrity contributes to the mission of Longwood University through the creation and enforcement of conduct standards designed to ensure each student's freedom to learn while protecting the fundamental rights of campus community members.

   The mission has not been recently revised.

B. *How does the program mission support student learning, development, and success?*
   Promotes student learning by protecting rights and freedoms, but does not currently state how it contributes to development, provides learning opportunities, etc. This is addressed somewhat in the

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[1] Use of the term "program" can be interpreted in multiple ways based on context and can include multiple program areas and services depending on departmental structure

philosophies of the conduct and honor code, but again there is no mission currently of OSCI or TIX. The office overall does support many opportunities for student learning: educational sanctioning / classes, programming efforts, and board membership are examples.

C. *In what ways does the program mission complement the mission of the institution?*
The OSCI vision compliments Longwood's mission in that they both provide a foundation for Longwood students to become better students and better individuals during their time at Longwood. OSCI provides some of the tools needed to help students become better versions of themselves through educational sanctioning.

The Philosophy of Conduct and Honor System complements Longwood's mission in that they both provide a foundation for Longwood students to become better students and better individuals during their time at Longwood. Title IX provides some of the tools needed to help students become better versions of themselves through holding students accountable for their behaviors.

D. *How is the program mission made visible and to what extent is it used to guide practice?*
Both the Philosophy of Conduct and the Philosophy of the Honor System can be found on the Longwood website. The Philosophy of the Honor System and can be seen in the honor creeds and pledges and the Honor Pledge 12 points that are visible throughout campus. The Philosophy of Conduct is not as prominent on campus but is taken into consideration in the day to day running of hearings, programs, etc.

Based on the goals that were set for the office in 2014-2015 and 2015-2016 you can see that the vision is being used in making decisions about what programs that are offered, etc.

Part 2: Program Overview Questions
A. *Describe the primary elements/components of the program and how they reflect the program mission.*
Primary elements: hear and process all Conduct and Honor cases, including TIX cases and investigations.

TIX: The TIX office currently is focused primarily on training individuals to respond to sexual violence and upholding the legal aspects of these issues (i.e., hearings, providing support to those affected, complying with related legislation).

A smaller emphasis is placed on education and prevention. The emphasis on response is consistent with the mission of creating and enforcing standards to ensure each student's freedom to learn while protecting the fundamental rights of campus community members.

Educational programming: TIPS, Mystudent Body, First Round/Last Call, Step Up!

B. *What are the program's most significant student learning and development outcomes?*
The primary purpose of the Longwood University Conduct System is to promote responsible citizenship, appropriate behavior, and self-discipline through enforcement of the Code of Conduct Standards and Regulations. There is also an emphasis on providing support for all students involved in the hearing process through pre hearings, advisors being present in all cases for assistance, and willingness to meet and support students once a case has been determined.

The three basic provisions of the Honor Code of Conduct, which strictly forbids lying, cheating, or stealing, represent the standards of integrity and moral responsibility that all students, groups, and organizations are expected to exemplify.

The goal of the office overall is to provide students with the knowledge, skill and insight necessary to make mature behavioral decisions that will contribute to the campus community and society.

C. *What evidence exists to confirm that the program contributes to student learning, development, and success?*
Assessment is done for all educational outreach including post hearing surveys, post First Round/Last call surveys, TIPS includes a survey and test portion which then certifies students as passing/failing the course.

Data was collected during Step Up! for the first time in the Fall 2015 orientation sessions, The education and prevention coordinator also collects data around the Red Flag Campaign, and Clothesline Project.

Currently working on ensuring that data collected not only shows learning has occurred but also ensuring that we are continuing with best practices, and changes are made to programming being offered as needed.

Part 3: Organization and Leadership Overview Questions
A. *To what extent and how are personnel responsibilities, expectations, and standards for communication clearly shared?*
Responsibilities of staff are laid out in their position description and also through effective goal setting every year.

Roles and responsibilities for all board members are clearly outlined as part of their SGA constitution. There are also manuals that review the role advisors and hearing officers play in the student conduct process. The manuals prepared by the office demonstrate the level of professionalism that the staff operates within.

B. *Describe evidence found of effective leadership practices within the program area.*
An extremely effective leadership practice can be found in the clear cut definition of responsibilities of those involved. The different manuals developed and published by the office are extremely helpful and assist in that goal. As well, the consistent reviews of policies, practices, and employees assist in the growth of leadership within the program.

C. *Describe the present opportunities and limitations as the staff seeks to fulfill the program mission.*
Staff is limited right now with the significant resources demanded for compliance with new Title IX legislation and expectations. The number of Title IX cases in the Spring 2016 semester kept all investigators busy. This has allowed for a greater focus on moving that program forward, but it has caused there to be a slowdown in moving student conduct forward as well.

The biggest limitation within conduct is that the student run boards are not directly out of the OSCI, but instead a branch of SGA. This makes it very difficult at times for changes to be made that would help keep conduct moving forward in ways that many similar institutions have recently, and allowing for us to be on top of best practices when utilizing student leaders in this way.

Part 4: Human Resources Overview Questions

A. *What are the pressing concerns related to staffing the program?*
   With time often committed to pre hearings, Title IX cases and serving as hearing officers/advisors there is at times, limited ability to move programs forward in strategic planning and program development due to limited human resources, especially during the Spring 2016 semester when one staff member was out. With increased resources, many opportunities for prevention and early intervention programming and strategic planning exist that would benefit the campus.

   There is also a limitation in having time to schedule hearings for faculty who are unable to attend Monday night honor board cases.

B. *In what ways are training and professional development, supervision, and evaluation of each staff member provided?*
   Professional development/training:
   -New staff attend multi-component New SA Professional Staff Orientation with extended opening retreat.
   -Throughout the year attend required monthly all-staff meetings.
   -Student Affairs has loosely adopted ACPA/NASPA Professional Competencies for Student Affairs Practitioners and have completed some of the areas.
   -Monthly article, book and webinar discussions.
   -Speakers and programs by multiple campus partners including Café.
   Evaluation:
   -All A/P Faculty/Staff members are evaluated annually according to HR Policy 5226, Performance Management of Administrative and Professional Faculty and based on departmental mission and individual performance goals.
   -All classified employees are evaluated annually and include the Employee Performance Plan and Work Profile (EWP for Classified Employees) and based on departmental mission and individual performance goals.
   -Teaching staff members of academic-bearing undergraduate and graduate courses are subject to student evaluations.

C. *To what degree does the staffing structure reflect the mission and needs of the program?*
   There is now, a full time education and prevention individual who will work to implement programming on behalf of the office encouraging prevention and education around sexual misconduct, alcohol, drugs, and tobacco. They also handle assessment for all programming done.

   There is a Title IX Coordinator/Associate Dean who works to coordinate all cases, and the other two staff members serve as TIX investigators on behalf of the office.

   Student Conduct is handled by the Associate Dean/Title IX Coordinator and Assistant Director, working together to prepare trainings for all hearing officers, and board members. The Associate Dean also reviews all cases including reviewing charges assigned and outcomes of hearings to ensure the outcomes align with the student's behavior and are relevant to the case.

D. *In what ways are student workers, interns, and/or graduate students utilized?*
   We have had two student interns who have helped out in the office developing marketing materials and assisting with orientation materials

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Student worker assisted in the planning of Walk a Mile in conjunction with the Citizen Leadership and Social Justice Education Office.

A student intern also helped to identify single stall bathrooms on campus in order to start facilitating dialog around gender neutral bathrooms.

Part 5: Ethics Overview Questions
A. *What ethical principles, standards, statements, or codes guide the program and its staff members?*
ACPA Statement of Ethical Principles and Standards; ACPA Ethics and Mentoring Relationships; CAS Statement of Shared Ethical Principles; and, Longwood Student Affairs Statement of Expectations of Staff

B. *What is the program's strategy for managing student and staff confidentiality and privacy issues?*
All members of Conduct/Honor Board are held to strict confidentiality and individuals are followed up with by the Chairs and advisors as needed.

Advisors and Administrative Hearing officers are also held to confidentiality as well, unless it falls under responsible employee expectations.

Title IX investigators, and hearing board members area also expected to keep confidentiality in all proceedings except when information falls under responsible employee expectations.

Currently there is nothing that is signed to formalize confidentiality expectations, but Conduct and Honor Board are sworn in as part of SGA and it is included in their constitution/expectations.

C. *Describe how any ethical dilemmas and decisions and/or conflicts of interest have been resolved*
The office strives to ensure that conflicts of interest are identified before a hearing or investigation takes place. For example if a RA is serving as complainant and also serves on Conduct Board it is scheduled if possible for a different evening.

Board members and hearing officers are asked to step down or decline a case if they have a personal relationship with a student that they feel my hinder their decision, and the complainant / respondent also has the opportunity to ask for a different hearing officer or for a conduct board member to step down if they do not feel they can be unbiased.

Based on guidance given in the April 2015 Dear Colleague Letter published by the Department of Education's Office for Civil Rights, there is an inherent conflict of interest ingrained with having the Associate Dean of Conduct & Integrity also serve as the Title IX Coordinator. This dual role is difficult to navigate and can create the perception of bias. Discussions are currently underway to resolve this conflict.

Part 6: Law. Policy, and Governance Overview Questions
A. *What are the crucial legal issues faced by the program, and how are they addressed?*
-Changes in TIX
-Legislation consistently being introduced to allow for lawyers to be active in hearings
-Clery/VAWA Legislation
-Guidance and Regulatory documents
-Legislation concerning student involvement in hearing cases

-Fair Labor Act- concerning our heavy use of volunteers to help keep office and programs running effectively

B. *How are staff kept abreast of changing laws, regulations, and policies where non-compliance can result in legal risks and liabilities?*
-Through professional development and additional trainings provided throughout the year.
-Clery compliance documents that staff have annual training; however, there is no indication how frequently training occurs for other legal issues/laws.
-Staff attends conferences and utilizes other resources (webinars, journals, etc.) to stay informed.
-Monthly meetings for Student Affairs personnel as well as trainings for members of various hearing boards.

Part 7: Diversity, Equity and Access Overview Questions
A. *How does the program ensure non-discriminatory, fair, and equitable treatment to all constituents?*
-Students have the opportunity to ask hearing body members to step down
-Investigators for TIX are often paired with someone from a different office/perspective on campus
-University hearing boards are made up of both male and female faculty members from diverse programs when possible
-There are scripts used for all hearings that are similar in nature, this helps to ensure that students are receiving the same experience within a conduct meeting despite their charge
-An advisor is present for all hearings in order to ensure the accuracy of the proceedings and to also answer questions that any participants have

B. *What policies and/or practices are in place to address imbalances in participation among selected categories of students and any lack of diverse perspectives among staff members?*
-Currently student board members are elected by their peers, we are working to develop a better screening process in order to ensure that students who are elected understand the importance of their role but also to ensure a diverse representation of the campus
-Working on recruiting more men to participate in TIX investigations and to serve on hearing board

C. *How are the multi-cultural competencies of student and professional staff developed?*
-Staff attends conferences and utilizes other resources (webinars, journals, etc.) to stay informed.
-Monthly meetings for Student Affairs personnel as well as trainings for members of various hearing boards.
-Students receive training conducted by the office prior to serving in conduct/honor board roles.

Part 8: Internal and External Relations Overview Questions
A. *With which relevant individuals, groups, campus offices, and external agencies must the program maintain critical partnerships?*
-Student Affairs Offices (ex. LUPD, DOS, RCL, ODR, CLSJE, FSL, CAPS, Student Activities, ect.)
-Conference and Event Services, Finance and Administrative, Human Resources, Academic Success, Library, Academic Affairs, Development and External Affairs (Legislative Liaison), Satellite Campuses
-Office of Attorney General (Longwood University Counsel), Madeline's House/Piedmont Crisis, Farmville PD, Centra Southside Hospital, Town of Farmville, Hampden-Sydney College

B. *What evidence confirms effective relationships with both internal and external program constituents?*
-External agencies renew partnerships (official MOU/Cooperative Agreements)
-Feedback from internal sources, both Student Affairs Offices and other University constituents.

C. *In what ways do the leaders engage in collaboration with campus partners?*
-Partnerships are very relational and feedback is continuously sought after
-Participation and invitation for trainings, workshops and educational programming
-Partners are invited to volunteer for multiple opportunities

Part 9: Financial Resources Overview Questions
A. *What are the immediate concerns related to the procurement and disbursement of funds?*
A significant rise in Title IX and Conduct Cases places a strain on the personnel of the Office, the immediate concerns are re-centering current positions to fulfill altered roles or procuring additional funds to increase personnel.

B. *To what degree are outside sources of funding utilized?*
-Grants are received to help cover the cost of TIPS and Red Flag Campaign
-Office works to identify other campus partners or resources in order to provide strong programming around sexual misconduct, conduct violations, and integrity

C. *What evidence exists to confirm fiscal responsibility, responsible stewardship, and cost-effectiveness?*
Performance reviews and plans ensure fiscal responsibility and stewardship.

Part 10: Technology Overview Questions
A. *What are the pressing concerns related to technology?*
Need for a database that more easily allows for a more streamlined submission of referrals, scheduling, and communicating with all parties involved, including providing follow up/alerts for upcoming due dates for educational sanctions.

A Title IX database that is not homegrown and can populate current students, faculty, and staff members, including providing email addresses and schedules for purposes of setting up interviews and scheduling hearings

B. *Describe any recent issues or concerns related to information confidentiality and security.*
There have been no recent issues or concerns related to information confidentiality and security.

C. *In what ways is technology used to enhance the marketing, quality, and delivery of programs and services?*
The office utilizes anonymous reporting forms for student conduct and Title IX.

Part 11: Facilities and Equipment Overview Questions
A. *What are the immediate concerns related to facilities and equipment?*
The most immediate concern is the lack of dedicated hearing and trauma informed investigation space for TIX cases. Currently meetings and hearings are held where space is available which does not always guarantee full confidentiality or privacy for everyone involved. We do not have white noise machines which would help some, or guarantee that spaces can be used for longer amounts of time if needed for a case.

It is also difficult as the members of the office are spread across the basement of Lancaster and are not in one centralized space.

B. *What evidence exists to confirm facilities and equipment access, as well as the health, safety, and security for all who are served by the program?*

LUPD is utilized as a resource for all participants in terms of immediate safety and threat evaluation.

Title IX provides for living, learning, working and educational environment adjustments as necessary within the scope of current OCR guidance.

Part 12: Assessment Overview Questions

A. *Describe the program's current assessment practices.*
   Statistics/demographics of violations of policies and outcomes of cases, post-surveys of attitudes after educational assignments, qualitative assessment of attitudes and behavioral intentions immediately following educational assignments.

   Program currently uses WEAVEOnline Assessment Reports based on systematically reviewed goals, mission, objectives, and outcomes. Once every five years the program completes a Formal Program Review provided by Council for the Advancement of Standards (CAS) Self-Study Review and is a year-long review.

B. *What evidence exists to ensure that the stated mission, program goals and objectives, and student learning and development outcomes are achieved?*
   Raw numbers of violations and case outcomes. However, program goals and objectives, and student learning and development outcomes are unclear. Need more pre-post assessment, assessment of more direct indicators (e.g., knowledge, behavior change), long-term follow-up assessment, and student participation assessment.

C. *In what ways have assessment and evaluation results been used to revise and improve the quality of programs and services?*
   Feedback from ATOD related cases led to the critical review and assessment of current educational classes, with changes being made based on feedback.

III. **Identify areas of Program Strength**

A. Given the SAG four-point rating scale of 0 to 3, a rating of 2.0 or higher indicates that an area "met" or "exceeded" the standard. Of the 12 component areas, summarize each with an overall collective rating of 2.0 or higher, highlighting any chosen significant accomplishments.

   SCI and TIX did not have overall areas with a rating 2.0 so for the purpose of this CAS it was determined by the SCI office that areas that received a 1.7 or higher would be considered areas of strength. This was selected as each of these areas had subsections with ratings over 2.0 in many cases.

   Areas of program strength:

   SCI Program - 1.70
   Policies and practices are reviewed yearly both by the office and the Community Standards team. Polices are clearly stated both in the Student Handbook and easily linked online. The handbook and online resources provide clear guidance on expected behavior and sanctions and student administered boards process.

   The office has started to offer more programming and outreach to be pro-active as opposed to reactive. Bringing in an Assistant Director and Education and Prevention Coordinator has helped in

this area greatly, especially with starting to gather data for assessment and review of office procedures.

Human Resources - 1.72
Recruitment, training, supervision, performance, and evaluation is guided by university policies. Professional development is offered both internally and externally and is widely utilized. Recruitment and hiring strategies to produce an inclusive work force are used. All office personnel have self-identified and supervisor identified performance goals and evaluations of work on an annual basis.

The office does currently rely heavily on volunteers in order to fully operate, and manuals/trainings are provided to assist faculty and staff who assist as advisors, hearing officers, investigators and board members. Volunteers are chosen based off of expressed interest or due to their role within the university.

Within the Student Honor Board/Conduct Board, training is offered on behalf of our office, including in-services throughout the year. Selection of students who serve on the board has recently changed to allow for a review of applicants prior to names being placed on the ballot. This helps to ensure that students who are applying to be members are aware of the commitment they are making and understand the importance of the Conduct/Honor Board.

Ethics - 1.95
The office offers multiple hearing structures that allow for the needs of students involved in the case to be fully considered, and also have checks in that all outcomes are recommendations that are reviewed. Students also have the right to appeal cases, allowing for a second review of outcome.

It is clear that ethics are emphasized for boards through trainings and manuals created for various positions. A confidentiality statement is also used in cases, and board/hearing officers are held to confidentiality as well, breach of confidentiality as stated can lead to Honor Board charges. In the case of elected student board members, students can and will be removed from their positions if ethics violations occur.

Diversity, Equity, and Access - 1.88
The guidelines and policies that we follow in terms of diversity, equity and access are the policies of Longwood University. We also partner with different areas across the institution to ensure the diversity, equity and access for all faculty/staff and students.

Internal and External Relations SCI - 1.71
The office cultivates and maintains strong partnership with internal and external partnership due to their critical nature to the operations of the program.

IV. **Note items with ratings of Does Not Apply (DNA), Insufficient Evidence/Unable to Rate (IE), and Significant Discrepancy**
   A. Summarize any items that were rated as "Does Not Apply (DNA)" because of a unique situation that precluded the expectation from applying to Longwood.

   4.6 Interns and Graduate Assistants: while the office has had interns there is not currently a job description or set expectations. The office does not currently offer an opportunity for Graduate

Assistants. All information pertaining to student workers was placed under 4.7 Student employees and volunteers.

B. Summarize the items that were rated as "Lacking Evidence/Unable to Rate" because of insufficient evidence (IE).
   **No areas were rated as IE as a final/averaged score.

   3.4 Management for SCI (4 out of 8 rated IE) and 3.5 Supervision for SCI (4 out of 8 rated IE)

   Based off of the comments of the reviewers many felt that the documentation provided did not allow for them to make an informed score. Others felt they had a limited amount of evidence, including that goals are set yearly, and that there is collaboration with the campus community as a whole, and used their knowledge of the department to provide a score.

   Specific evidence that was requested that would help with scoring was around leadership plans for fiscal, physical, human, and intellectual resources, and the area of supervision as a whole.

   6.4 Copyright compliance for SCI (4 out of 8 received IE)

   There was no evidence provided to allow for reviewers to determine if information that the office uses that is copyrighted has appropriate permission obtained for use.

C. Summarize the items where significant discrepancy (more than two points) among the raters was observed.

   The following areas had scores ranging from IE to 3, showing a discrepancy amongst our raters. The reason for the discrepancies initially when looking at the sections could be the reviewers previous knowledge of the department, it was noted in several comments that a reviewer used previous knowledge to determine a score but did not see evidence in the documentation provided, and also that several of the areas where information was provided for us from the office of assessment.

   2.6 Sanctioning and Case management
   Reviewers felt as though there was plenty of documentation to show sanctioning options, but that it lacked evidence that showed how follow up and case-management actually occurs within the office. Specifically looking at the appeals process, whether/how board members are trained.

   2.2 Assessment of Learning and Development- TIX
   Reviewers felt that there was not information to determine whether or not assessment occurs within TIX. This is not surprising to see as there are currently no goals or outcomes that are specific to TIX within the office.

   "Assessment of Learning and Development (TIX): There is <u>extremely</u> limited data on learning outcomes for TIX-related issues. There is so little data, I thought of giving a 0 rating, but since there is a teeny, tiny bit, technically there is something. The university absolutely needs to gather more data on TIX-related issues to understand what students know and what they don't know so programming can be tailored."

3.2 Actions of Leaders

The reviewers appeared to be conflicted on whether or not documentation provided was sufficient in providing or score, or if documentation was/could even be provided in order to determine a rating.

"Actions of Leaders: Expectations for those on boards to model ethical behavior. Leaders providing strategic planning, management, supervision, and program advancement. "

"Actions of Leaders: I wasn't sure how to determine if leaders were meeting these goals based on the documents provided, and, to be honest, I'm not sure what these documents would even look like."

4.1 Adequate Staffing and Support SCI/TIX (evidence provided by office of assessment)

The comments below perfectly demonstrate the extremes in scoring, this comes from either the reviewers having knowledge of the office, or needing to rely more heavily on the documentation that was provided.

"It seems difficult for three individuals to administer SCI processes, including training boards and hearing officers, plus all Title IX requirements, and provide effective preventative educational programs."

"I didn't feel, based on the documents provided, that I could take a stance one way or another regarding whether SCI and TIX are adequately staffed to accomplish goals (though I strongly suspect neither is well-enough staffed)."

"I think the staff is doing an amazing job and accomplish so much with such a small team, and the documents reflect this as well."

4.4 Personnel Training (evidence provided by office of assessment)

Reviewers relied on knowledge of the office to acknowledge that trainings, manuals, and resources are provided to all hearing officers, board members, and advisors. Reviewers without this prior knowledge were unable to determine other than, they trust that we follow policies provided, when making their rating.

Evidence of trainings etc. was provided under the ethics page which may have also caused some confusion for reviewers.

4.7 Student Employees and Volunteers (evidence provided by office of assessment)

This appeared to be an area of confusion for reviewers on whether they were only looking at student board members as volunteers, and whether or not the office had student employees. Again, reviewers seemed to rely on their knowledge of the office that board members are volunteers and trained yearly in order to provide higher scores.

5.3 Ethical Obligations- SCI/TIX

This reviewers rational was echoed similar in several others comments, "Ethical Obligations: I don't think there is any way to provide documentation or evidence for claims regarding whether or not employees are making ethical decision. It's clear that training can lead the way, but the bullet points under this heading left me feeling that I couldn't score this."

Other reviewers felt that documentation provided showing trainings and manuals, and multiple types of hearings helped to show that the office strives to ensure that conflicts of interest do not arise.

6.1 Legal Obligations and Responsibilities- SCI/TIX (evidence provided by office of assessment)
The evidence provided does not speak directly to what the office of SCI/TIX does in compliance with laws, regulations and polices and how often policies are reviewed. Nor did it touch on how/if the office has access to legal consul or other advisors to assist.

The higher ratings came from individuals who have direct working knowledge of our office, an example being the comment. "Legal Obligations and Responsibilities: My personal experience with SCI/TIX is that the office works hard to stay ahead of legislation so that we are always in compliance without fear of falling out of compliance. We have easy access to a Commonwealth Attorney who assists with investigations and meetings/hearings when needed. Training is mandatory for all staff/faculty to inform of changing legislation and expectations."

6.3 Harassment and Hostile Environments- SCI/TIX (evidence provided by office of assessment)
When looking at rationale provided by reviewers most felt that our policy was well documented within the handbook and manuals provided, one even went off of personal experience stating "The members of this office are the opposite of anything that might be considered harassing and hostile!". The lower scores it is assumed came from the few reviewers that felt the policy is not clear, or not present in documentation that was provided.

8.3 Procedures and Guidelines
The rational provided by reviewer's shows that there is discrepancy in whether or not the information provided demonstrates that TIX has guidelines around communication with media that align with the university policies. Several reviewers felt there was not information, others believed that by stating the University policy, we more likely than not have similar policies.

9.2 Financial Planning and Implementation
While evidence provided showed reviewers that SCI/TIX adhere to university policies on funds management, there was no mention how financial analysis occurs, how budget is used as a planning guide, nor how frequently financial reports are conducted and used as a guide for decision-making. Lack of this information made it difficult for reviewers to determine if they had adequate information to score, or provided a 0-1. There was no rationale provided that would help to better understand why a reviewer provided a score of 3, all comments align with a score of 0, IE or 1.

V.   <u>**Write an Action Plan for areas needing Development:**</u>
Given the SAG four-point rating scale of 0 to 3, a rating of 1.9 or lower indicates that an area "did not meet" or "partially met" the standard. Of the 12 component areas, identify each with an overall collective rating of 1.9 or lower. Considering *importance, need, and achievability*, prioritize these measures and write an **Action Plan** for each specifying what needs to be done to address the shortcomings. (Note: Additional initiatives can be suggested to enhance program quality and effectiveness that do not necessarily reflect lower ratings.)

For each Action Plan Recommendation:
A.   Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement
B.   Set dates by which specific actions are to be completed
C.   Identify responsible parties to complete the action steps

Action Plan areas:

1. Mission: TIX
   Overall rating: 1.23

   Action plan: Develop, disseminate, implement, and establish regular review of mission and goals for TIX.
   Resources: ATIXA, Title IX Coordinator
   Deadline: Spring 2017
   Personnel Responsible: Title IX Coordinator, Deputy Title IX Coordinators

   Action Plan: Educate the institutional community on issues of sexual violence and current campus climate.
   Resources: Campus Climate Surveys, Assessment of TIX Programming
   Deadline: Ongoing
   Personnel Responsible: Education and Prevention Coordinator, Title IX Coordinator

1. Mission SCI
   Overall rating: 1.58

   Action Plan: Develops, disseminate, implement, and establish regular review of mission and goals.
   Resources: ASCA, Department Head, Weekly Meetings
   Deadline: Spring 2017
   Personnel responsible: Associate Dean of Conduct and Integrity, Assistant Director, and Education and Prevention Coordinator

2. Program: TIX
   Overall rating: 1.67

   Action Plan: Identify relevant and desirable student learning and development outcomes and share with campus community, particularly investigator and hearing board members
   Resources: CAS, Title IX Coordinator
   Deadline: Spring 2017
   Personnel Responsible: Title IX Coordinator, and Deputy Title IX Coordinator

   Action Plan: Create an outcomes assessment that documents evidence of impact, and articulates the role TIX it plays in student learning and success.
   Resources: assessment coach, Title IX Coordinator, Education and Prevention Coordinator
   Deadline: Ongoing
   Personnel Responsible: Associate Dean of Conduct and Integrity / Title IX Coordinator, Education and Prevention Coordinator

3. Organization and Leadership SCI/TIX
   Overall rating: 1.24

   Action plan: Continue to recruit and support advisors, hearing officers, investigators, and hearing board members from across campus departments and backgrounds in order to best represent the university.
   Resources: Campus

Deadline: Ongoing
Personnel responsible: Associate Dean of Conduct and Integrity / Title IX Coordinator, and Assistant Director

Action Plan: Utilize newly acquired evidence from increased assessment collected to inform decisions, incorporate sustainable practices
Resources: Assessments from program, assessment coach
Deadline: Ongoing
Personnel Responsible: Associate Dean of Conduct and Integrity / Title IX Coordinator, and Assistant Director, Education and Prevention Coordinator

Action Plan: Work to identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.
Resources: Assessments
Deadline: Ongoing
Personnel Responsible: Associate Dean of Conduct and Integrity / Title IX Coordinator

4. Human Resources: SCI/TIX
   Overall rating: 1.72 (Adequate Staffing: 1.14)

   Action Plan: Develop plan for separation of SCI and TIX to adequately accomplish mission and goals for each program.
   Deadline: Summer 2017
   Personnel Responsible: Associate Dean of Conduct and Integrity / Title IX Coordinator

5. Ethics: SCI/TIX
   Overall rating: 1.95 (Ethical Obligations: 1.71)

   Action Plan: Develop plan for separation of SCI and TIX to eliminate conflicts of interest that could be perceived as adversely influencing judgment or objectivity as described in the April 2015 Dear Colleague Letter published by the Department of Education's Office for Civil Rights.
   Deadline: Summer 2017
   Personnel Responsible: Associate Dean of Conduct and Integrity / Title IX Coordinator

6. Law, Policy, and Governance: SCI/TIX
   Overall rating: 1.63

   Action Plan: Make accessible to community information around SCI/TIX purchases of, or obtaining permission to use copyrighted materials and instruments and ensure that appropriate citations on materials and instruments used.
   Resources: Systems Purchased
   Deadline: Ongoing
   Personnel Responsible: Associate Dean of Conduct and Integrity / Title IX Coordinator, and Assistant Director, Education and Prevention Coordinator

9. Financial Resources: SCI/TIX
   Overall Rating: 1.43

Action Plan: Request an increase in funding to adequately accomplish both programs' mission and goals.
Resources: Longwood University
Deadline: Ongoing
Personnel Responsible: Associate Dean of Conduct and Integrity / Title IX Coordinator, VP for Student Affairs

10. Technology: SCI/TIX
Overall Rating: 1.67

Action Plan: Continue to look into programs that combine resources needed for both TIX and SCI, that are user friendly, provide adequate security for sensitive information, while allowing students and other constituents to communicate problems in an efficient timely manner.
Resources: Judicial action, Administrative Assistant
Deadline: Ongoing
Personnel Responsible: Associate Dean of Conduct and Integrity / Title IX Coordinator, Administrative Assistant

11. Facilities and Equipment
Overall Rating: 1.03

Action Plan: Continue to request and advocate for Student Conduct & Integrity (SCI) AND Title IX (TIX) facilities that are intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program's mission and goals. Be mindful of spaces that are trauma-informed.
Resources: Strategic Planning
Deadline: Ongoing
Personnel Responsible: Associate Dean of Conduct and Integrity / Title IX Coordinator, and Assistant Director, Education and Prevention Coordinator

12. Assessment- SCI
Overall Rating: 1.63

Action Plan: Student Conduct & Integrity (SCI) develops an ongoing cycle of assessment plans, processes, and activities.
Resources: Assessment Coach, Assessment Team, Associate Dean of Conduct and Integrity
Deadline: Fall 2016
Responsible parties: Education and Prevention Coordinator, Assistant Director, Associate Dean of Conduct and Integrity / Title IX Coordinator

Action Plan: Document progress toward achievement of goals and outcomes.
Resources: Internal/External Assessments
Deadline: Ongoing
Responsible Parties: Education and Prevention Coordinator, Assistant Director, Associate Dean of Conduct and Integrity / Title IX Coordinator

Action Plan: Assesses effectiveness of implemented changes and provide evidence of improvement of programs and services to share with stakeholders.
Resources: Internal/External Assessments

Deadline: Ongoing
Responsible Parties: Education and Prevention Coordinator, Assistant Director, Associate Dean of Conduct and Integrity / Title IX Coordinator

VI. **APPENDICES: Please attach a copy of the Collective Ratings as an appendix to this document.**

* Language is taken from CAS 2015 Ninth Edition CAS Materials and revised for internal use at Longwood

Deadline for Submission:	**June 30, 2016**

University.