2017-18

Non-Instructional Department Review

Title IX and Student Conduct

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Klamath Community College Non-Instructional Department Review:

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KCC

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Klamath Community College Non-Instructional Department Review:

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0. PREFACE: DEPARTMENT EVALUATION SUMMARY

The Continuous Innovation and Improvement Committee (CIIC) provided the following feedback:

0A. OVERALL PROGRAM EVALUATION

Weighted average: 3.33 on a four-point scale. This scores between developed (program exhibits evidence that planning guides programs and services selection that supports the College) and highly developed (evidence of ongoing, systematic use of planning in selection of programs and services).

0B. DEPARTMENT STRENGTHS

Strengths included a well-developed strategic plan, alignment of goals with action items, strong leadership from the director, the addition of an on-campus student support specialist, and the consistency of response to student needs.

0C. DEPARTMENT WEAKNESSES

Weaknesses listed included facilities (although there is a plan to address this), limited hours of the student support specialist.

0D. RECOMMENDATIONS FOR IMPROVEMENT

- Continue to develop and implement plan for facility improvements.

- Pursue full-time counselor position

1. SUPPORT OF THE COLLEGE MISSION

1A. SUMMARIZE DEPARTMENT IN TERMS OF KEY FUNCTIONS AND RESPONSIBILITIES.

Title IX and Student Conduct works to educate KCC students about the College's expectations for their behavior, and to directly address, ameliorate, and prevent behavioral and conduct issues. This includes the areas of classroom/campus behavior, academic integrity, interpersonal conflicts, and issues surrounding gender equity (including sexual assault, harassment, dating/domestic/intimate partner violence, stalking, gender discrimination, and retaliation against those who report any of these incidents).

1B. DESCRIBE HOW THE DEPARTMENT SUPPORTS THE OVERALL MISSION OF THE COLLEGE AS ADOPTED BY THE BOARD OF EDUCATION.

Title IX and Student Conduct most directly supports the area of the college mission that focuses on accessible education and services. By working to address student behavioral concerns, the department helps create and support a campus environment that:

- Makes every student feel welcome and accepted for who they are.
- Encourages everyone on campus to play a part in creating a positive campus climate.
- Supports a policy of ZERO TOLERANCE for harassment and discrimination of any kind.

In so doing, the department helps remove barriers to access for students who may be experiencing some type of bias, discrimination or harassment, which in many cases would otherwise lead to student attrition.

1C. DESCRIBE THE POPULATION SERVED BY THE DEPARTMENT.

In theory, Title IX & Student Conduct serves all KCC students, through education and outreach of policies, procedures, and expectations of student behavior. The department also serves the KCC employees who are in need of support when working with challenging students, and students themselves who are involved in the conduct or Title IX process (complainants and respondents), through a student development approach.

1D. DESCRIBE DEPARTMENT RESOURCES INCLUDING USAGE METRICS.

During the last two years, the department has worked with more than 200 students to address behavioral and student support issues. There are a small number of case notes that have yet to be entered into the incident tracking system in SharePoint, but the total includes the following:

- Academic complaints: 20
- Academic integrity violations: 4
- Behavior: 51
- Bullying: 2
- Crime: 3
- Medical incidents: 1
- Other: 8
- Restraining order: 2
- Sexual assault: 4
- Sexual misconduct: 3

- Discrimination: 4
- Domestic violence: 3
- Harassment: 6
- Stalking: 1
- Student support/students of concern: 109

Those numbers reflect individual cases/incidents addressed by the director of student support services (Joseph Maurer), the student support specialist (Michelle Davis), the academic deans, or a combination of these individuals. There are a handful of cases that overlap with the same student/s.

2. DEPARTMENT MISSION/GOALS AND LINK TO STRATEGIC PLAN

2A. DESCRIBE PROGRESS TOWARD GOALS SET IN PREVIOUS REVIEW, ANNUAL BUDGET PRESENTATIONS, AND/OR STRATEGIC BUDGET PLANNING.

In the strategic plan (1.0), created for Title IX and Student Conduct in January 2017, the following strategic goals were identified:

- Improve access to counseling and support services for students
- Increase awareness of Title IX resources and support
- Develop procedures for student conduct that reflect a commitment to student development and growth

During academic year 2016-17, the director worked on a proposal to change the approach to counseling services available to KCC students by providing a mental health professional on campus. After working with several community agencies to develop potential partnerships, a proposal to collaborate with Lutheran Community Services was approved by the President's Cabinet, and a contract was created to begin Fall Term 2017. Over the past year, there has been a significant increase in the number of students who have taken advantage of the availability of the student support specialist (Michelle Davis) as compared to previous years' use of counseling services off campus. The current contract provides for this resource to be on campus 20 hours per week with another 20 hours spent at LCS working with their clients. The contract also provides for access to licensed counselors for students as needed. (Students can meet with counselors at LCS, or the counselors can come to KCC as needed.)

During the past two years, the department has worked on creating a visible and campus-wide outreach to students regarding Title IX and Student Conduct. The department partnered with the KCC marketing manager (Andrew Mariman) to create large full-color posters with information about Title IX; these posters were placed in every academic and administrative building on campus. Flyers were also created to inform students about the resources available to them through the student support specialist, and they were posted around campus (including in restrooms). These visual resources have not yet been added to the new buildings, but the goal is to have that done as the posters and flyers are updated and reprinted for the new academic year.

In addition, the director has given presentations about Title IX and Student Conduct at each new student orientation (**See Appendix A**), as well as providing information to employees at the faculty orientations and on an ongoing individual basis as needed.

The approach for student conduct has been developed to include a supportive environment for students when meeting with the director about a conduct issue. The arrangement and decoration of the office was thoughtful and deliberate to minimize the "intimidation factor" for students, and attempts to create a warmer and more welcoming setting to help put students at ease. Most students tend to display high stress and anxiety when required to meet with an administrator about a conduct issue. The combination of a welcoming space and non-threatening approach has led to many students commenting that their experience through the conduct process was much better than they had anticipated.

2B. HAVE YOU MET YOUR PREVIOUSLY SET GOALS? IF NOT, HOW DO YOU PLAN TO MEET THEM?

☒Yes
☐No

3. PERSONNEL SUMMARY

3A. PROVIDE AN ORGANIZATIONAL CHART OF THE DEPARTMENT.

See [Appendix B](#).

3B. ARE CURRENT MANAGEMENT AND STAFF ADEQUATE TO PERFORM FUNCTIONS AND RESPONSIBILITIES SATISFACTORILY TO ACHIEVE DEPARTMENT GOALS? EXPLAIN THE JOB FUNCTIONS OF EACH POSITION.

☐Yes
☒No
☐Somewhat

During the past two years, a disproportionate amount of the director's time has been focused on the Student Life department in order to address staffing and organizational needs of that area. The department is currently finalizing the hiring process for two positions in that area (assistant director of Student Life and First-Year Experience coordinator), which will hopefully provide some much-needed stability and support for that department. Subsequently, the goal for the coming year is to allow the director more time to focus on the Title IX, student conduct, and student support services areas and expand upon the resources and growth for those.

3C. DESCRIBE ORGANIZATIONAL CHANGES THAT WILL IMPROVE DEPARTMENT PERFORMANCE, PROVIDE TIMELINESS FOR THE ACHIEVEMENT OF SUCH CHANGES, AND DESCRIBE MEASURES THAT WILL ASSESS THE EFFECTIVENESS OF SUCH CHANGES.

As mentioned above, the hiring of staff for the Student Life department should lead to overall improvements in the effectiveness and outcomes of all areas under student support services. Measuring the effectiveness of the changes will be done by:

- Assessment of retention and success of those students who have been served through:

- o Counseling and student support services
- o Conduct and Title IX processes
- o Student Life involvement (participation in clubs, events, leadership and community services, etc.)

This will be measured by comparing the rates of success, retention and completion by these students against the same rates for the general KCC student population, as well as comparing rates of these cohorts annually (Fall-to-Fall) to gauge improvement.

- Consistent success in meeting timeliness of paperwork, processes, etc. (to be measured by a quarterly review of any concerns shared by other departments in these areas).

4. STAFF DEVELOPMENT

4A. DESCRIBE SPECIFIC PROFESSIONAL DEVELOPMENT ACTIVITIES IN WHICH DEPARTMENT MEMBERS PARTICIPATE, AND EXPLAIN HOW SUCH ACTIVITIES BENEFIT OR ENHANCE THE DEPARTMENT.

Annually, the Title IX team attends a regional training (alternating each year between the University of Oregon and Oregon State University) that covers topics of Title IX investigations, policy and process, support to students involved in Title IX cases, and updates to state and federal regulations. These annual trainings help to keep the department's approach to these incidents in line with best practices and government regulations. In addition, the employees serving as Title IX advocates complete a required 40-hour training prior to serving in that role for the KCC campus.

The director completed the Donald D. Gehring Academy for Student Conduct Administration in July 2017, which is the top nationally-recognized training in the country for student conduct. The director also maintains ongoing training through workshops and training opportunities with ASCA (Association for Student Conduct Administration) and OSCA (Oregon Student Conduct Administrators). Similar to the Title IX trainings mentioned above, these trainings help to keep KCC's approach to student conduct issues in line with best practices with a focus on student development and support.

4B. DESCRIBE AREAS OF UNMET PROFESSIONAL DEVELOPMENT NEEDS AMONG PERSONNEL IN THIS DEPARTMENT AND OUTLINE PLANS TO ADRDRESS THOSE NEEDS.

None – professional development has been recognized as a necessary component of the College's compliance efforts in the areas of student conduct and Title IX, and as such, have been fully supported.

5. FACILITIES AND EQUIPMENT

5A. ARE CURRENT FACILITIES, SUCH AS CLASSROOMS, OFFICES AND EQUIPMENT, ADEQUATE TO SUPPORT THE DEPARTMENT? EXPLAIN.

☐Yes
☒No

☐Somewhat

Currently, office space is not quite adequate to support the needs of confidentiality when meeting with students, as both the director's student support specialist's offices are not sound-dampened, which allows others in neighboring offices and those walking by the offices to hear what is being said.

However, there are plans with the building renovations to relocate both of these offices and to sound-dampen the new spaces to address the need for confidentiality.

5B. IS AVAILABLE EQUIPMENT ADEQUATE TO SUPPORT THE DEPARTMENT? EXPLAIN.

☐Yes
☒No
☐Somewhat

The equipment the department uses (computers, phone, desk and furniture) in offices currently is adequate; the department would like to obtain some comfortable/casual seating to use when meeting with students in order to increase a sense of calm and comfort for students' well-being during meetings. It makes a huge difference to create a warm, inviting atmosphere in order to help keep students calm during meetings that may be difficult for them. The director has requested that the department be at the top of the list for lounge furniture previously used by the LRC; the furniture would be used both for this purpose as well as for creating more student-friendly spaces around campus.

5C. DESCRIBE PLANS FOR FUTURE CHANGES IN SUPPORT FACILITIES OR EQUIPMENT.

Both the director and the student support specialist are on the facilities list for either a change in office location, improvements to office space (through sound dampening), or both. In addition, the department is working with the director of facilities to identify potential furniture that can be used/added to continue improving upon the settings in which students receive support.

6. BUDGET

6A. PROVIDE A FINANCIAL REPORT. EXPLAIN DEVIATIONS FROM BUDGET EXCEEDING 10% OF ANY LINE ITEM.

See Appendix C for an overview of the budget for 2015 to 2018. A more significant budget was created when the director of Title IX & Student Conduct position was created for the 2016-17 academic year, as can be seen in the attached overview.

During the past two years, the department has been able to focus in on priority needs where budgeting is concerned. The printing budget has been maintained (in spite of low expenditures) in order to allow for the anticipated costs of printing new Title IX posters for campus (the current posters have been up for two years, and the department is working with the marketing manager to create a new design) as well as

the Title IX brochures that are printed and provided to all incoming students through new student orientation and college general studies courses.

In 2016-17, the full Title IX team traveled to Oregon State University for training. Last year, travel was limited to Title IX investigators, HR personnel, and the director. In 2017-18, the opportunity was again available to the full Title IX team as it gives all members the opportunity to learn about updates to state and federal policies and procedures related to Title IX.

Contracted services does not have a budget reflected for 2015-16, although it did exist, but in a separate area. At that time, the department had a contract with Solutions Counseling Services. The budget was moved into the Title IX area when the position was created knowing that counseling and student support services would fall under the director's oversight. That budget has been maintained through a partnership with Lutheran Community Services, which will be the case again for the coming academic year.

6B. PROVIDE FIVE-YEAR COST MARGIN DATA AND ANALYSIS.

During the 2016-17 academic year, the director finalized a proposal to use the existing funds already budgeted toward counseling services to fund a professional on campus, rather than what was the existing system (since 2005) of requiring students to go off campus for support. At that time, the director reviewed usage reports from Solutions Counseling Services. In academic year 2015-16, Solutions had seen 21 distinct students for 57 sessions. In 2016-17, they saw 28 students for 91 sessions. After getting the student support specialist position approved and set up on campus for 20 hours per week through Lutheran Community Services, that professional (Michelle Davis) saw 11 students for 21 sessions in Fall 2017, and 28 students for 83 sessions in Winter 2018. Please note that those numbers are per term rather than the per-year numbers reported with Solutions. There has been an immediate and significant increase in the number of students served by these on-campus services. This has been done with little to no change in the budgeted amount for that area.

The budget for training the Title IX team has varied somewhat over the years, but experientially there has been a definite benefit to providing annual training for as much of the team as possible (including the Title IX investigators, advocates, and support personnel). Having the majority of the team trained together resulted in a more collaborative approach to working with Title IX cases and a better understanding for the whole team of the overall steps involved in the process.

6C. PROVIDE PREVIOUS ANNUAL DEPARTMENT VIABILITY STUDY RESULTS.

N/A

6D. DESCRIBE BUDGETARY CHALLENGES.

Reflecting on the incredible improvements to the number of students supported through the creation of the student support specialist position/partnership with Lutheran Community Services, discussions have begun concerning the benefit of increasing the position to full-time. At this time, the department budget

does not allow for that, but the hope is that in the next budget cycle, the department will have enough data from 18 months of the position to be able to make a case for additional budget to support a full-time position.

While the travel and training budgets are significant, the department has also found that these are needed in order to meet the state and federal expectations of formal training annually for Title IX investigators, and as mentioned previously, the department is also committed to providing training for the other members of the Title IX team.

7. CONCLUSION

7A. DESCRIBE DEPARTMENT STRENGTHS.

The department has seen great support in addressing training needs for both the Title IX and Student Conduct areas, and as such, the department's employees are well trained to deal with these issues as they arise.

Another strength is the level of support received from other KCC employees willing to serve in the Title IX roles (investigators, advocates, and committee involvement). The department has a strong team from a variety of departments and divisions that is dedicated to helping improve outreach and education to students.

Finally, the addition of an on-campus student support specialist has been a huge improvement to the resources the department has been able to provide to KCC students. Having Michelle Davis here is a strength.

7B. DESCRIBE DEPARTMENT WEAKNESSES.

As mentioned previously, as great as it is having the student support specialist position, the department is already seeing a need to be able to increase the number of total hours she is on campus in the very near future. Time availability seems to be the department's main weakness at this point for both the director and student support specialist.

7C. DESCRIBE SUPPORT NEEDED.

The department anticipates a good level of support and improvement with the addition of the new employees in Student Life as well as the solutions that are in process for office space for the director and student support specialist. Beyond that, the department hopes to be able to demonstrate the need for increased hours for the student support specialist position and to get support for that in the 2019-20 budget cycle.

7D. OUTLINE NEW GOALS INCLUDING TIMELINESS FOR COMPLETION, MEASURES FOR EVALUATING ACHIEVEMENT OF SUCH GOALS, AND A PROCESS FOR IMPLEMENTING IMPROVEMENTS.

The goals for this department as outlined in the department's strategic plan 2.0 include:

1. Improve the access to and use of counseling and student support services for students.
2. Increase the awareness of Title IX resources and support.
3. Expand the opportunities for training faculty in effective classroom management of challenging student behaviors.
4. Continue formal training support for Title IX investigators and advocates.

See Appendix D for timelines, evaluation measures, and actions/strategies related to each goal.

8. APPENDICES

8A. NEW STUDENT ORIENTATION POWERPOINT

Link to original document (PPT) **Requires login**

8B. ORGANIZATION CHART

Link to original document (DOCX) **Requires login**

8C. BUDGET

Link to original document (XLSX) **Requires login**

8D. STRATEGIC PLAN

Link to original document (XLSM) **Requires login**

8E. NON-INSTRUCTIONAL DEPARTMENT REVIEW RUBRIC

	Highly Developed	Developed	Emerging	Initial
1—Support of the College Mission	Exhibits ongoing and systematic evidence of mission achievement.	Exhibits evidence that planning guides program and services selection that supports the College's mission.	Evidence that planning intermittently informs some selection of services to support the College's mission.	Minimal evidence that plans inform selection the of services to support the College's mission.
2—Accomplishments in Achieving Goals	Exhibits ongoing and systematic evidence of goal achievement.	Exhibits evidence that planning guides services selection that supports goal achievement.	Evidence that planning intermittently informs some selection of services to support the goal achievement.	Minimal evidence that plans inform selection of services to support goal achievement.
3—Personnel Summary	Employs a sufficient number of qualified personnel to maintain its support and operations functions, and job duties accurately reflect duties, responsibilities and authority of the position.	Employs an adequate number of qualified personnel to maintain its support and operations functions, and job duties accurately reflect the majority of job duties, responsibilities and authority of the position.	Has a plan to employ an adequate number of qualified personnel to maintain its support and operations functions, and job duties accurately reflect the majority of job duties, responsibilities and authority of the position.	Staffing is insufficient to meet needs.
4—Staff Development	Exhibits ongoing and systematic support of professional development opportunities.	Exhibits support of regular professional development opportunities.	Evidence of intermittent professional development opportunities.	Minimal evidence of professional development opportunities.
5—Facilities and Equipment	Facilities and resources meet current and future needs of the College.	Facilities and resources meet current needs of the College	Evidence of a plan to have facilities and resources meet current and future needs of the College.	Minimal evidence that facilities and resources meet current and future needs of the College.

	Highly Developed	Developed	Emerging	Initial
6—Budget	Financial resources meet current needs and are projected to meet future needs.	Financial resources meet current needs.	Evidence of a plan to acquire financial resources to meet current needs.	Minimal evidence that financial resources meet current needs.
7—Strengths and Weaknesses	Strengths and weaknesses are described accurately and thoroughly.	Most strengths and weaknesses are described accurately and thoroughly.	Some strengths and weaknesses are described accurately and thoroughly.	Minimal evidence that strengths and weaknesses are described accurately and thoroughly.
8—New Goals and Plan	Multiyear planning process with evidence of use of assessment data in planning.	Multiyear planning process with some assessment data.	Short-term planning process recently implemented.	Minimal evidence of planning process.
9—Overall Evaluation	Evidence of ongoing systematic use of planning in selection of programs and services.	Exhibits evidence that planning guides program and services selection that supports the College.	There is evidence that planning intermittently informs some selection of services to support the College.	Minimal evidence that plans inform selection the of services to support the College.
	Highly Developed	**Developed**	**Emerging**	**Initial**