



Office of the Provost
and Vice President for Academic Affairs

333 Wells Hall
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DATE: November 23, 2014
TO: Jody Cofer
Unit: LGBT Programming
CC: Don Robertson
FROM: University Assessment Committee
SUBJECT: **2013-14 Nonacademic Program Assessment Report Feedback**

Thank you for submitting your completed assessment report, which has been approved. The University Assessment Committee would like to commend you for the obvious thought you gave to this project and to your assessment process. We wish to share with you the following observations, comments, and suggestions:

- Your assessment results are presented clearly, with sufficient explanations.
- You have included an excellent description of your use of results to include revised training materials. Thank you for summarizing the significant changes that will be implemented.
- The committee recognizes the extensive time and thought involved in developing and carrying out an excellent assessment plan, and congratulates you for your outstanding efforts!

The University Assessment Committee and the Office of Institutional Effectiveness will be happy to provide help and resources as you carry out your 2014-15 assessments. Your 2014-15 assessment report will be due September 15, 2015. Please let us know what we can do to support your important efforts. You can reach us by phone at 809-3441 or by email at msu.assessment@murraystate.edu.

University Assessment Committee Membership
David Allen, Todd Broker, Frederic Dietz, Dwayne Driskill, Jessica Evans,
Jacqueline Hansen, Ashley Ireland, Carl Prestfeldt, Lori Roe,
Catherine Sivills, Kelley Wezner, Chair

Assessment Report

Academic Year: 2013-14
Department/Unit: LGBT Programming
College/Division: Student Affairs
Contact Person(s): Jody Cofer Randall
Submission Date: June 27, 2014

Unit mission:

LGBT Programming provides support for the lesbian, gay, bisexual, transgender (LGBT) and ally student community through services and educational programming. This support fosters a stronger campus environment that is open and inclusive for all people in support of Murray State's mission to prepare our graduates to succeed in a diverse and interdependent world.

Outcomes:

1. The LGBT and ally student community will be satisfied with support services and programming offered by LGBT Programming. *(assessed during 2012-2013)*
2. The faculty and staff ally community will be better prepared through training and access to resources to address issues that frequently confront LGBT and ally students. *(being assessed during 2013-2014)*
3. The LGBT and ally student community will be better prepared for success during their educational, career, and personal life. *(to be assessed during 2014-2015)*

Assessments:

Assessment 1 (Outcome 2): The number of participants in the Safe Zone Project will increase.

Assessment Instrument/Data Source	Timeline	Data Collection	Target Population
Program administration/data tracking	Annually	Participation rates	All faculty and staff participants

The Safe Zone Project is the primary training and resource delivery program for the faculty and staff ally community. The number of participants will be measured. The target increase is 10%.

Assessment 2 (Outcome 2): The number of training opportunities and resources provided to the faculty and staff ally community will increase.

Assessment Instrument/Data Source	Timeline	Data Collection	Target Population
Program administration/data tracking	Annually	Number of training opportunities and resources provided	Faculty and staff

Training opportunities and resources provided to the faculty and staff ally community will be measured for the Safe Zone Project as well as any other programs or services organized and/or sponsored by LGBT Programming. The target increase is 25%.

Assessment 3 (Outcome 2): The faculty and staff ally community will be satisfied with the training and resources provided to them.

Assessment Instrument/Data Source	Timeline	Data Collection	Target Population
Program administration/data tracking	Ongoing throughout year	Satisfaction levels	Faculty and staff

Through participation in LGBT Programming organized and/or sponsored training and resource delivery, the faculty and staff ally community gains knowledge pertaining to issues that frequently confront the LGBT and ally student community. The satisfaction level will be measured. Through surveying the faculty and staff ally community, the target is a satisfactory or above satisfactory return.

Location:

Office of LGBT Programming
 Jody Cofer Randall, LGBT Programming Coordinator
 226b Wells Hall – 270-809-5040

Dissemination/discussion:

Analysis of the findings is reviewed by the LGBT Program Coordinator. Then, the findings are shared with the LGBT Programming Advisory Committee for their review and feedback. Findings will ultimately be shared with the Associate Vice President of Student Affairs and the Vice President of Student Affairs

Results:

Assessment 1 (Outcome 2): The number of participants in the Safe Zone Project will increase.

At the beginning of 2013-2014, the Safe Zone Project had 266 participants. During the year, 13 individuals retired or departed the Institution, while 44 new participants joined the Project. The Safe Zone Project ended the year with 297 participants representing a 12% increase.

The target set during 2013-2014 planning was an increase of 10%. This target was surpassed.

Assessment 2 (Outcome 2): The number of training opportunities and resources provided to the faculty and staff ally community will increase.

The Safe Zone Project had 2 trainings (1 each semester facilitated) and 1 social/networking activity during 2012-2013. During the fall 2013 semester, 2 trainings were held (a general training and a training geared towards student workers). 1 social/networking activity was held. During the spring 2014 semester, 2 trainings were held (a general training and a general training at the Hopkinsville Regional Campus). A general training and a "2.0" training were planned, but canceled due to inclement weather and scheduling conflicts. The 4 trainings and 1 social/networking activity that were held represent a 40% increase.

The target set during 2013-2014 planning was an increase of 25%. This target was surpassed.

One additional note: Through the *OutRacers: Take Your Place!* program, a Hopkinsville Community College student planned a Safe Zone Project awareness program that was led by Murray State's LGBT Programming. Hopkinsville Community College does not have a Safe Zone Project and are considering starting one.

Assessment 3 (Outcome 2): The faculty and staff ally community will be satisfied with the training and resources provided to them.

Following each of the Safe Zone Project trainings, participants were surveyed. 28 individuals completed the satisfaction survey representing 48% of those that participated in trainings during 2013-2014. A composite of the results was created.

- Participants were asked to rate their knowledge of working with the LGBT and ally student community prior to training. The results found: 5 responses (18%) indicated high; 9 responses (32%) indicated moderately high; 6 responses (21%) indicated moderate; 5 responses (18%) indicated moderately low; and 3 responses (11%) indicated low.
- Participants were asked to rate their knowledge on the same issues after participating in training. The results found: 9 responses (32%) indicated high; 10 responses (36%) indicated moderately high; 8 responses (29%) indicated moderate; and 1 response (4%) indicated moderately low. No responses were given that indicated low.
- Participants were asked after the training if they had a better understanding of what it means to be a Safe Zone Project participant. The results found 27 responses (96%) indicated yes, while 1 response (4%) indicated no.

- Participants were asked if the training provided adequate resources to work with the LGBT and ally student community. The results found 25 responses (89%) indicated yes, while 3 responses (11%) indicated no. Further, 2 individuals that responded with no provided an explanation.
 - “I am personally very familiar with regional and national organizations, but providing a list to Safe Zone members would be helpful for guiding LGBT students in the right direction. Like having a list of support groups in nearby cities. Or online resources the student could access.”
 - “There was so much information in this session. I think it was great to get the background information on LGBT definitions and what has happened in this country with this community. It is hard to fit everything into one session. We started having a discussion on this a little, but I think it would have been great to have some activities or case studies to really dive deep into how Murray State community advocates for LGBT students and how I as an employee can continue improving the advocacy.”
- Participants were asked to rank where they believed they were on their journey through ally evolution. The results found: 5 responses (18%) indicated initiating and preventing; 5 responses (18%) indicated dialoguing; 6 responses (21%) indicated supporting and educating; 6 responses (21%) as educating self; 3 responses (11%) indicated recognizing and interrupting; and 3 responses (11%) indicated recognizing, but taking no action. No responses were given that indicated denying or ignoring and actively participating in oppression.
- Participants were asked to rank the usefulness and strength of each component of the training.
 - Level playing field activity: 12 responses (52%) indicated very helpful/insightful and 11 responses (48%) indicated somewhat helpful/insightful. No responses were given that indicated not very helpful/insightful, not helpful/insightful, or I already knew the information but appreciated reviewing it. Only 23 responses were given for this area as the activity was not performed at 1 training.
 - Interactive responses: 16 responses (70%) indicated very helpful/insightful and 7 responses (30%) indicated somewhat helpful/insightful. No responses were given that indicated not very helpful/insightful, not helpful/insightful, or I already knew the information but appreciated reviewing it. Only 23 responses were given for this area as the interactive response system was not utilized at 1 training.
 - Common language: 13 responses (59%) indicated very helpful/insightful; 11 responses (50%) indicated somewhat helpful/insightful; 1 response (5%) indicated not helpful/insightful; and 2 responses (9%) indicated I already knew the information but appreciated reviewing it. No response was given that indicated not very helpful/insightful. Only 22 responses were logged for this area, although it was presented in all trainings.
 - Brief LGBT history and current issues: 8 responses (29%) indicated very helpful/insightful; 16 responses (57%) indicated somewhat helpful/insightful; 2 responses (7%) indicated not very helpful insightful; and 2 responses (7%) indicated I already knew the information but appreciated reviewing it. No responses were given that indicated not helpful/insightful.
 - Intersectionality: 8 responses (29%) indicated very helpful/insightful; 17 responses (61%) indicated somewhat helpful/insightful; 1 response (4%) indicated not helpful/insightful; and 2 responses (7%) indicated I already knew the information but appreciated reviewing it.
 - Allies: 10 responses (36%) indicated very helpful/insightful, 16 responses (57%) indicated somewhat helpful/insightful, and 2 responses (7%) indicated I already knew

the information but appreciated reviewing it. No responses were given that indicated not very helpful/insightful and not helpful/insightful.

- Best practices for positive campus change: 12 responses (45%) indicated very helpful/insightful, 15 responses (54%) indicated somewhat helpful/insightful, and 1 response (4%) indicated I already knew the information but appreciated reviewing it. No responses were given that indicated not very helpful/insightful and not helpful/insightful.
- Murray State model and resources: 13 responses (46%) indicated very helpful/insightful and 15 responses (54%) indicated somewhat helpful/insightful. No responses were given not very helpful/insightful, not helpful/insightful, and I already knew the information but appreciated reviewing it.
- Open discussion/Q&A: 8 responses (36%) indicated very helpful/insightful, 12 responses (55%) indicated somewhat helpful/insightful, and 2 responses (9%) indicated not very helpful/insightful. No responses were given that indicated not helpful/insightful and I already knew the information but appreciated reviewing it. Only 22 responses were given for this area as the interactive response system was not utilized at 1 training.
- Participants were asked if they would find it helpful for participants to work through an actual case study on an incident involving an LGBT student or the LGBT community. The results found: 21 responses (75%) indicated yes, 2 responses (7%) indicated no, and 5 responses (18%) indicated not sure.
- Participants were asked to assist with planning for future training opportunities by indicating where they would like to see more attention placed. The top three areas of focus listed in priority order were role of an ally, working with transgender people, and the coming out process.
- Participants were given the opportunity to provide additional feedback.
 - “Excellent-- well done!”
 - “Josh and Jody did a great job! I'm very glad I went. I'm a new ally, and this meeting was very helpful for me as my sense of my role as an ally continues to develop.”
 - “The only reason I marked open discussion/Q&A as not helpful is because I couldn't always hear the comments from participants on the other side of the room. Perhaps future sessions could be held in a smaller room or the trainers could repeat comments. The trainers did a nice job of creating a safe environment for asking questions.”
 - “I think you both did a wonderful job and I am happy to see two faces on campus doing this training. As I stated before there is so much information to go over and I am excited to attend the second session in the spring. I think you may want to look into doing more hands on activities/ group discussions to help you all understand where the knowledge base is at in the session. Overall, you both are extremely knowledgeable and I know these training will only improve. Thank you for your work and dedication!”
 - “I completely appreciate all of your hard work and dedication towards awareness and support. It inspires me to put my best energy towards the same goals! Big Thanks!”
 - “Great job :)”
 - “I think it would be more useful for the activity to be more interactive. I felt more knowledgeable on the subject, but not trained on how to deal with a situation if it were to arise.”
 - “Was well done and I learned much. Thank you.”
 - “Thanks for the training.”

The target set during 2013-2014 planning was satisfactory or above satisfactory return. This target was surpassed.

Use of Results:

- Additional growth in participants for the Safe Zone Project
 - Communications will be distributed at the beginning of the academic year encouraging new participation in the Safe Zone Project
 - Roundabout Murray
 - Engage current participants to talk with colleagues about participation
 - New Faculty Orientation
 - “Creating Inclusive Spaces for LGBT Students in Residence Halls” presentation to residence advisors
- During 2014-2015, 6 trainings (4 general trainings and 2 roundtable discussion trainings) and 1 social/networking activity are planned for the Safe Zone Project. This will represent a 29% increase.
- The “brief LGBT history and current issues” and “intersectionality” segments of the general training will be reviewed for new ways to present pertinent components at an attempt to increase the helpfulness of the information.
- The general training will be revised to include discussion of case studies of incidents involving an LGBT student or the LGBT community that faculty, staff, and student workers are likely to experience.
- The practice of using surveying training participants on satisfaction will be continued following trainings.
- A follow-up procedure will be developed to assess training participants at set intervals following trainings (i.e. 2 months, 6 months, etc.).