

UW-STEVENS POINT Student Affairs 2016-2017 Annual Report

Office of the Dean of Students (DOS)

August 2017

INTRODUCTION

The Office of the Dean of Students, created in the fall of 2013, supports students in the personal and academic success at the University of Wisconsin-Stevens Point.

Since its inception, the responsibilities assigned to the office have expanded greatly and now include federal, state, and UW System compliance responsibilities; student case management and threat assessment; policy, prevention, response, investigations of interpersonal violence per Title IX and the Clery Act; community collaborative partnerships; and hate/bias incident response.

The information in this document is offered to:

- Report our progress on the goals set for this past academic year (2016-2017).
- Describe the volume, type, and importance of the student issues presented to and managed by our office as well as share trends, concerns, and indicators of student learning.
- Highlight potential policy and budget implications.
- Outline our goals for the 2017-2018 academic year.

MISSION:

The Office of the Dean of Students strives to maximize each student's learning experience by creating a culture of care, fostering personal responsibility, and encouraging involvement as local and global citizens. At the core of this work is a clear guiding philosophy and message to our students: *You Matter*.



THANK YOU ALL AGAIN FROM THE BOTTOM OF MY HEART — AND MAKING ME FEEL LIKE I MATTER!

Student connected to case management

SERVICES AND PROGRAMS

1. Create and manage a network of support for students experiencing some form of crisis; provide direct service to students in need of higher-level support and case management.
2. Support student learning through coordination and leadership of the University student conduct process, to include reports of interpersonal violence, hate/bias, academic or other behavioral misconduct, training, and support of campus partners who adjudicate academic and non-academic misconduct.
3. Educate students, faculty, staff, and members of the broader community about student rights and responsibilities, availability of campus and community resources, the impact of AODA/IPV on the student experience, and University policies and procedures.
4. Coordinate University compliance to federal, state, and UW System requirements to include Jeanne Clery Act, Title IX, VAWA, Campus SaVE Act, the UWS Annual Sexual Assault Report process, and the Drug Free Schools and Community Act.
5. Support University operations by serving as the year-round, institutional level administrators on call; support students in crisis and lead campus threat assessment process.
6. Establish and implement a comprehensive AODA and Interpersonal Violence primary and secondary prevention program.
7. Serve on divisional, University, and UWS committees, as well as promote UW-Stevens Point through service in regional and international student affairs organizations.

DEPARTMENTAL ACHIEVEMENTS:

PROGRESS ON 2016-2017 DEPARTMENTAL GOALS

- Add Portage County SAVS Advocate to campus interpersonal violence process.
 - Advocate invited to 100% of student interpersonal violence related meetings.
 - Created on-campus office for SAVS/DV Advocate at no cost.
- Implement the UW-Stevens Point Bystander Intervention Program for campus.
 - Launched evidence-based *Bringing in the Bystander* program in September (2016); approximately 230 students from the Student Government Association, Greek life, Athletics, Residential Living, and other student organizations completed the training.
- Create strategic plans to address AODA and IPV efforts
 - Center for Prevention strategic plan approved by the Vice Chancellor for Student Affairs and launched July 1, 2017.

YOU HAVE BEEN SO HELPFUL AND I REALLY APPRECIATE EVERYTHING YOU ARE DOING FOR ME.

Survivor

- Increase visibility of DOS across campus; Actualize our 'why' (*You Matter*) with students, faculty, staff, and community partners.
 - Held "office hours" on concourse of University Center, in the Gender and Sexuality Resource Center, DeBot Dining Center, and the CPS Café.
 - Created handout for students who have been hospitalized.
 - Collaborated with the Counseling Center to offer evidence-based *At Risk* training for all faculty/staff.
 - Partnered with Student Government Association to offer *Think About It – Campus SaVE* interpersonal violence online course to all returning students.
 - Hosted multiple professional development events for faculty and staff on diversity/inclusion, autism spectrum disorder, and interpersonal violence.
 - One-hundred percent (100%) of proposed presentations for the UWSP Teaching Conference; accepted (four proposals involving every member of the DOS/Center for Prevention staff).
- Provide educational opportunities for faculty and staff regarding Title IX, VAWA, SaVE Act, Clery, trends in student mental health, academic misconduct, classroom behavior management, and violence on college campuses.
 - See above for accomplishments.

THANK YOU FOR ALWAYS BEING THE CHAMPIONS OF OUR STUDENTS AND FOR US!

Staff Colleague

- Create and measure learning goals/outcomes for student interaction with DOS office.
 - DOS piloted a student feedback survey focused on their experience of the conduct process.
 - DOS outlined an assessment project for the coming year focused on indicators of learning exhibited in student reflection letters related to alcohol use, goal setting, and behavior change.
 - Center for Prevention tracked and reported learning outcomes connected to each of the AOD sanction courses (PACE, BASICS, Marijuana 101, CASICS).
- Assist with parent and family outreach efforts.
 - Presented at all summer registration events.
 - Created handouts for summer information fairs.
 - Updated website with information for parents and families.
 - Updated parent notification letter within the conduct process.

- “Humanize” the student conduct process.
 - Focused on relationship building a focus of conduct meeting during conduct officer training.
 - Attended motivational interview training.
 - Piloted online student feedback questionnaire.

I WAS SURPRISED TO FIND THAT THEY ENCOURAGED CONTACT FOR OTHER ISSUES NOT SOLELY RELATED TO VIOLATIONS OF POLICY. IT HIGHLIGHTS THEIR COMMITMENT TO HELPING STUDENTS IMPROVE AND CONTINUALLY GROW.
 Student involved in conduct process

THE STAFF IS MORE CONCERNED WITH MY WELL-BEING AND POTENTIAL, THAN MY MISTAKES. I AM VIEWED AS AN INDIVIDUAL, NOT JUST ANY STUDENT.
 Student involved in conduct process

- Create bias/hate incident response process/team
 - Draft protocol created but not implemented.
 - Possible structure/membership of team outlined but not implemented.
- Launch online training all Campus Security Authorities (CSAs)
 - Course outlined, presentations created, and evaluation process/quiz written. Final videos/presentations not recorded and or uploaded to D2L.

Select Additional Departmental Achievements

- Assisted in hiring of Attorney and set up office for SGA Student Legal Services.
- Streamlined schedule of student substance abuse assessment and UW System notifications of suspension/expulsion.
- Increased Title IX investigation capacity with the addition of a .25 position, in partnership with Athletics.
- Center for Prevention staff met with 20 unique departments and offices (more than 100 separate meetings) in order to build capacity for AODA and IPV prevention work.
- Center for Prevention received \$12,728 in external grant funding to support AODA prevention work.

OUR STUDENT WILL COME BACK BECAUSE OF PEOPLE LIKE YOU THAT HAVE ENCOURAGED, BEEN KIND, AND CARE.
 Parent

DEPARTMENTAL INCLUSIVE EXCELLENCE ACHEIVEMENTS

- Led institution’s response to dramatic rise in hate/bias incidents.
- Wrote Indigenous Peoples Land Recognition statement and proposed to SGA; Adopted by UWSP Student Government Association May 2017.
- Coordinated and facilitated meetings between identity-based student organizations and campus, city, and, county law enforcement agencies.
- Created list of UW-Stevens Point diversity/inclusion accomplishments; now published on Division of Student Affairs website.
- Assisted Vice Chancellor in the creation of DCA transition plan and helped to hire new Director.
- Staff participated in *Waking up White* events; *The Mask You Live In* movie showing; Tunnel of Awareness; *Diversity, Equity, and Inclusion* webinar; BSU Soul Food Dinner, ISSO Dinner, and other events.

THANK YOU FOR BEING A GUIDE IN MAKING OUR CAMPUS SAFER.

Student Government Association

POLICY AND BUDGET IMPLICATIONS (See data below)

- The number of students seeking support remained high, and the severity of student concerns rose, despite declining enrollment. Our numbers mirror the trends experienced at Student Health Service and the Counseling Center. This information affirms that students, faculty, and staff see our office as a focal point for student support; supports the case management model of addressing student needs; and highlights the need for continued outreach and training for across campus.
- Sixty-five (65%) of the behavioral misconduct incidents occur on Thursday, Friday, or Saturday. The University should consider adding or realigning student activities and programs to offer more alcohol-free alternatives later in the week and later in the evening.
- The overall number of behavioral misconduct incidents and involved students has steadily declined over the past three years. Additionally, recidivism for students who complete the alcohol education sanction course (PACE) is relatively low (9%). These outcomes indicate the positive impact of required Universal Prevention for new students and policy changes brought about through the 2012 AODA strategic plan.
- Despite the above progress, over 200 students were held responsible for violating University alcohol and/or drug policies. In addition, more than 20% of students who completed the *2017 AOD Use Survey* indicated they used marijuana in the previous 30 days. The University should consider adding resources to address these continuing issues.
- The number of reports of sexual assault received by UW-Stevens Point has increased more than 600% in the last five years, from six (6) reports in 2011, to 43 reports in 2016. This increase in reports indicates: a) efforts to create a campus where students feel comfortable reporting have been successful, b) the creation of the Center for Prevention is both timely and urgently needed to support institutional prevention efforts, and c) the University should increase funding and staffing for prevention and response/investigation efforts (Title IX).

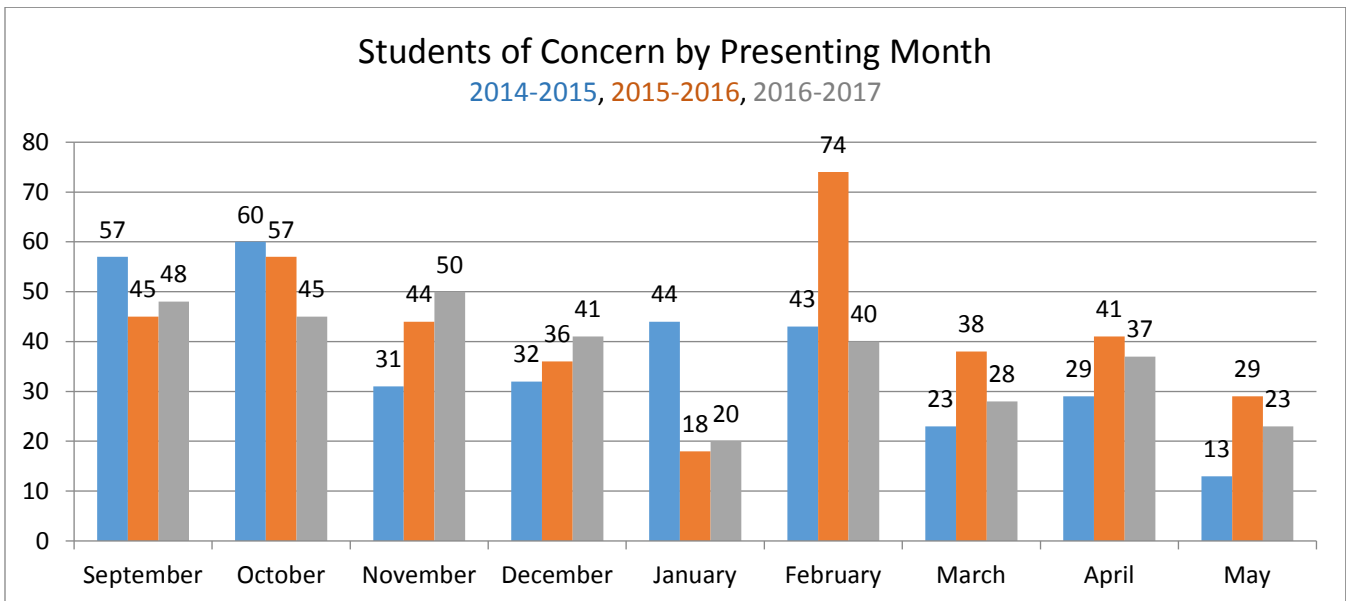
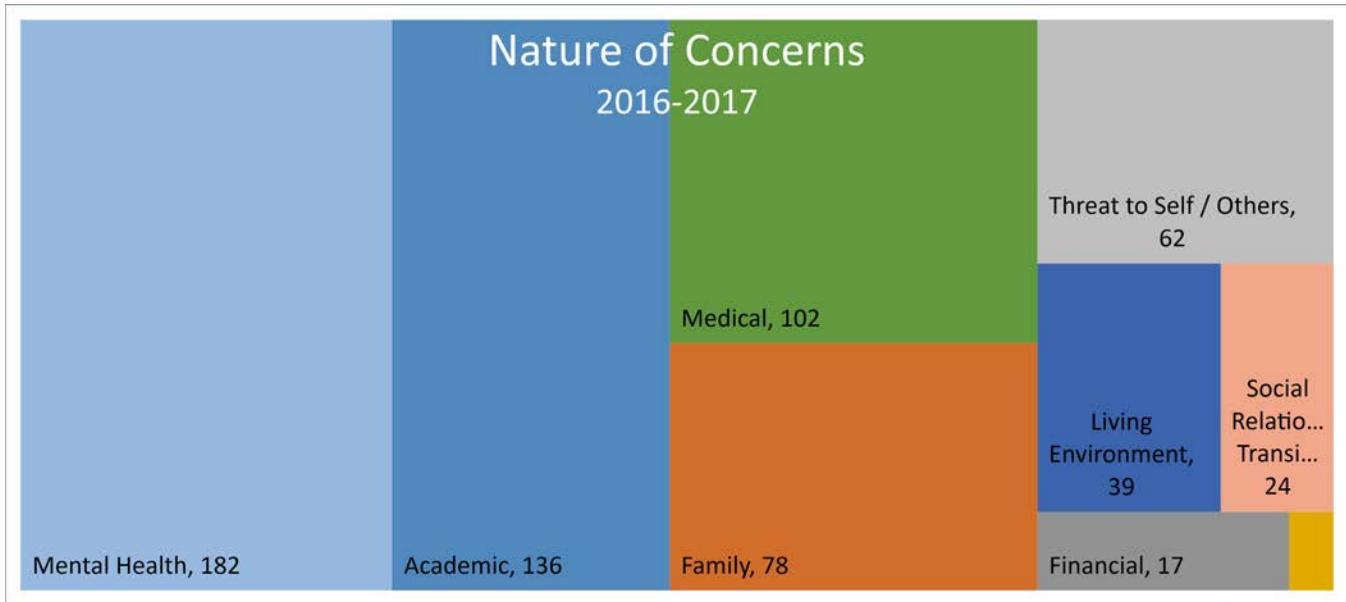
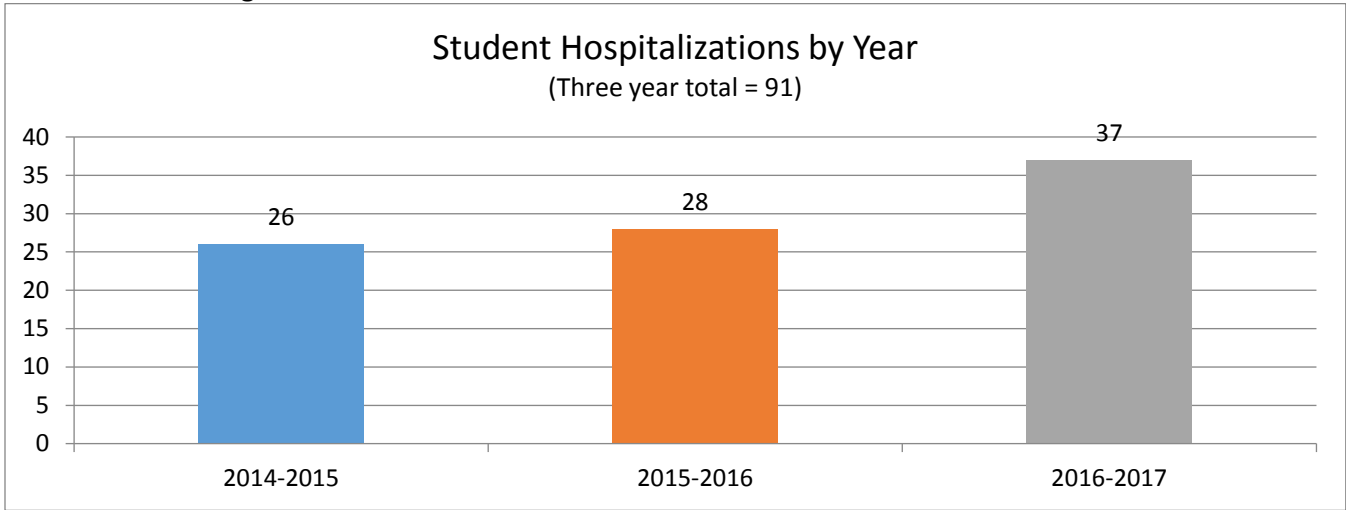
THANKS. SO GLAD OUR STUDENTS HAVE SOMEONE LIKE YOU.

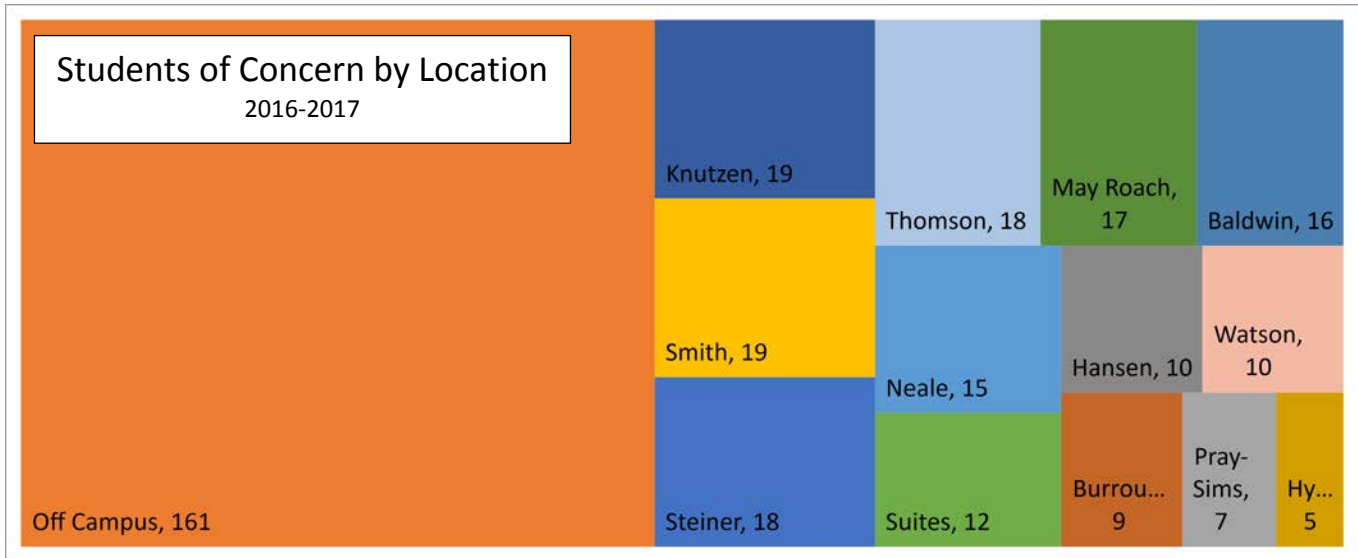
Staff

GOALS FOR 2017-2018

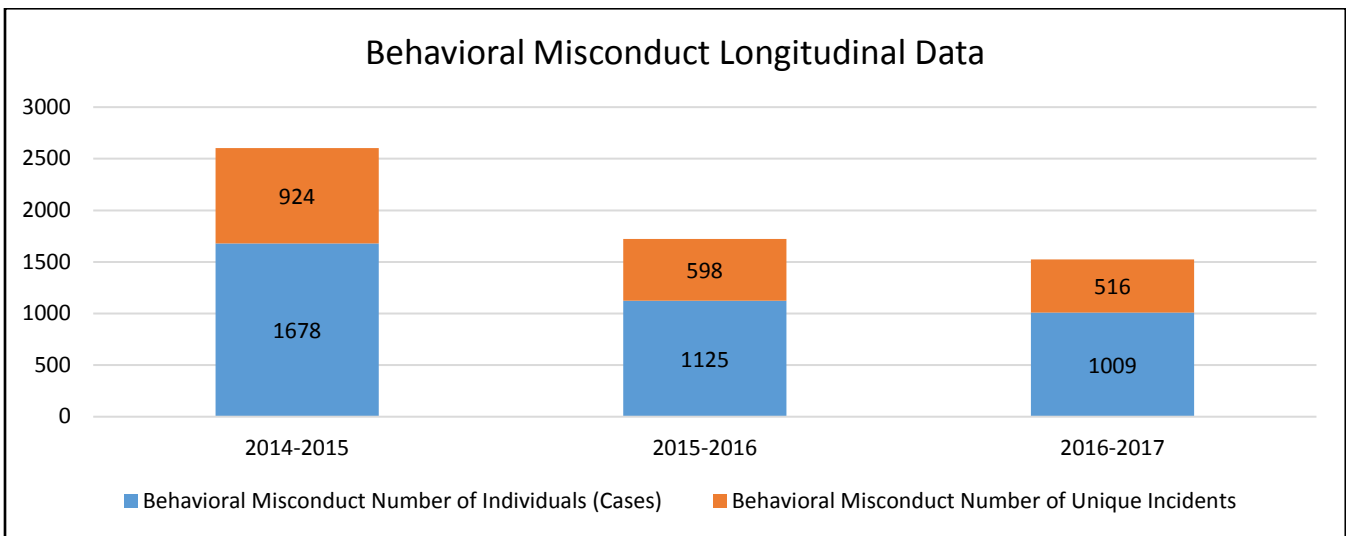
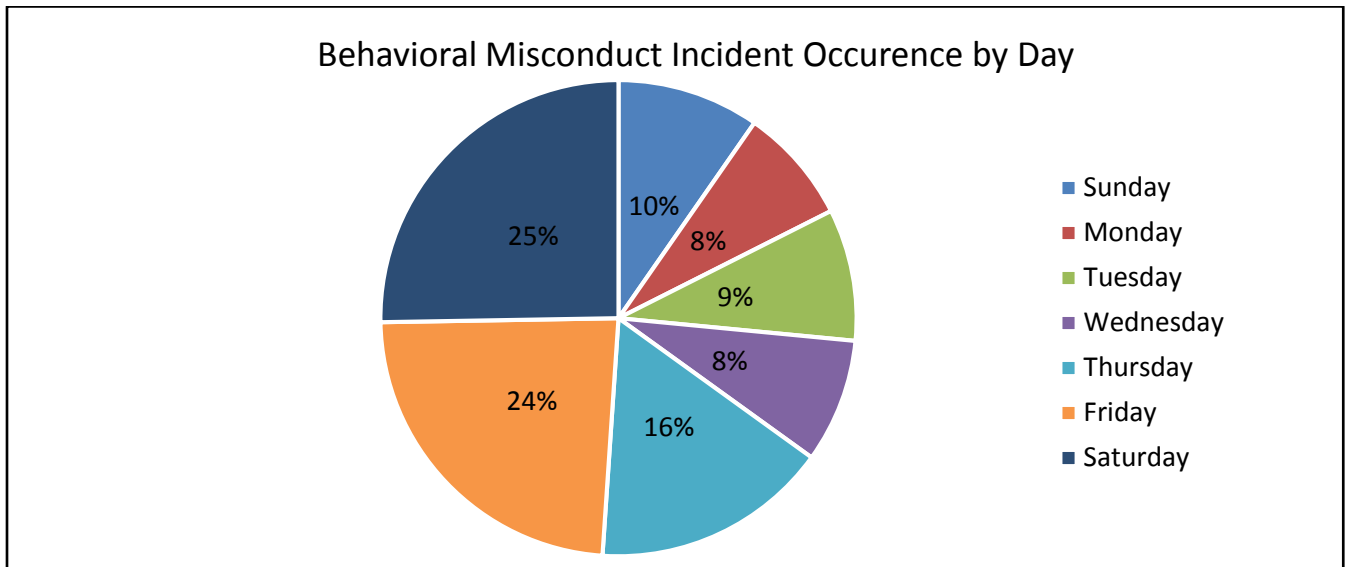
- Inclusive Excellence
 - Publish Hate/Bias Annual Report.
 - Assist in the launch of a Hate/Bias Response Team (Chaired by Director of DCA).
 - Continue “DOS Office Hours” and broaden connection to identity-based groups.
 - Revisit Inclusive Excellence toolkit and the Multicultural Organization Model to evaluate our office and plan staff professional development.
- Student case management process
 - Expand outreach and training with students, parents/family, faculty, staff, and broader community on how to report concerns and support students who are struggling.
 - Develop learning outcomes and evaluate student learning with the case management.
- Student conduct process
 - Create and implement an academic misconduct toolkit for faculty and staff.
 - Re-aligning training and adjudication processes so that students continue to feel valued and heard throughout the student conduct process.
 - Launch assessment project focused on indicators of learning exhibited in student reflection letters related to alcohol use, goal setting, and behavior change.
- Center for Prevention
 - Expand collaborative educational efforts with particular emphasis on potential at-risk populations (Athletics, Greeks, Natural Resources student groups, etc.) per strategic plan.
 - Double the number of students who complete *Bringing in the Bystander* training.
 - Increase returning student participation in *Think About It: Campus SaVE* online training.
 - Pilot student-led prevention project (seek grant funding for two student employees).

DATA – OFFICE OF THE DEAN OF STUDENTS AND THE CENTER FOR PREVENTION
Student Case Management Process

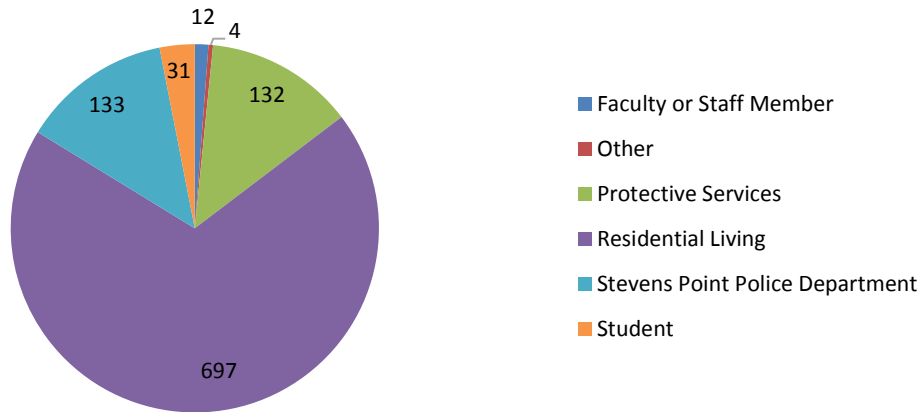




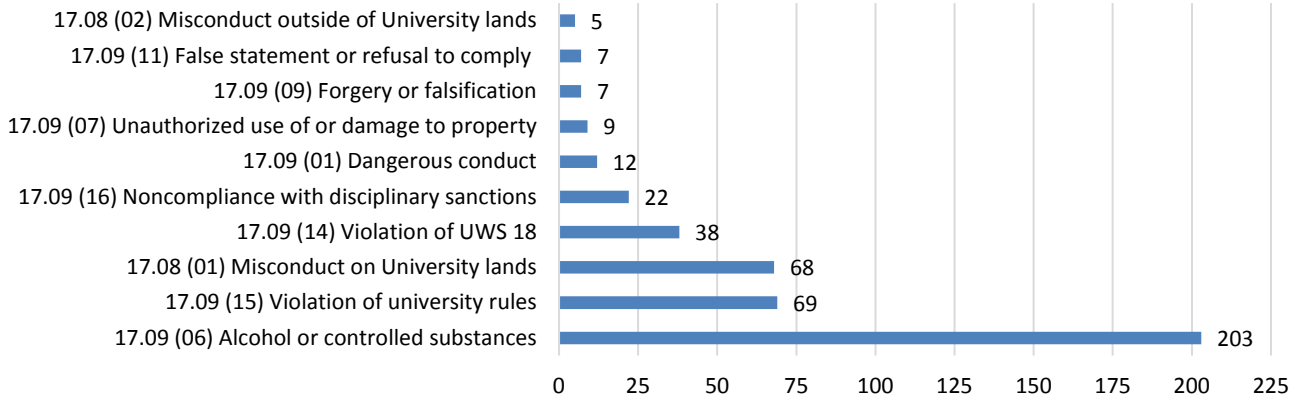
Student Conduct Process



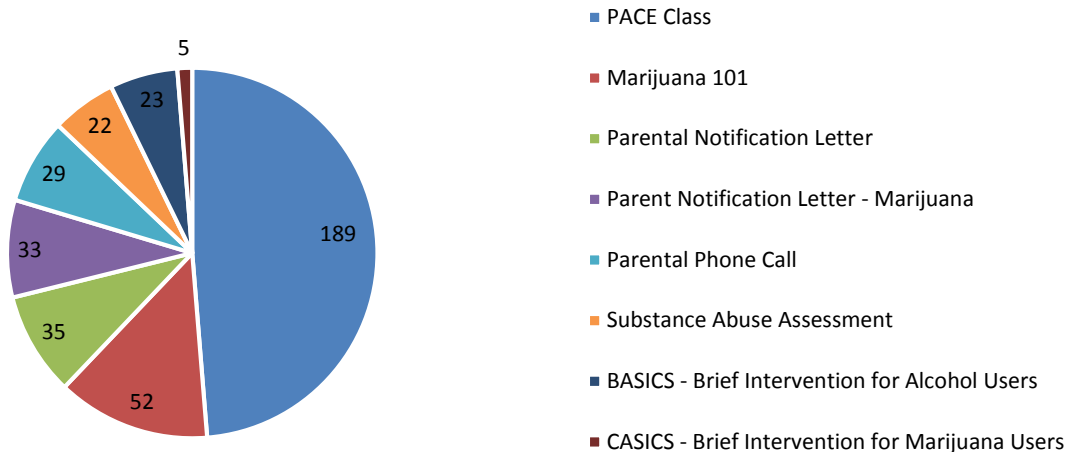
Behavioral Misconduct - Individual Case Count by Referral Source



Chapter 17 - Findings of Responsible (Ten most frequent violations)



Assigned AODA Sanctions 2016-2017



THANKS UWSP AND ZEST! CONSENT IS CLEAR, INFORMED, WILLING, AND ONGOING.

Representative Katrina Shankland in response to Sexual Assault Awareness Month promotion

I ENJOYED TALKING TO YOU TODAY.
YOU WERE SO NON-JUDGMENTAL AND
WANTED TO HEAR ABOUT MY LIFE AND
MY SITUATIONS. THANKS AGAIN.
Student walk-in to Center for Prevention

AWESOME CLASS ENVIRONMENT;
LEARNED A LOT IN A FUN WAY; HELPED
ME UNDERSTAND MY DRINKING HABITS
AND WHAT I DON'T LIKE ABOUT ALCOHOL
Student involved in AODA sanction course

Educational Sanctions

208 UWSP Student Participants

400 intentional conversations with students regarding alcohol or marijuana use

PACE Learning Outcomes

(Personal Alcohol Control Through Exploration)

100% of student participants could:

- Correctly define tolerance and BAC.
- Identify at least 3 ways to reduce risky drinking.
- Identify how alcohol affects their lives academically, socially, financially, and physically.

98% of student participants could:

- Identify personal drinking habits and one strategy for reducing risk when using alcohol.

155
student
participants

Students rated the overall quality of the program a 4.8 on a 5 point scale.

Students rated the usefulness of program activities in challenging them to think about their alcohol use a 4.5 on a 5 point scale.

BASICS Learning Outcomes

(Brief Alcohol Screening and Intervention for College Students)

100% of student participants could:

- Define tolerance and BAC.
- Identify at least 3 ways to reduce risky drinking.
- Explain the biphasic response and the red and green zone.
- Identify personal drinking habits.
- Identify how alcohol affects their lives socially and financially.

14
student
participants

Marijuana 101 Learning Outcomes

(Marijuana 101)

100% of student participants could:

- Identify connection between marijuana and health issues.
- Identify connection between marijuana and social and academic issues.
- Identify positive behavioral changes regarding time and money spent in using marijuana.

35
student
participants

CASICS Learning Outcomes

(Cannabis Abuse Screening and Intervention for College Students)

100% of student participants could:

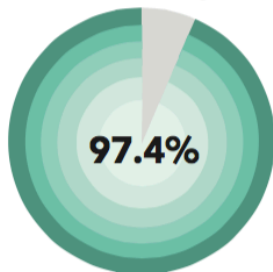
- Identify personal marijuana use habits.
- Identify three strategies for reducing use.
- Identify three short and long term effects of marijuana use.

4
student
participants

Universal Prevention Programs

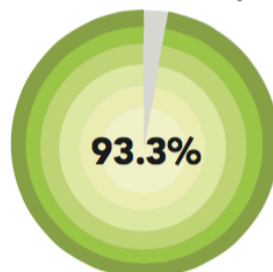
Administered Universal Prevention programs to all new First-Year, transfer, and graduate students.

Alcohol/Marijuana



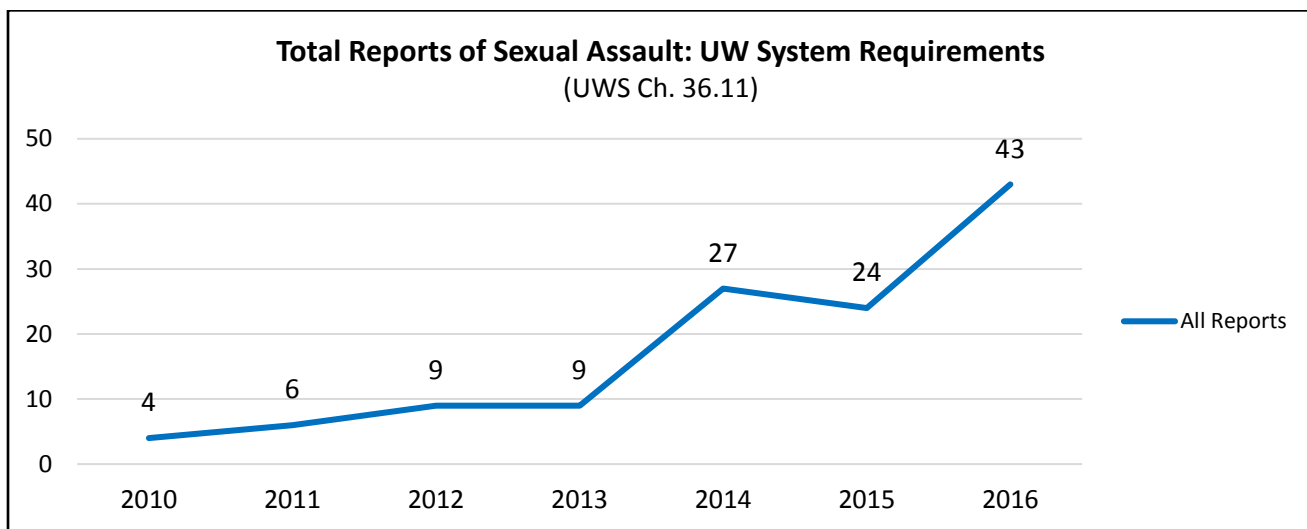
Percent of First-Year students that completed the Prevention Program

Consent and Respect



Percent of First-Year students that completed the Prevention Program

Sexual Assault Reporting Data



- Notes: 1) Not all reported assaults occurred when the reporting person was at UW-Stevens Point.
2) Numbers may include incidents from on campus, off campus in Stevens Point, and/or incidents from outside the city or state.

