

Student Affairs Annual Report

Office of the Dean of Students

Prepared by Dr. Troy L. Seppelt, Assistant Vice Chancellor and Dean of Students
August 2019

1. Mission Statement

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 members of the campus and broader communities. At the core of this work is a clear guiding philosophy and message to all students at UW-Stevens Point: ***You Matter, Point Cares.***

2. Services and Programs

Executive Summary: The Office of the Dean of Students (DOS) was created and began serving students at the University of Wisconsin-Stevens Point in the fall of 2013. Since the original idea of “a proactive department that provides programs and services of interest to all UWSP students and parents as appropriate” (2012, Division of Student Affairs Strategic Plan), the breadth and depth of service to students and support of the university has grown exponentially.

- a. Case Management/Student Care: Although enrollment is lower by more than 1500 students since the start of our coordinated case management work (2014), a record 471 unique/individual students were supported through the case management process during the 2018-2019 academic year. This represents an increase of 42% over five years. Similarly, the proportion of the student population supported through case management has grown to 6.1% of all students, up from 3.6% in 2014.
- b. Interpersonal Violence Response: The number of sexual assaults reported to UW-Stevens Point has increased 577.8% since DOS was created in 2013. In calendar year 2018, the university received 61 reports of sexual assault, up from 51 reports in 2017. Additionally, the University received 24 reports of other forms of interpersonal violence (e.g., dating violence, stalking) in 2018.
- c. Institutional Compliance: The Office of the Dean of Students is solely responsible for, or assists other departments, in ensuring UW System, state, or federal compliance in 14 areas to include the Jeanne Clery Act, Title IX, Higher Learning Commission (HLC) compliance, Wisconsin Act 177/UWS 36.11(22) Information on Sexual Assault and Sexual Harassment, and the NCAA Sexual Violence Prevention Program. This is an increase from five (5) areas of compliance in 2013.
- d. AODA/Interpersonal Violence Prevention: The Center for Prevention worked with academic departments (e.g., Theatre and Dance, Sociology/Social Work, Education), Student Affairs departments (e.g., Athletics, Residential Living), and student groups (e.g., Student Government Association, Greeks) to reach more than 1,600 students, faculty, and staff at in-person events/conversations and an additional 2,470 students through online learning opportunities.
- e. Student Conduct Process: The loss in overall enrollment, fewer students living in the residence halls, and expanded prevention efforts has resulted in fewer students involved in the conduct process. DOS continues to address alleged behaviors both on and off campus for all three campuses of UW-Stevens Point. The addition of the branch campuses, coupled with the work of three Care Teams and an uptick in incidents being reviewed by the threat assessment team, has resulted in higher overall demand for the DOS staff.

a. *Students of Concern/Case Management*

i. Background: Case management in the higher education setting began in 2000, and practitioners serve students by coordinating prevention, intervention, and support efforts across campus and community structures to assist at risk students and students facing crisis, life traumas, and other barriers that impede success. Formal case management began at UW-Stevens Point in 2014, with the creation of a students of concern reporting process and Care Team. Key functions include:

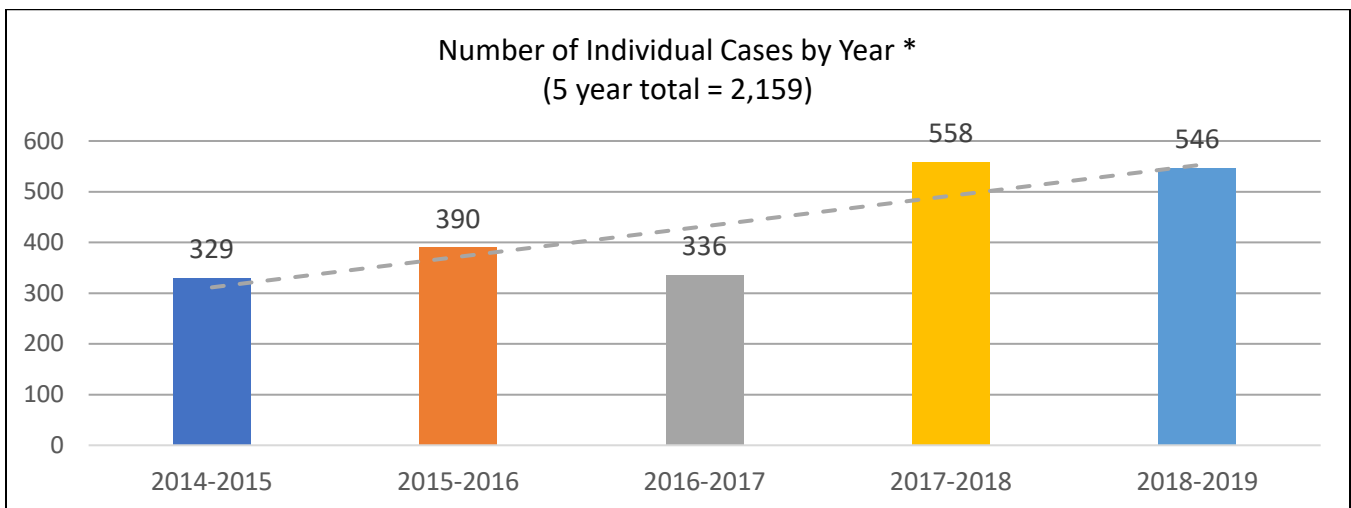
1. Responding to students in crisis in the moment and triaging reports of student issues. Coordinating campus-wide support of students with concerns.
2. Leading Care Teams, multidisciplinary, administrative teams dedicated to assisting and resourcing students who may be in distress or managing difficult life circumstances.
3. Meeting and maintaining contact with students to provide support, offer and coordinate resources, and monitor progress as part of ongoing care for the student and their success.
4. Fostering self-advocacy in students to manage their academic, personal, and fiscal responsibilities.

ii. Relevance

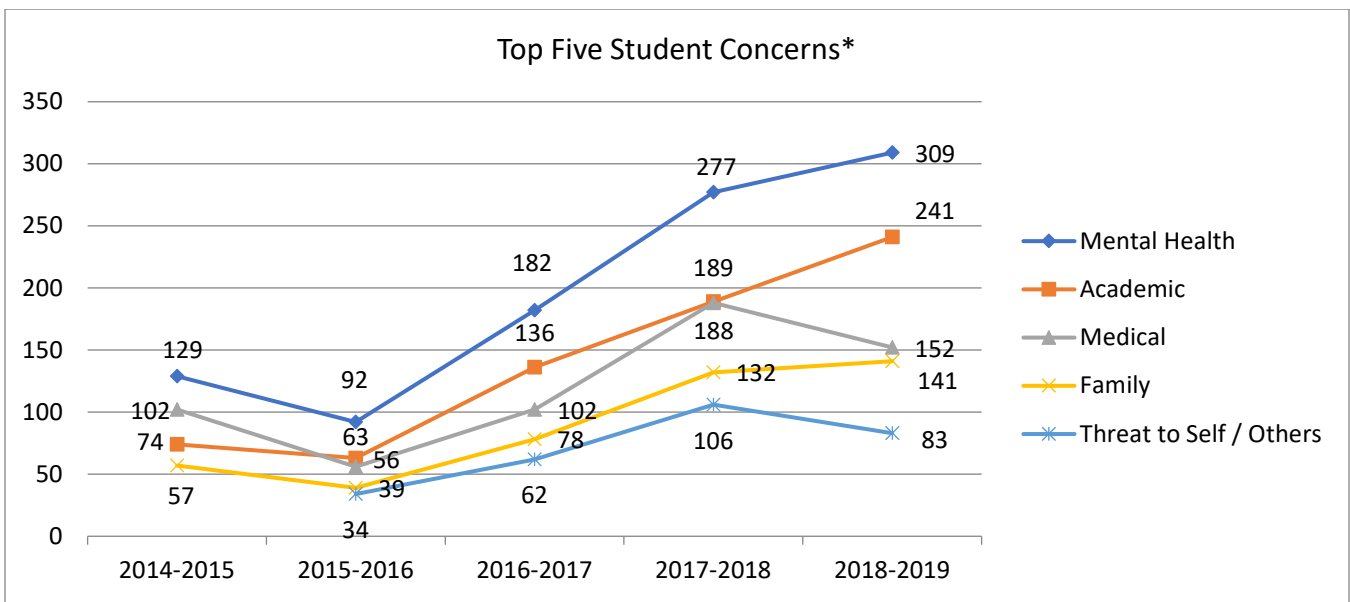
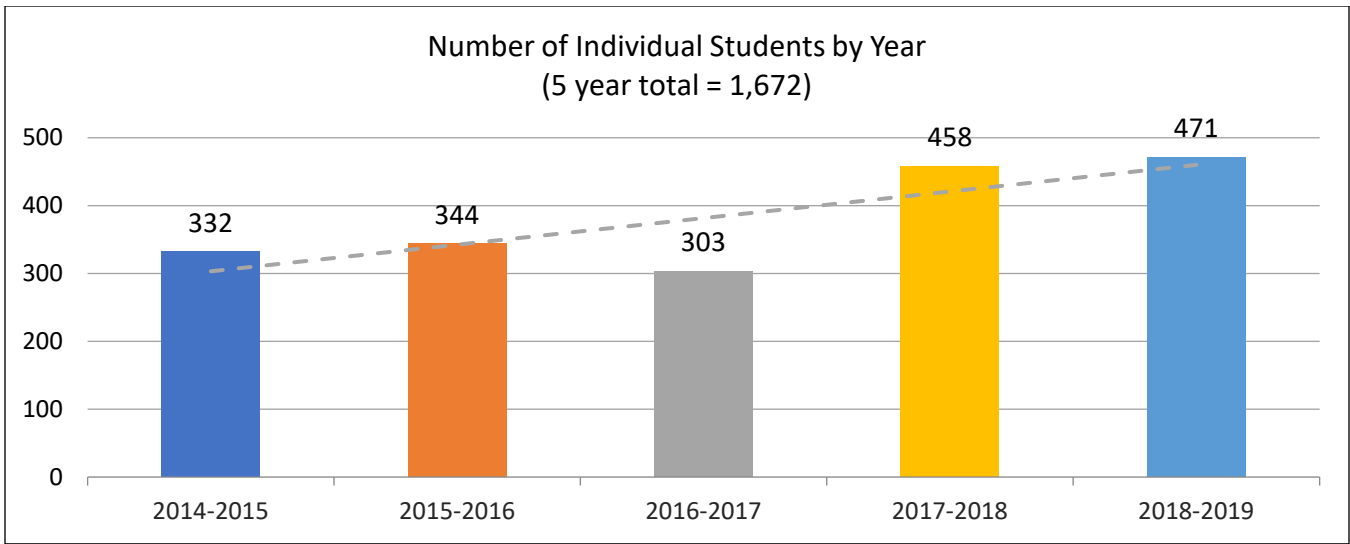
1. During the 2018-2019 academic year, there were 546 student of concern cases involving 471 individual students. While this is a 2.15% decrease in total cases, it was a 2.84% increase in individual students from the previous academic year.
2. Most cases were referred to the Office of the Dean of Students by Residential Living (29.3%), staff (24.2%), or faculty members (18.0%). Students continue referring other students as well (16.5%).
3. Most students involved in case management live on campus (65.8%) however we supported 161 students who lived off campus.
4. To date, a total of 1,672 individual students have come into the case management program since its start in 2014, for a total of 2,159 cases.

iii. Productivity and Efficiency

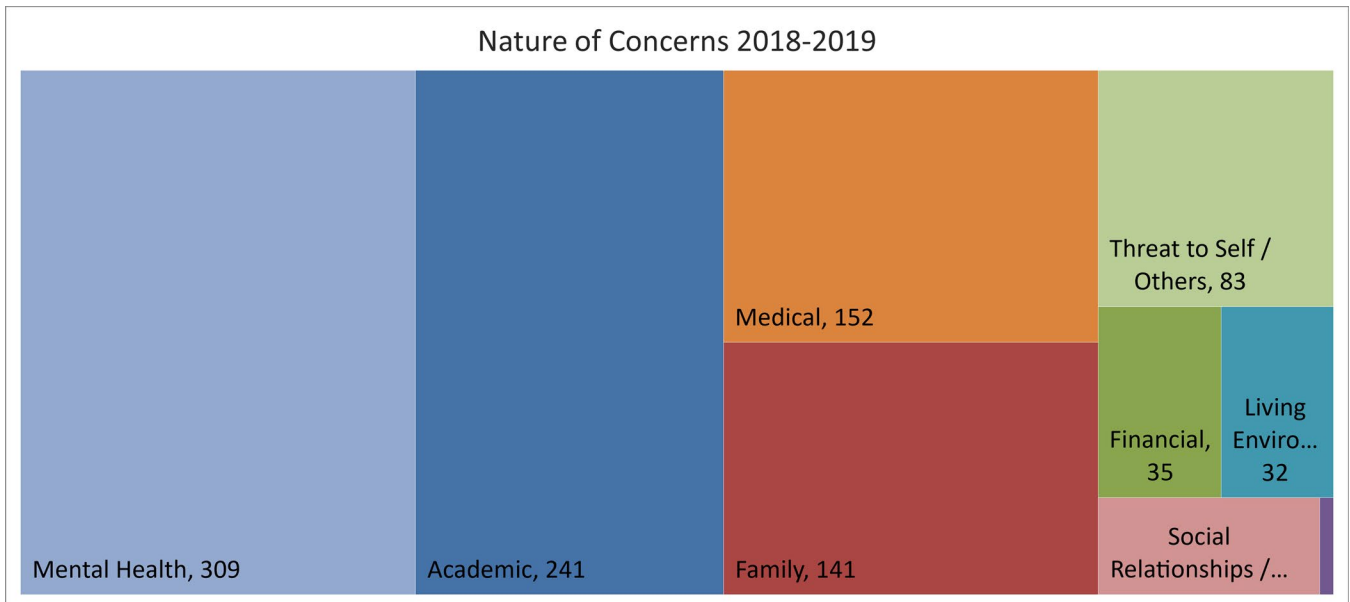
1. See case management specific data below.
2. The Office of the Dean of Students completed an initial, internal audit of our current case management structure and practice utilizing the general and specialty standards provided by the Council for the Advancement of Standards in Higher Education (CAS).



* Individual students might have multiple concerns over the course of a year or their academic career; each new concern results in the creation of a new case as our office responds to the student's needs and connects them to resources.



* "Threat to self/others" data was not separately tracked in 2014-2015



iv. Quality Indicators for Students of Concern/Case Management Work

Recently I had a friend pass away, and your office went out of their way to reach out and send a letter on the office's behalf. That meant so much to me. During my time here at UWSP, this was the second time I lost a friend during the academic year and your office has reached out to me both times. It is something that I didn't think that the school would ever find out about or let alone address. So once again, thank you very much.

Student – Case Management, 2018-2019

Thank you for reaching out. I would not be here if it wasn't for the training you all provide to faculty so they can help us. Your office is calm, and I feel safe here. Thank you for caring.

Student – Case Management, 2018-2019

Thank you for all that you do. Even just that little email helps me feel less alone and provides direction. I often loath asking for help, but you've helped me get past that.

Student – Case Management, 2018-2019

Thanks again for working with me. I couldn't have gotten this far without you.

Student – Case Management, 2018-2019

Thank you so much for reaching out as I am not the most vocal when it comes to ask for help.

Student – Case Management, 2018-2019

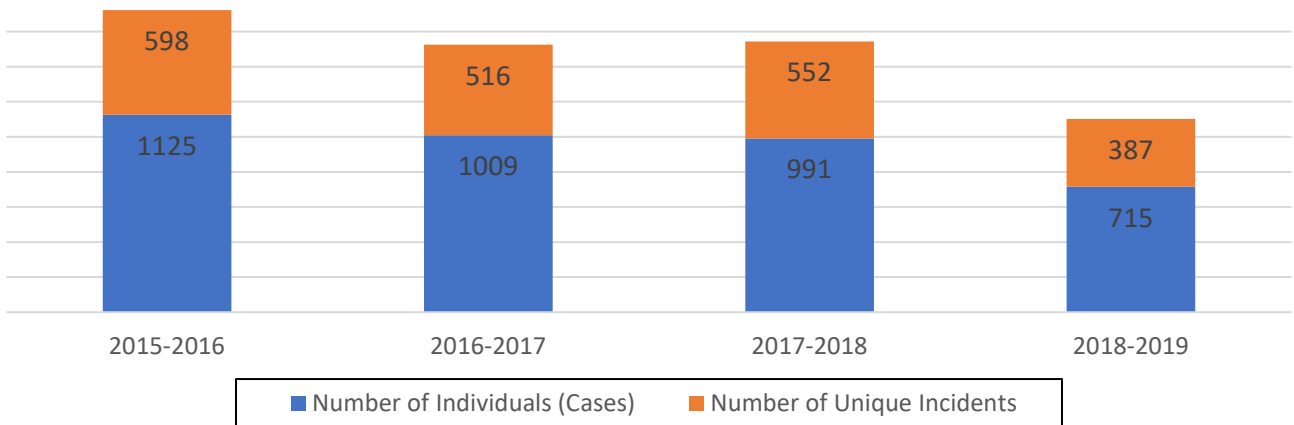
I would not have shared as much as I did, but I trust you and I feel comfortable here. It's nice to know that our campus is like a second family that is here for us if we need it. Everything you're saying I can totally relate to and is what is going on with me.

Student – Case Management, 2018-2019

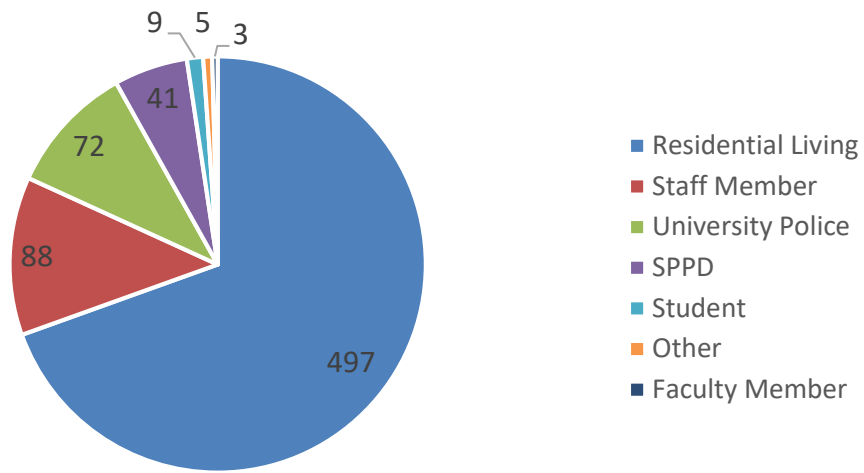
b. *Student Conduct – Relevance, Productivity, and Efficiency*

- i. The total number of students involved in the student conduct process went down 27.9% from the previous year. This reduction in conduct cases is likely due to fewer students living in the residence halls, fewer students overall, and the positive impact of our prevention efforts.
- ii. Findings of responsibility for policy violations and associated educational sanctions were also correspondingly down in the 2018-2019 academic year.
- iii. As in previous years, most conduct referrals came from Resident Living, followed by other campus staff, campus and city law enforcement.
- iv. DOS began a review of the conduct structure and process utilizing the standards provided by the Council for the Advancement of Standards in Higher Education (CAS).
- v. Although the number of conduct referrals has remained gone down, the importance of student-staff interactions associated with this process cannot be understated as over 25% of students living in the residence halls connect with a professional for these conversations. Additionally, complex cases involving multiple students require a large investment of time and resources.
- vi. See student conduct specific data below

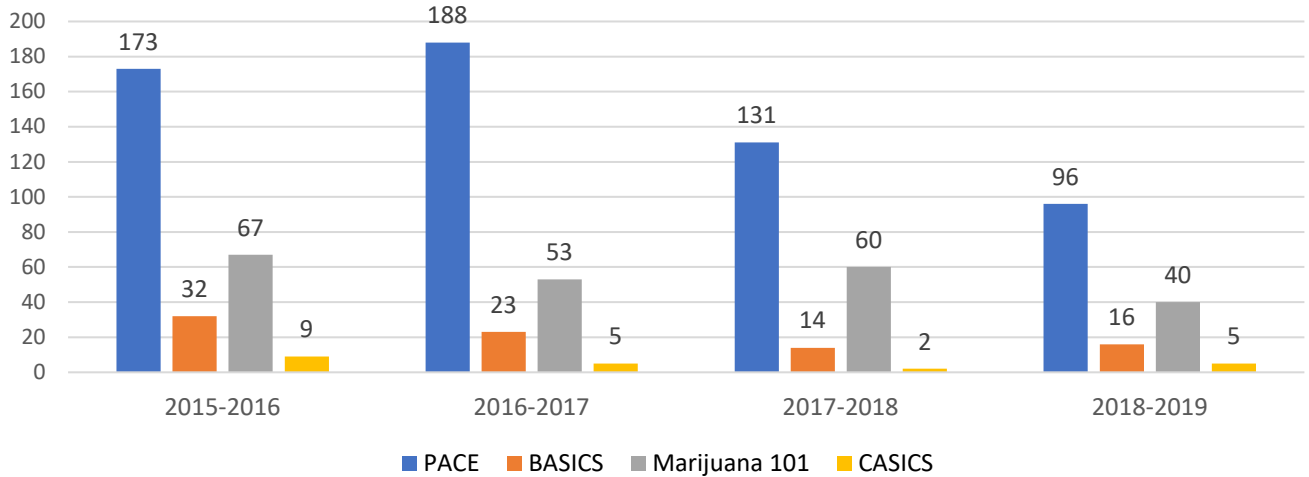
Behavioral Misconduct



Behavioral Misconduct by Referral Source



Assigned AODA Sanctions by Year



vii. Quality Indicators for Student Conduct Work

Thank you very much for your time meeting with myself, my mom, and the Hall Director to discuss our points of view on the situation brought to your attention a few weeks ago. I really appreciate that you are willing to meet with students to discuss things they feel are important. I, myself feel at ease knowing these resources are available to students on campus.

Student in Conduct Process, 2018-2019

Thank you for all the work you do with our students, I am so grateful we have your office.

Student Advisor, 2018-2019

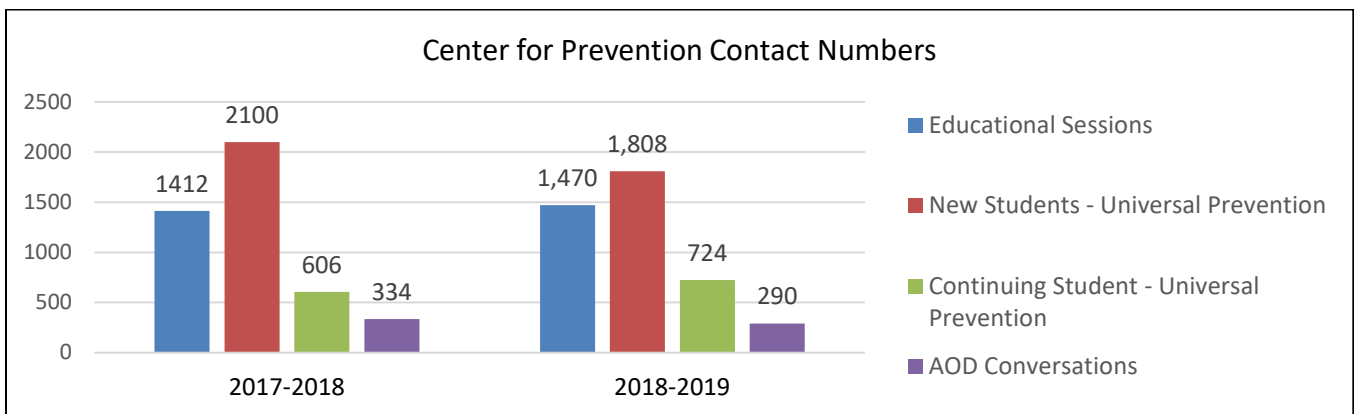
Thanks for all you do for us and our students.

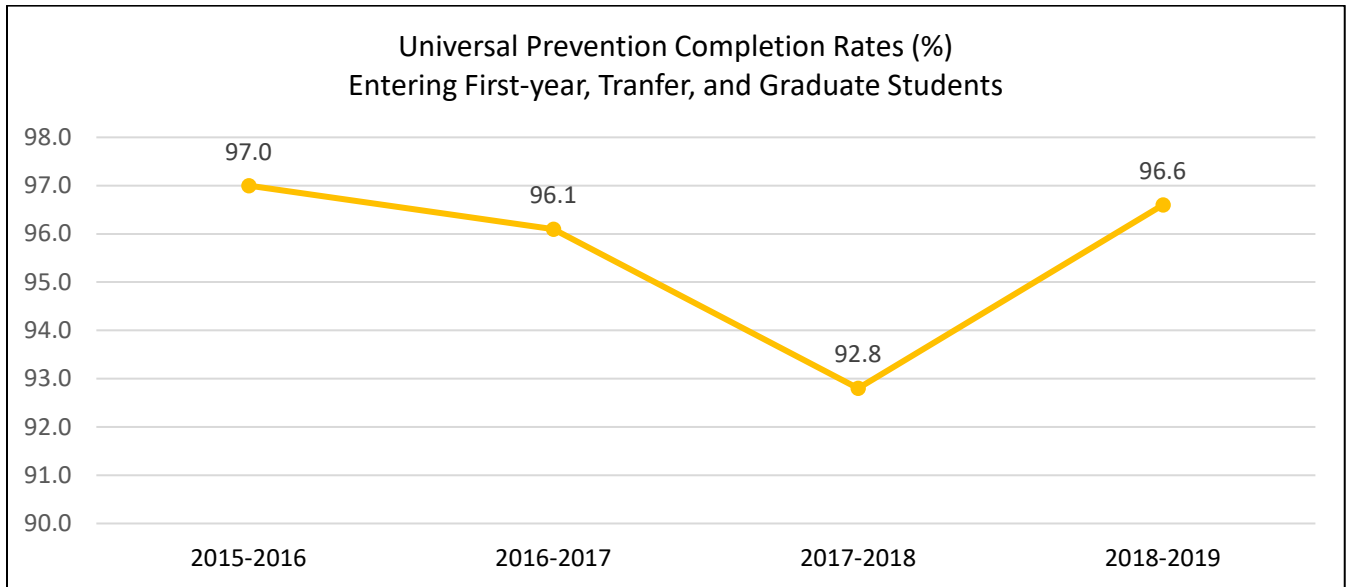
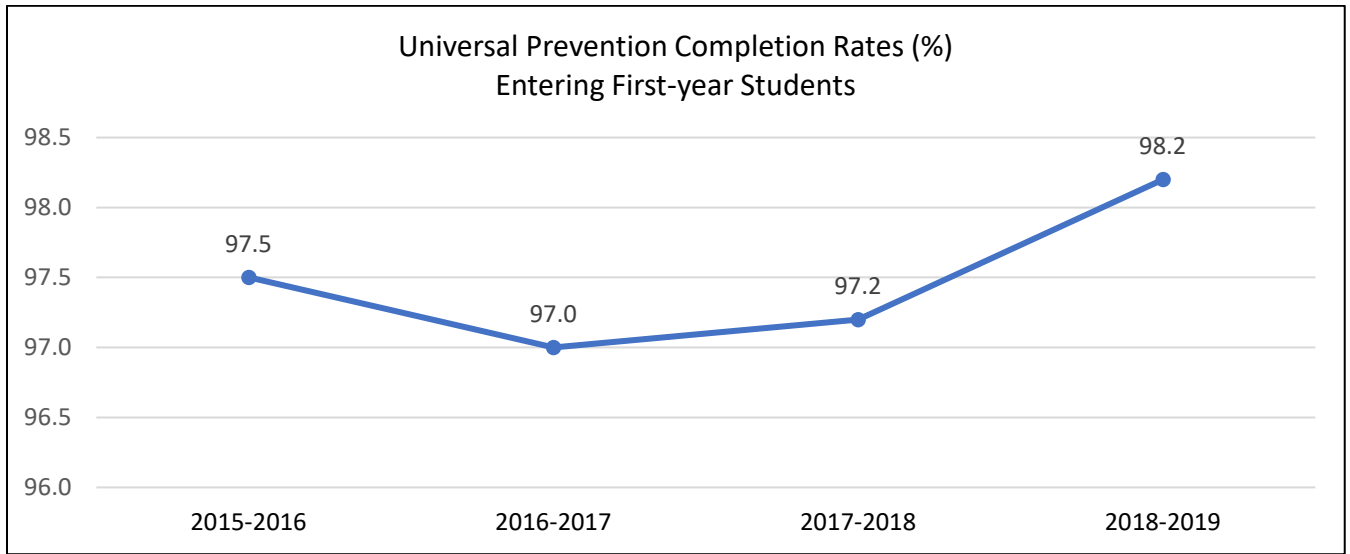
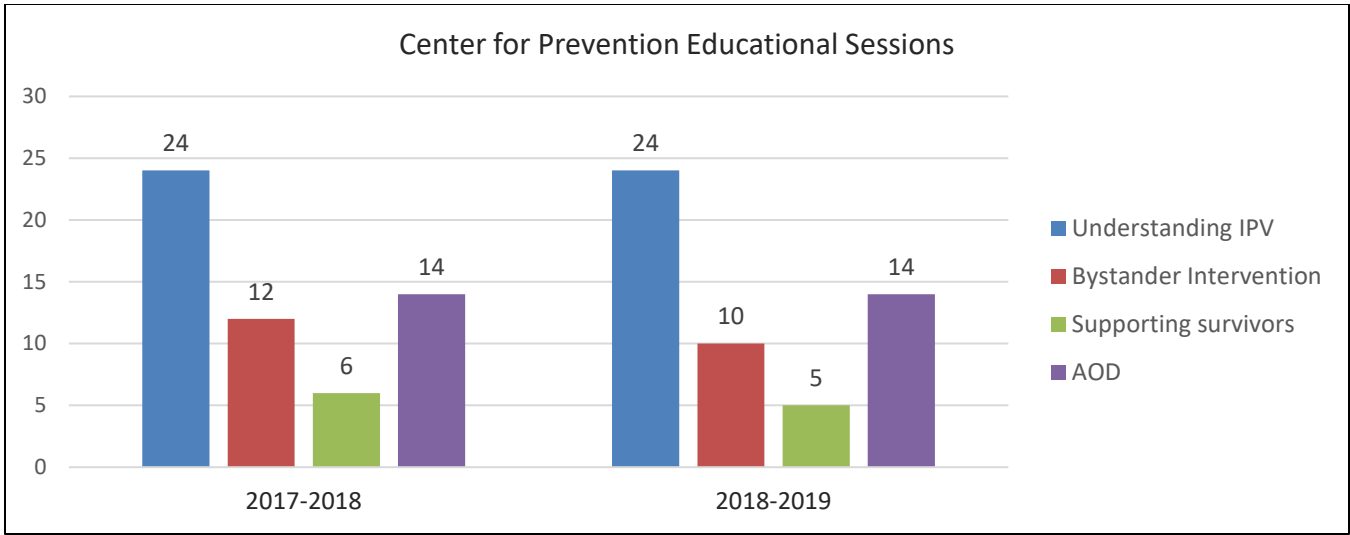
Residential Living Staff, 2018-2019

I just wanted to let you know I appreciated you letting me chat yesterday. You have been really supportive of me this year and I can't thank you enough for it.

Residential Living Staff, 2018-2019

- c. Center for Prevention – *Relevance, Productivity, and Efficiency*
 - i. The Center for Prevention reached more than 4,200 students, faculty, and staff in face-to-face and online educational experiences.
 - ii. UW System requires that all entering first-year students complete the online *Think About It* universal prevention course. In the 2018-2019 academic year, 98.2% of the first-year class completed the training.
 - iii. UW-Stevens Point also requires new transfer and graduate student complete the *Think About It* course. Across the three groups of students, 96.6% of the student complete the training.
 - iv. The work of the Center for Prevention helps to ensure UW-Stevens Point remains compliant with UW System, state, and federal compliance requirements. These include the Drug Free Schools and Communities Act, Title IX of the Education Amendments of 1972, the Jeanne Clery Act, Violence Against Women Act, Wisconsin Act 177/UWS 36.11(22) Information on Sexual Assault and Sexual Harassment, UWS 14-2 Sexual Violence and Sexual Harassment, and the NCAA Sexual Violence Prevention Policy.





v. Quality Indicators for Center for Prevention Work

Thank you for listening to me and caring about me. I appreciate your honesty and challenging my drinking behaviors.

Student – Center for Prevention, 2018-2019

Thank you for caring about me and talking with me on such short notice. I feel like you care about me and not just my marijuana use.

Student – Center for Prevention, 2018-2019

Great training with practical ways to intervene when I see something that doesn't look right.

Student Participant – Bystander Intervention Training, 2018-2019

The facilitators were relatable and really helped the audience understand the importance of intervening.

Student Participant – Bystander Intervention Training, 2018-2019

The class was fun and interactive, and I learned a lot about my own drinking habits.

Student – Alcohol Sanction Course (PACE),
2018-2019

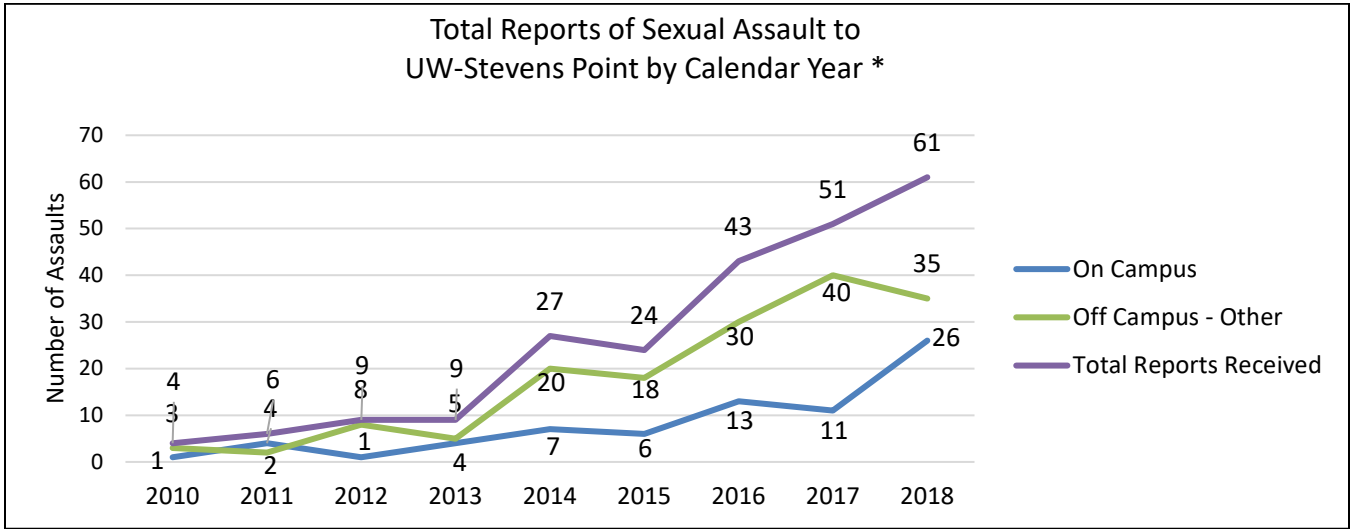
The class was educational and non-judgmental. The activities really helped me understand my drinking habits and how to make better decisions.

Student – Alcohol Sanction Course (PACE),

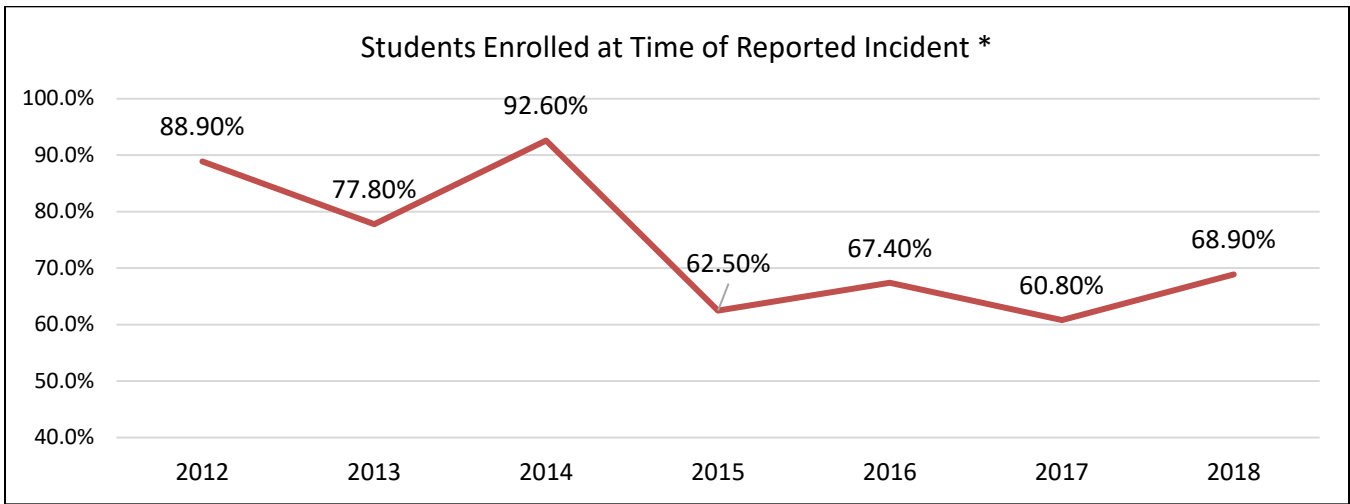
Thank you, Stacey, for ensuring that we are NCAA compliant. You are amazing and a great resource.

Director of Athletics, 2018-2019

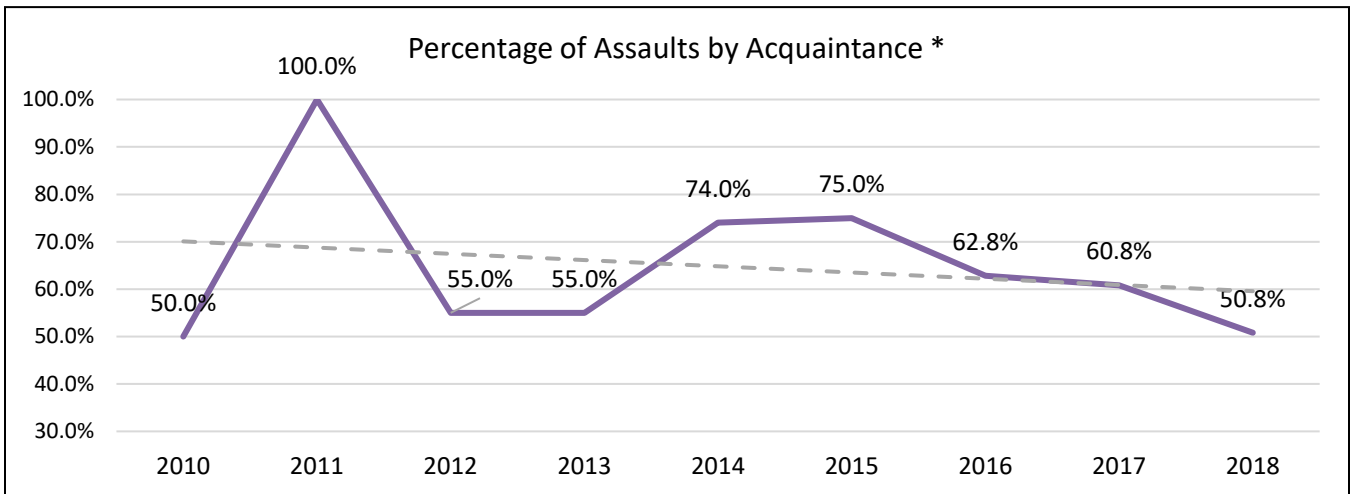
- d. Sexual Assault/Interpersonal Violence Response – *Relevance, Productivity, and Efficiency*
- i. The number of reported sexual assaults involving students rose from 51 in 2017 to 61 in 2018, an increase 19.6%. This is the third year in a row that the number of sexual assault reports has increased.
 - ii. In addition to the reports of sexual assault, 24 students reported being victims of dating violence, domestic violence, stalking, or sexual harassment in 2018.
 - iii. The Office of the Dean of Students have received 215 reports of sexual assault since opening in 2013.
 - iv. In partnership with local advocacy agency and student organization, created *Survivor to Thrive* support group for students who are survivors of interpersonal violence.



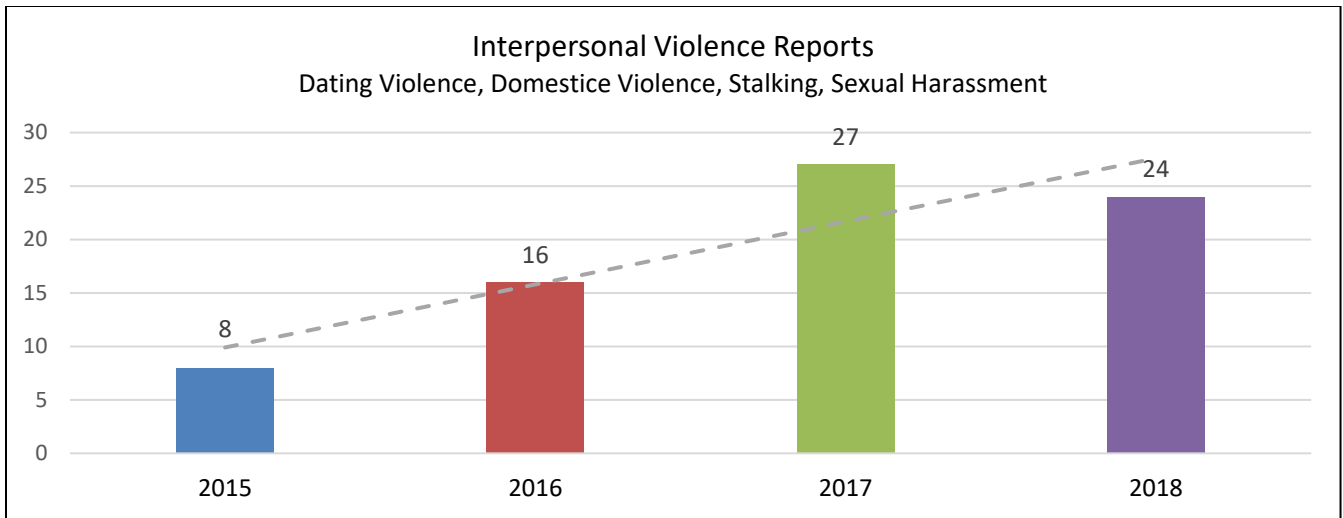
* Not all reported assaults occurred when the victim was at UW-Stevens Point. In 2018, fifty-nine (59) reports came from the Stevens Point campus and two (2) reports came from the branch campuses of Wausau and/or Marshfield.



* In 2018, forty-two (42) of the reported incidents occurred when the victim was enrolled as a student at UW-Stevens Point. Of sixty-one (61) total reports, 36.1% (22) did not identify the victim/were submitted anonymously.



* In 2018, twenty-two (22) reports do not indicate the connection between the individuals involved and eight (8) indicated a stranger committed the assault.



v. Quality Indicators for Sexual Assault/Interpersonal Violence Response

I appreciate everything you have done for me as your student. My final semester was rough, but you saw me through it. I am so grateful for you. You are an amazing ally for students.

Survivor, 2018-2019

Thank you for letting me know and thank you for going through the process with me, I really appreciate what you do.

Survivor, 2018-2019

Thank you all so much for your time, help and support for the WWYW display. Thank you for making this one of the most memorable pieces of my time at UWSP.

PAVE, 2018-2019

Thank you for all your support!

Survivor, 2018-2019

Thank you so much for your help this semester. I will let you know if I need anything and I really appreciate everything you've done for me.

Survivor, 2018-2019

Even though you wear a gold name tag, you are amazing at making yourself present and approachable. Students know they can come to you and they are comfortable doing so.

Student leader, 2018-2019

At the beginning of the spring semester, I was sexually assaulted. I reported the incident and the Dean of Students office immediately reached out. They helped me get in to see a counselor and contacted my academic department to ensure that I would not have to continue being in the same space as the student who assaulted me. A faculty person inappropriately shared information and the Dean's office worked tirelessly to amend the problem and ensure my health and safety. Because of the Dean of Students services, I was able to take care of my mental health and perform to the best of my ability in the classroom. I am so grateful for the work the Dean of Students office does for me and for students across campus.

Survivor, 2018-2019

3. Major Unit Achievements

- a. Created and managed Care Teams for the Marshfield and Wausau campuses.
- b. Hosted and attended the NaBITA Best Practices Course and SIVRA training in July 2018; attended by professionals from across the country and ten (10) from campus.
- c. Created ongoing threat assessment team meetings and incorporated colleagues from branches
- d. Center for Prevention received \$15,374 in grant funding.
- e. Served as Title IX Coordinator for 6 months; expanded outreach and advertising about Title IX awareness, reporting, and resources on home campus and to Marshfield and Wausau campuses.
- f. Administered Campus Climate-Sexual Assault and Interpersonal Violence Survey to 2,500 students achieving a 26% response rate.
- g. Through community partnerships, created sexual assault/interpersonal violence advocacy positions on the Marshfield and Wausau campuses.
- h. Launched and managed Clery required CSA online training and Title IX required Responsible Employee training for more than 900 students, faculty, and staff on all three campuses.

4. Inclusive Excellence *(separate each population discussed)*

- a. All students
 - i. Attended UWS Bias and Hate Symposium
 - ii. Created structure for, launched, and ran Bias Response Team
 - iii. Policies and programs updated to include inclusive language
- b. LGBTQ
 - i. All DOS staff attended *Providing Inclusive Services: Working with LGBTQ survivors of sexual assault and intimate partner violence* offered by End Abuse WI
 - ii. Updated website and policies to use gender-neutral pronouns
 - iii. Center for Prevention staff attended Safe Zone training.

5. 2019-2020 Department Goals and Priorities

- a. Given the ongoing enrollment challenge, evaluate current services, programs, and responsibilities to determine what can stop or be moved to another department on campus; Ensure what remains is core to the care and support of our students.
- b. Continue to replicate and integrate Dean of Student/Center for Prevention services at the Marshfield and Wausau campuses, to include student conduct, students of concern/Care Team, AODA/IPV prevention, Title IX efforts, and threat assessment.
- c. Address knowledge and perception concerns identified in the Campus Climate-Sexual Assault and Interpersonal Violence Survey.
- d. Complete an initial, internal CAS Standards review of the Student Conduct Program and either the AOD Program or Sexual Violence-Related Program.
- e. Develop a case management policies and procedures manual.
- f. Select and implement a student learning assessment project as well as formalize what data that will be consistently collected and reported; Create service effectiveness survey.