



# Student Life Office Annual Report

## 2017-2018



# Message from the Director of Student Life

At UWL the Division of Student Affairs believes and acknowledges that we are “STRONGER TOGETHER”. Under this umbrella of student centeredness, the Student Life Office adds strength by helping students to THRIVE! From the time a student lands on the UWL campus to the time they spread their wings to take flight from UWL we pride ourselves in advocating for and empowering students in the lives they live and the decisions that they make. This annual review provides a window into the work we have done over the past year and how that informs the services we provide to our students moving forward.

This year in Student Life was a year of diligently working together and supporting one another to maintain the quality of our student services while we started to undergo the process of leadership change. Even through this process the heart of our work does not change as we remain committed to the inclusion, equity, advocacy and wellbeing of all our students here at UWL. We welcome Dr. Vitaliano Figueroa as our new Vice Chancellor for Student Affairs. We look forward to his leadership and vision.



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# Student Life Mission and Values

## Mission

The mission of the Student Life Office (SLO) is to enrich and support the UWL community through programmatic opportunities, as well as individual interventions.

We challenge and support individual growth through educational outreach, including the areas of wellness, alcohol education, campus safety, violence prevention, and programming for students in transition.

We strive to meet individuals where they are along their journey by providing the assistance and guidance they need and deserve. SLO is a campus resource and an integral part of the Division of Student Affairs.

## Values

Student Centered: Students are at the heart of our work.

Intentional, Purposeful and Progressive

Reliable, Trustworthy and Fair

Personable, Fun, Welcoming, and Helpful

Partnerships and Collaboration

Inclusivity and Openness

# Student Life Goals

## Student Life's Five Year Goal

By 2023, the Student Life Office in collaboration with Diversity and Inclusion and Student Affairs units, will increase the number of underrepresented students served by internal services and external outreach as measured by the number of students served by SLO being proportionate to the changing University demographics.

By 2019, Student Life Office will create an assessment plan to include intake form consultation and creation, outreach database creation, current practice, policy, and procedure overview, and student staff recruitment procedures. The assessment plan will increase the understanding of students currently served by the Student Life Office, services provided, and student perception of experiences with Student Life Staff. This plan will help inform areas of improvement to be addressed by an Action Plan; and,

SLO will conduct intentional outreach to Diversity & Inclusion units to map current services and potential overlap and areas for collaboration. Student Life staff will outreach to campus partners to develop a better understanding of how to improve collaboration and partnerships, as well as, share more information about internal and external services offered by the Student Life Office.

## *Goals from each department*

**Leadership:** Provide stability for Student Life leadership with secession planning to allow continuity for student life functions and student well being by September 1, 2018.

**First Year Experience:** By May 2019, First Year Experience will develop a Parent/Family Track for Transfer START days with a web presence welcoming them to attend and providing active and intentional programming on Transfer START dates as demonstrated by an increase parent/family attendance.

**Wellness and Health Advocacy:** By May 2019, the Peer Health Advocate program will audit all current health education programs and increase available topic areas. Each existing program will be assessed through an equity lens and improved. Success will be measured by assessment outcomes and updated programs will be evaluated using the Racial Equity and Social Justice Tool (Madison, 2017)

**Violence Prevention:** By September 2020, Student Life Violence Prevention, in collaboration with Dr. Beck Elkins and the Assessment Sub-Committee of the Violence Prevention Advisory Committee (VPAC), will complete the following assessment plan. Results will be used to further develop and refine both individual services and prevention education on campus.

**Student Conduct:** By January 2019, in collaboration with campus partners (Title IX, Residence Life, Human Resources, etc.) will develop training and procedures for multiple sexual misconduct investigators to better serve and respond to allegations of sexual assault and sexual harassment as demonstrated by an intentional distribution of complaints to newly trained investigators.

**Advocacy and Empowerment:** By May 2019, in collaboration with the Division of Diversity and Inclusion increase the services provided for students of color as demonstrated by a 10% increase in referrals from Division of Diversity and Inclusion units.



## **Fall 2017 New Student Orientation (NSO) and Welcome Week:**

- All new first-year students were included in orientation groups led by one of our 50 Eagle Guides that met throughout the weekend of NSO.
- All incoming international students, both degree seeking and exchange were also included in the new student Eagle Groups.
- Transfer students living on-campus were given the option to opt in to participating in new student orientation Eagle Groups.
- Collaborated with the Transfer Student Advisor in the Academic Advising Center to revamp and provide two transfer student information sessions during New Student Orientation and Welcome Week.

## **Our “WHY” for New Student Orientation:**

Create an environment that fosters connections and relationships with their peers and campus resources and provides the foundation for success in the classroom, on campus and in the community.

This is achieved through the utilization of peer lead groups during New Student Orientation which focus on connecting new students to other new students, formally and informally, as well as establishing a relationship with an upper classman student leader. Through programming offered throughout NSO new students have the opportunity to explore campus and community resources that will assist in meeting their basic academic and social needs as they transition from high school through their first year of college.

## Family Weekend

- Approximately 700 families registered for the weekend
- Partnered with University Centers to sell Family Weekend football and CAB event tickets for Family Weekend.
- Partnered with RecSports for the Chancellor's Fun Run
- Partnered with UWL Athletics to provide discounted football general admission tickets to Family Weekend participants

## Eagle Mail – E-Newsletter/Communication

- Summer: Weekly e-communication with incoming new students and their families between the conclusion of START and the beginning of NSO.
- School Year: Monthly e-communication with parents and families
- Late Spring Semester: Pre-START e-communication sent to incoming families with reminders prior to attending START



## Transfer START

- Transfer STARTs occurred on August 2, December 8, January 12 for students attending during the '17-'18 academic year.
- Transfer STARTs occurred on April 9, April 20, April 30, May 4, and May 21 during the Spring Semester and will occur on August 6 and August 24 for students attending UWL during summer session or Fall 2018.
- Approximately 200 incoming transfer students signed-up for the five dates during the Spring Semester
- Transfer START Logistics team created under the START Team umbrella. The logistics team is comprised of the Sarah Joslyn, First-Year Experience Coordinator, Shari Schoohs, Transfer Student Advisor, Aiyana Dettmann, Career Services Advisor, and Scott Johns, Assistant Director of Admissions.
- The program will continue into the fall semester for new transfer students beginning in Spring 2019.



## START for First-Year Students and Families - 2018

START Team is co-lead by Sarah Joslyn (First-Year Experience Coordinator) and Sam Pierce (Assistant Director of Admissions).

Members of the START Team include: Becky Vianden (Academic Advising Center), Sandy Grunwald (Provost's Office), Jan Von Ruden (Records & Registration), and Carla Burkhardt (College of SAH Dean's Office).

- Approximately 2200 incoming students attended a START date.



## Goals for 2018:

- By May 2019 First Year Experience will develop a Parent/Family Track for Transfer START days with a web presence welcoming them to attend and providing active and intentional programming on Transfer START dates as demonstrated by an increase parent/family attendance.
- By February 2019, increase NSO Eagle Guide applications from approximately 50 applicants for 50 positions to at least 75 applications in order to create a more diverse group of Eagle Guides.
- Get 80% of incoming transfer students for Summer and Fall 2019 to attend in-person Transfer START.
- By Spring 2019, work with Institutional Research to track the retention of transfer students who attend in-person Transfer START compared to those who did not attend.
- Improve the UWL Parents/Family website by providing more relevant information and easier access to information by December 2018.
- Create a UWL Traditions/Bucket List program by Spring 2019 to propose for Outcomes Based Funding with plans to implement Fall 2019.
- Create a “Second Year Experience” model by Spring 2019 to propose for Outcomes Based Funding with plans to implement Fall 2019.

## Looking to the future:

In the past year, we have made great strides towards enhancing our Transfer START event. It is now required for all incoming transfer students and we are offering an online version for students who are unable to attend any of the in-person dates. Our online version aims to provide students with similar information to what they would have received in person with the exception of the academic advising. As we move forward, we plan to work with Institutional Research to assess retention of students who attend in-person Transfer START. We also plan to implement a Parents/Family Program to engage our transfer families and provide them with helpful information as well as a connection to campus.

One of the issues at hand for all of the student transition programs (NSO, START, Transfer START, Eagle Guides) is available resources. As new student classes have grown and needs and expectations of students and families have evolved, the resources available to provide these changing programs and services have not grown at the same level. Moving forward, sustainable and realistic resources need to be identified and addressed.

# Wellness & Health Advocacy

## Mission

The mission of Student Life: Wellness and Health Advocacy is to provide the UWL campus community with culturally competent health education, health promotion programming, alcohol and other drug education, community engagement, and partnership that supports and empowers the campus community to make choices and create lifelong habits that promote health and well-being across all dimensions.

## Vision

A campus environment where the potential for health flourishes

## Values

As each of the individuals in the campus community is unique, with different goals, values, strengths, and experiences, so are their perceptions of and potentials for wellness. Wellness and Health Advocacy respects and values these differences and will provide tools, education, guidance, and support to cultivate an inclusive environment in which the potential for health flourishes for everyone.

Health education will always be guided by evidence, research, best practices, and based in sound theory. It is vital that students have non-biased, accurate, and complete health education to make informed decisions regarding their health



Figure 1. Peer Health Advocates promote health and wellness holistically, focusing on all areas of wellness to include financial, spiritual, mental and emotional, environmental, social and cultural, career and academic, and physical health.

## Points of Pride & Accomplishments 2017-18

2017-18 year brought new opportunities with new Wellness leadership, campus partnerships, and new health programming. A few highlights from this year include

- Record high participation in our campus-wide events: Stomp Out Stigma, De-Stress Fest, and Free STI clinic
  - Highest engagement of Peer Health Advocate programming as measured by program requests by campus partners
  - Creation of new Alcohol and Other Drug Abuse Prevention Strategic Plan for Oktoberfest weekend. New marketing materials were created and implemented prior to Oktoberfest weekend
  - Over 1,000 hours of peer-to-peer education across campus
  - Creation of new Sexual Health Week Planning Committee
- Figure 1. Peer Health Advocates promote health and wellness holistically, focusing on all areas of wellness to include financial, spiritual, mental and emotional, environmental, social and cultural, career and academic, and physical health.

- Completion of third and final year of the Mental Health Promotion Task Force
- Implementation of a campus-wide tobacco survey
- Highest student participation in La Crosse Collegiate Recovery program for La Crosse college students in recovery from drug and alcohol abuse
- Creation of a Housing and Food Insecurity webpage and a centralized procedure for assisting students who present with food and housing needs to be implemented Fall 2018
- Creation of a new Peer Health Advocate position with funding from Student Support Services to provide education and outreach specifically to Student Support Service Scholar students. This will increase our reach to students and allows us to grow and diversify our PHA team.

## Challenges during 2017-18

Some challenges this year included low shared governance support of a 100% tobacco-free campus policy. A campus-wide survey with 2,511 completed surveys indicated that 62% of undergraduate students “support” or “strongly support” a 100% tobacco-free campus and 68% of faculty and staff “support” or “strongly support” this policy. Without shared governance support to bring this issue to a vote, it was challenging to continue with an educational campaign. Because of this challenge, the Tobacco Policy Workgroup unanimously decided to shift efforts from a lobbying approach with an end goal of bringing this policy to a vote, to an advocacy-based approach. Wellness will continue to provide education and outreach on this issue and will continue to share current research on the health, equity, and environmental impacts of tobacco-free campus policies. An informational website was created and a \$1,000 grant from the Wisconsin Tobacco Prevention and Control group was awarded for 2018-2019 academic year to assist in tobacco education efforts on campus.

Another challenge was low community and administrative support and buy-in for comprehensive sexual health education on campus. Along with the creation of a new Sexual Health Week Planning Committee, intentional outreach, promotion, and advertising was implemented. This allowed us to reach more students and offer a larger than ever variety of programming topics including: intimacy through abstinence, communication skills, sexually transmitted infection education and screening, LGBTQ+ sexual health education, and violence prevention. There was a small group of community members that were not supportive of our efforts to bring comprehensive sexual health education to campus and were not supportive of the partnerships we forged on campus. Continued verbal and financial support from campus leaders for holistic, comprehensive sexual health education is needed to support efforts on campus to provide students with sexuality education that models and teaches caring, compassion, respect, and justice. Student coverage of Sexual Health Week can be found [here](#) and [here](#).

A third challenge was the lack of space for Wellness programming and a lack of a “home base” that is truly student-centered. A proposal for a Wellness and Healing Center was submitted but not approved for consideration for Outcomes Based Funding. In order to grow wellness efforts to truly meet all students where they are at, a dedicated, visible, and welcoming space where students can access a variety of wellness-related programs, services, and support is needed. Partnering with Violence Prevention on a Wellness and Healing Center is important because there is more work that could be done in supporting our survivors of sexual violence on campus and connecting them with other wellness services like physical health, mental health, and social health support.

## Initiatives/Goals for 2018-19

- a) By May 2019, Wellness will partner with Student Support Services to pilot a PHA liaison position and increase self-referrals to B/CASICS by 25%. Success of this pilot program will be measured by a process and impact evaluation in Spring 2019 and referrals will be measured by the existing BASICS database.
- b) By May 2019, the Peer Health Advocate program will audit all current health education programs and increase available topic areas. Each existing program will be assessed through an equity lens and improved. Success will be measured by assessment outcomes and updated programs will be evaluated using the Racial Equity and Social Justice Tool (Madison, 2017)

## Peer Health Advocate Program

Students trained to administer campus health education at UW-La Crosse in 2017/2018 included: Seven Peer Health Advocates, the Violence Prevention Graduate Assistant, a Graduate Peer Health Advocate, one Collegiate Recovery intern, and many Community Health Educations students doing applicable classroom projects, programs, and volunteer hours.

The Peer Health Advocate program has experienced significant evaluation efforts and subsequent reorganization, and has refocused on positive peer-to-peer health advocacy and primary prevention of chronic and communicable illness, acute injury, accidents, and illness. For the first time in several years, recruitment and hiring of PHAs this year included students outside of the Community Health Education program to allow for more diversity in background, area of study, and applicable experience. Additionally, new this year was a menu of programs that have been vetted and evaluated by the Wellness Coordinator and PHA team are based in current evidence, research, and are theory driven.



Figure 2. Example of the PHA program menu for our most requested canned programs

Also new this year was an impact evaluation conducted by the Peer Health Advocates to assess the impact their work has on their personal and professional development. The Peer Health Advocate position continues to be a high impact practice, not only for peers who receive education, advocacy, and training from the Advocates, but also for the Advocates themselves, as they build leadership, teamwork, and public health skills.

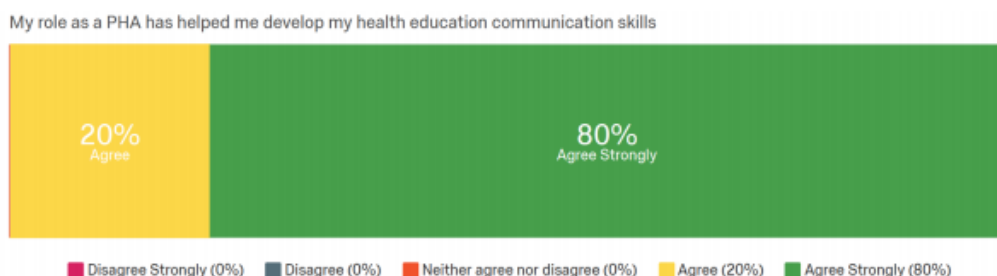


Figure 3. PHA participant level of agreement to the statement “My role a PHA has helped me develop my health education communication skills”

<b>Tell us about your main take away from your PHA position</b>
Growth and education that can be taken to any future job
I've learned how to be properly inclusive for all people. I feel a lot more comfortable with discussing all aspects of health.
Just general positive experience and learning
I will be able to take away that I have developed programs through planning, implementation, and being a resource person on a small scale before I begin my career.
I definitely learned more about my future health profession and what it takes to be a resource person.
<b>Tell us about strengths you have developed and focused in on as a PHA.</b>
Becoming a well-rounded advocate for wellness on campus
I've become a better public speaker and feel a lot more comfortable with implementing programs.
Communication, positivity, teamwork
Strengths developed in program implementation and communication among stakeholders.
Program planning and communication

Figure 4 and 5. PHA participant feedback regarding strengths and skill development as impacted by their experience as a PHA.

## Alcohol and Other Drug Prevention and Education

The Wellness Coordinator also serves as the campus Alcohol and Other Drug Abuse Coordinator (AODA Coordinator). This position is responsible for coordinating education, outreach, and advocacy on alcohol and other drug use on campus and in the community. The AODA Coordinator serves on several community coalitions such as the La Crosse Prevention Network, La Crosse Area Health Initiative, and the Healthy Living Collaboration. On campus, the AODA Coordinator is responsible for conducting Brief Alcohol Screening and Intervention for College Students (BASICS) and Cannabis Screening and Intervention for College Students (CASICS) and training graduate level students in the Motivational Interviewing skills necessary to conduct the BASICS and CASICS program. These meetings are separate from the Conduct process to ensure that we can respect the open, non-judgmental, and non-punitive environment that BASICS and CASICS require to be successful.

These programs are evaluated by the Substance Abuse and Mental Health Services Administration's Registry of Evidence-based Programs and Practices and have repeated studies showing outcomes in reduced frequency and quantity of alcohol use, and reduced negative consequences of alcohol use in college populations. A student testimonial speaks to the impact of the BASICS program:

"I am strongly advocating for any student regardless of age or background to take the BASICS course, first and foremost, to learn more about their own drug and alcohol use, how to identify their own goals and values, and how to do it safely, but also to meet with the Student Life team here at UW-L and to know that they are very open and accepting people who's job is literally to help us students mature into excellent adults in a safe and fun way. I am open and willing to helping Student Life, the BASICS program, and the Peer Health Advocates in any way that I can now and in the future." (BASICS participant, 2018)

We saw fewer BASICS and CASIS sanctions again this year, but saw a slight increase in CASIS sanctions and second level (BASICS II) sanctions (15 sanctions). All CASIS and BASICS II meetings are conducted solely by the Wellness Coordinator. There were also 293 Think About It sanctions (Drug and Alcohol versions) which are the first level alcohol or drug violation sanctions. This represented a slight decrease in Think About It referrals from 2016/17 (288)

## **BASICS & CASICS Visits by Academic Year**

<b>Year</b>	<b>BASICS &amp; CASICS Meetings</b>	<b>Total Hours of Instruction</b>
2011/2012	101	202
2012/2013	87	174
2013/2014	128	256
2014/2015	120	240
2015/2016	78	156
2016/2017	71	142
2017/2018	61	122

## Think About It Referrals by Academic Year (Alcohol and Drug Versions)

Year ( May 20-May 19)	Completed My Student Body Programs
2011/2012	486
2012/2013	468
2013/2014	406
2014/2015	362
2015/2016	355
2016/2017	346
2017/2018	293

The AODA Coordinator also led the review and update of the Drug Free Communities Grant Biennial Review which had been out of compliance for several years. The updated version can be found <https://www.uwlax.edu/globalassets/offices-services/human-resources/drug-free-act-biennialreview.pdf>. Additionally, this year, the AODA Coordinator created and implemented an Oktoberfest Alcohol Strategic Plan to organize and coordinate our campus response, prevention, and education efforts regarding alcohol use in the fall, specifically as it relates to Oktoberfest weekend which can be a high-risk weekend in our community. This strategic plan is undergoing evaluation and will be implemented again next year

## BeWell@UWL

Wellness and Health Advocacy provides education, outreach, and advocacy for all dimensions of wellness, in addition to alcohol and other drug education. As such, we have a wide variety of programming efforts that we implement each year. The PHAs consistently research, develop, and deliver peer-based health education and health advocacy at UW-L. Advised by the Wellness Coordinator, the Violence Prevention Graduate Assistant, and the Graduate Peer Health Advocate, this group of students administered over 100 programs and presentations this year all across campus, collaborating with many student groups and residence halls. Significant programs and activities that were led by Wellness & Health Advocacy during 2016/2017 included:

# Wellness & Health Advocacy

Program	Description	Partners	# Attendees	Evaluations/Comments
Alcohol and Other Drug Education	<p>Provided in residence halls (bi-weekly, on average) and for athletic teams and intra-fraternity orgs (bi-monthly, on average) throughout the school year</p> <p>On-campus speaker from the Director of the National Marijuana Initiative- sponsored by Wellness and the La Crosse County Prevention Network</p> <p>Presentation for the Study Abroad Pre-Departure presentation on AODA education</p> <p>8 UWL 100 class visits with a focus on alcohol education</p>	Athletics, Residence Life, Greek Life, Club Sports, UWL 100	Ranged 4-250 per event	Alcohol programs such as Alcohol Skillz continues to be our most requested program from residence life. Increased demand for marijuana programs was seen and new programs were developed to meet this need.
Sexual Health and Sexual Responsibility	<p>Campus-wide programming on consent, sexual health and disease prevention (Sexual Health Week)</p> <p>4 in class presentations on healthy sexuality to HPR 105 classes</p> <p>In hall presentations of <i>Condom Bingo</i>, <i>Smoothies and Smooth Talking: Consent is Sexy</i>, and other programs for specific audiences (men's health, LGBTQ+, etc) were implemented</p>	Drs Ryan McKelley, Lori Reichel, Kate Parker, and Keely Rees; Melanie Healy, CAB, College Feminists, Essential Health Clinic, Residence Life, Pride Center	25-400 per event	Sexual Health and Sexual Responsibility programs were planned and implemented in partnership with violence prevention when a substantial amount of information on interpersonal relationships and healthy relationships was included in the program.
Nutrition Education	<p>Cooking demonstration "Cooking on a Budget"</p> <p>New in-hall program "The Breakfast Club" addresses healthy, affordable eating and snacking between classes</p>	Chartwells, Students for Sustainability	7-45	
Res Life Connections	In-residence hall health programs: alcohol skills, men's health, stress management, sexual health promotion, Violence Prevention,	Residence Life	5-40 per event	
	Stall Seat Journals- 1 per week during academic semester	Residence Life	All-halls	Increased partnership and collaboration, Increased visibility of on-campus resources and programs

Mental Health Promotion	Bandana Project tabling Stress management programming (Zen Dens) Resiliency trainings/ mindfulness programming Stomp Out Stigma (record number of participants) Self-Care for Survivors	Drs Ryan McKelley, Lori Reichel, Kate Parker, and Keely Rees; Melanie Healy, CAB, College Feminists, Essential Health Clinic, Residence Life, Pride Center	25-400 per event	Sexual Health and Sexual Responsibility programs where planned and implemented in partnership with violence prevention when a substantial amount of information on interpersonal relationships and healthy relationships was included in the program.
Large-scale campus collaborations	De-stress Fest College Health Week (Fall semester) Spring Spectacular Sexual Health Week Social Justice Week STI Walk in Clinic ESG <i>Glo-ga</i> yoga class Flu shot clinic	REC. It Make\$ Cents!, CAB, Social Justice Institute, Health Education Health Promotion, CTC, SHC	75-500 per event	

Additional programming should be created and implemented to address the growing need for mental health promotion on campus. The Mental Health Promotion Task Force concluded its third and final year and will be submitting recommendations to the university. This was an interdisciplinary team charged with evaluating and assessing mental health promotion efforts, policies, procedures, and outcomes on campus, co-lead by the Wellness Coordinator and the Director of Counseling and Testing. This Task Force also providing student leaders' voices to be centered in the conversation, as indicated in this Task Force member testimonial,

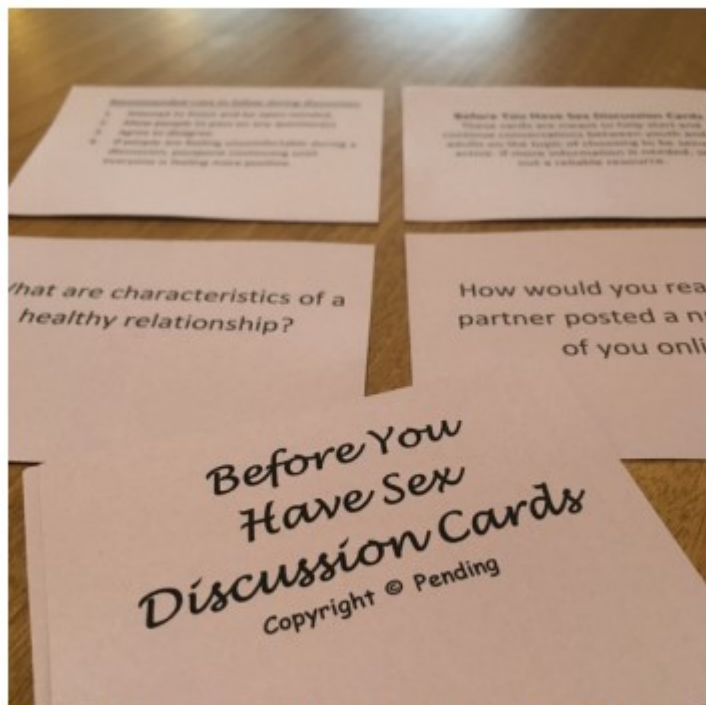
"As a student, this was an opportunity I did not take lightly, and I considered it a privilege to work so closely with like-minded, passionate people from my university. Being able to bring a student perspective to the table not only validated my passion for the field of mental health, but it allowed me to represent the student body as a whole. One large concern of this task force was representation and consideration of mental health on a campus-wide level, and I feel that is something this task force did excellently. Our approach was as comprehensive as possible, and I truly feel that the work of this group was impactful. In the past three years, our organization has had increasing success and I believe that is due largely in part to enhanced awareness, increased support, and the cooperation of everyone involved in this task force."

(Former Peer Health Advocate and student member, Mental Health Promotion Task Force, 2018)

## Honors/Awards/Grants/Presentations/ Proposals

Wellness and Health Advocacy continues to support and foster partnerships across campus, as well as in the larger community. The Wellness Coordinator presented at the Annual Meeting of the Wisconsin Public Health Association and at the 4th Annual Health Education Advocacy Experience in Madison in partnership with the Health Education Health Promotion Department and the local chapter of Eta Sigma Gamma. These partnerships and presentations support the mission of university by creating and supporting university and community partnerships and engagement

## Additional Campus Activities



*Honey, We Need To Talk* a program in partnership with the Health Education Health Promotion Department during Sexual Health Week

# Wellness & Health Advocacy



Peer Health Advocates tabling at the REC Sports *Health Care Services Fair*



Counseling and Testing, Wellness, and Chartwell's Registered Dietician created and implemented a custom program for Club Sports to address a wide variety of health related topics.

# Wellness & Health Advocacy



Peer Health Advocates at the 3<sup>rd</sup> Annual De-Stress Fest held on the Study Day during Fall Finals Week. Participants engaged in a wide variety of stress management activities such as yoga, meditation, finger labyrinths, coloring, stress ball making, and health snacks.



4<sup>th</sup> Annual Health Education Advocacy Experience in Madison, WI. Spring 2018

Speak About It Professional Sexual Health Educators participating in a Q&A session with the Peer Health Advocates after their Sexual Health Week Headlining event



## **Mission, Vision, Values**

The mission of the Student Life Office (SLO) is to enrich and support the UWL community through programmatic opportunities, as well as individual interventions. We challenge and support individual growth through educational outreach, including the areas of wellness, alcohol education, campus safety, violence prevention, and programming for students in transition. We strive to meet individuals where they are along their journey by providing the assistance and guidance they need and deserve. SLO is a campus resource and an integral part of the Division of Student Affairs.

The development of a mission statement specific to Violence Prevention will be a goal for 2018-19.

## **2017-18 Goals:**

**Successful development of a Wellness and Healing Center:** Plans for the Wellness and Healing Center are proceeding, and at this point we are mainly waiting for suitable space to become available on campus. A proposal was written recently for Outcomes-Based funding to assist with the establishment of the Center, but the proposal was not funded. Plans are for a similar proposal to be submitted again next year.

**Train and implement the addition of more Confidential Resources on campus:** Five individuals were trained in two sessions, held on 7-17-17 and 8-14-17. Training included a description of the role; protocols; background information on interpersonal violence and the concerns that student victims usually have; trauma-informed responses; Title IX; system response, confidentiality; reporting. WI Act 54; and practice scenarios. To date, six reports have been received from this group of individuals.

**Participate in training and pilot of alternative sanctioning for offenders:** Pilot project staff held a training for facilitators and other interested people on campus on 6-20-17. Three facilitators have been trained, and through a series of additional meetings, protocols have been developed and we are ready to proceed with offering STAARSA as a sanction for some sexual violence offenses.

**Plan for the future of Violence Prevention:** Under the guidance of faculty member and Violence Prevention Advisory Committee member Dr. Becki Elkins, we are embarking on a two-year plan to assess and evaluate both our prevention education efforts and our services to victims/survivors.

## Points of Pride/Accomplishments:

Violence Prevention saw a **large increase in referrals** this year, including a 60% increase in the number of students seeking help after a sexual assault. Reports of sexual harassment increased by 64%.

Violence Prevention piloted the addition of five individuals who serve as **Confidential Resources** for students seeking assistance for interpersonal violence. This has resulted in six additional referrals to date.

We began participation in another pilot program during the past year. The Science-Based Treatment, Accountability, and Risk Reduction for Sexual Assault (**STARRSA**) program provides alternative sanctioning for students found responsible for sexual assault, in the form of classes that are designed to help them examine and change their behavior. Three UWL faculty and staff members are currently trained as STARRSA facilitators, and four students have been referred into the program to date.

Under the guidance of Faculty member and Violence Prevention Advisory Committee member Becki Elkins, we are embarking on a **two-year plan to assess and evaluate** both our prevention education efforts and our services to victims/survivors.

The annual Ultimate Race for Sexual Assault Awareness has become a highly anticipated event on campus each year. This year's 5<sup>th</sup> Annual Race saw record participation of over 100 UWL students and staff members.



## Challenges during 2017-18:

Lack of funding for the Wellness/Healing Center.

Managing the steep increase in referrals without additional resources.

## Initiatives/Goals for 2018-19:

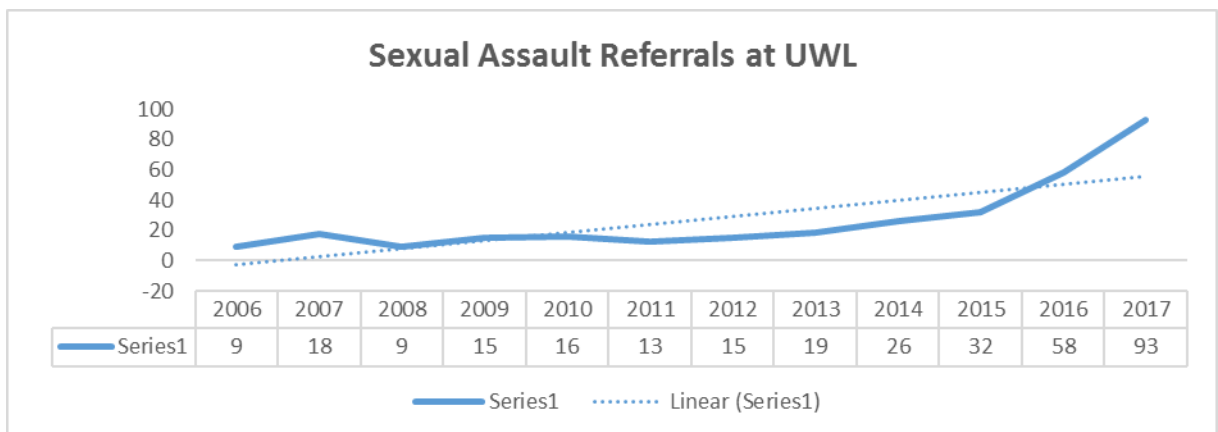
By December 12, 2018, the members of the Violence Prevention Advisory Committee will write and approve a Mission Statement that is specific to Violence Prevention.

By May 17, 2019, Student Life Violence Prevention will increase the number of referrals made to the Violence Prevention Specialist by the designated (Pilot) Confidential Resources by 50% over those received during the 2017-18 academic year, as demonstrated by the number of referrals increasing from six to nine. This will be achieved by developing a marketing campaign that expands our current marketing and branding.

By September 4<sup>th</sup>, 2018, a Violence Prevention Intake form will be developed and ready for use that requests information about race, gender ID, and preferred name, and states that such identifiers, as well as immigration status, will not be a barrier to receiving services

By the (as yet unknown) due date, another proposal will be written and submitted for Outcomes-Based funding to support successful development of a Wellness and Healing Center.

By September 4<sup>th</sup>, 2018, the Violence Prevention Specialist will contact Continuing Education to obtain information about the action steps necessary for the development of a certificate program for Sexual Violence Advocates.



## **Student Highlights/Testimonials:**

Survey data from the 2018 Ultimate Race for Sexual Assault Awareness (Comments are near the end): [https://uwlax-my.sharepoint.com/:w:/r/personal/sebal\\_amanda\\_uwlax\\_edu/\\_layouts/15/Doc.aspx?sourcedoc=%7B146BE760-6E48-43B0-A8D4-F1B18E64694F%7D&file=2018%20UR%20Survey%20Results.docx&action=default&mobileredirect=true](https://uwlax-my.sharepoint.com/:w:/r/personal/sebal_amanda_uwlax_edu/_layouts/15/Doc.aspx?sourcedoc=%7B146BE760-6E48-43B0-A8D4-F1B18E64694F%7D&file=2018%20UR%20Survey%20Results.docx&action=default&mobileredirect=true)

Due to concerns about confidentiality, Violence Prevention does not currently collect data on client satisfaction. The VPAC Assessment Committee will be looking at this issue over the next 1.5 years and try to come up with a way to assess client satisfaction with Violence Prevention services.

## **Honors/Awards/Grants/Presentations/Proposals:**

The Violence Prevention Specialist gave the presentation “Lessons Learned from 11+ Years of Campus Advocacy” at WCASA’s 2018 Statewide Training Institute.

The Violence Prevention Specialist was recently appointed to the WI Attorney General’s Sexual Assault Response Team (AG SART)



## Conduct Guiding Principles

Along with the overarching mission, vision, and values of the Student Life Office, the Student Conduct processes uses the guiding principle of FACE:

Fairness

Accountability and

Compassion for

Everyone

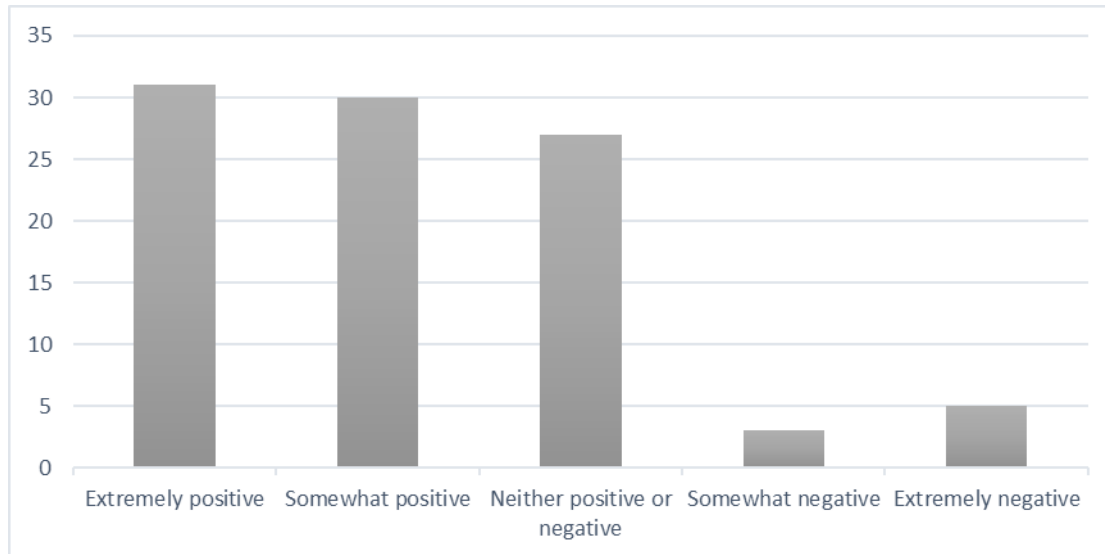
## 2017-18 Goals

The 2017-18 School Year was marked by major transition and staff shortage in the Student Life Office. As interim Assistant Director of Student Life, Lead Conduct Officer, and Deputy Title IX coordinator the main goal was to maintain the integrity of the Student Conduct process, Title IX Investigation process, and Clery compliance efforts.

Additional goal/initiative was to develop a shared conduct assessment process, which focused on the development of learning outcomes for respondents in the conduct process. This was done in collaboration with Residence Life.

## Points of Pride / Accomplishments 2017-18

The launch and creation of the Student Conduct Survey, which as of June 29, 2018 has received responses from 125 students. One highlight from the data shows that 63% of respondents were motivated to engage positively in the university community after their conduct meeting, see results below:



Handling with care and compassion the significant influx of Title IX cases brought to a full investigative process.

Development of a Campus Security Authority training, which trained 562 employees and provided information about how to report crimes and offer resources to victims of crime.

Providing due process in the form of appellate procedures, which included providing training to board members ranging from students, faculty, and staff.

Effective communication with campus partners to provide educational opportunities for students, including the implementation of STARRSA, a sexual misconduct educational sanction for lower level sexual harassment cases.

## Challenges during 2017-18

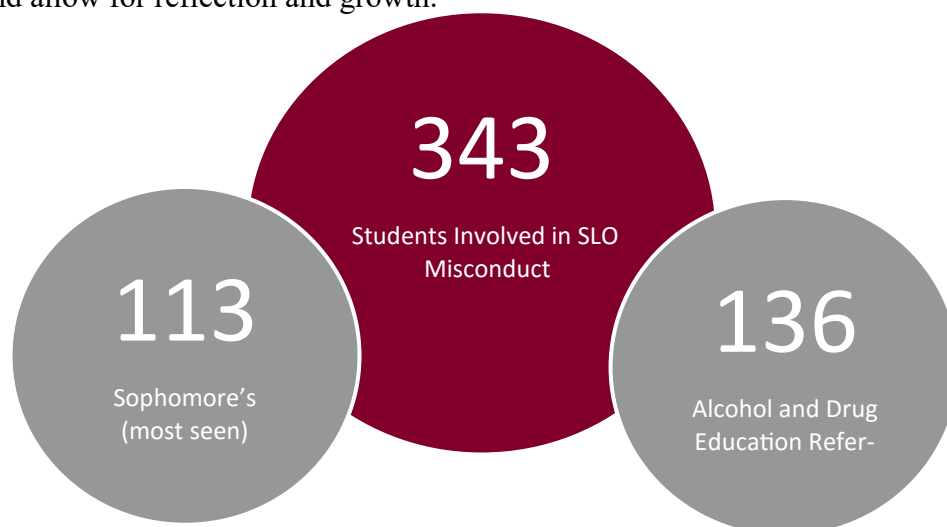
The largest challenge that the area of student conduct came into contact with is the large number of Title IX referrals and investigations. Additionally, the pushback from respondents when found responsible for specifically sexual harassment. Societal shifts and national conversations, such as the #metoo movement has raised awareness of the prevalence and impact of sexual harassment. It has also highlighted the consequences that perpetrators have faced. I believe these conversations have increased complainants' willingness to pursue disciplinary procedures, as well as, respondents' unwillingness to accept responsibility. Particularly interesting is the number of appeals for probation or lower sanctions, specifically for cases involving sexual harassment or harassment.

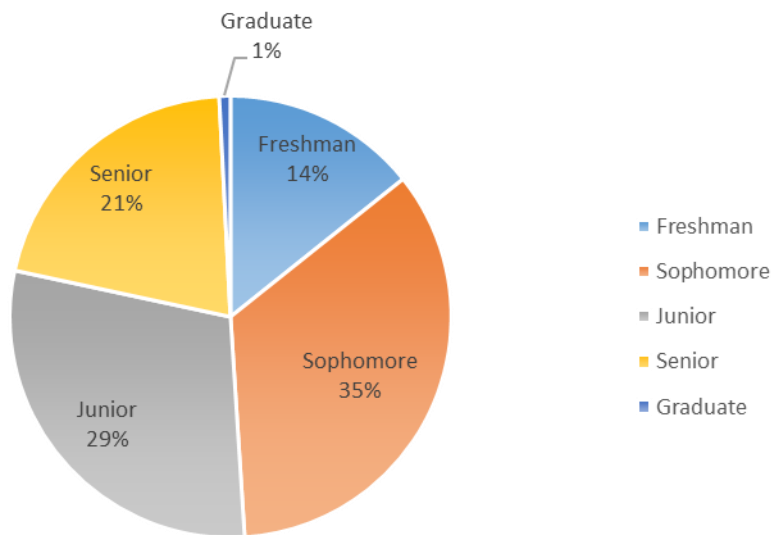
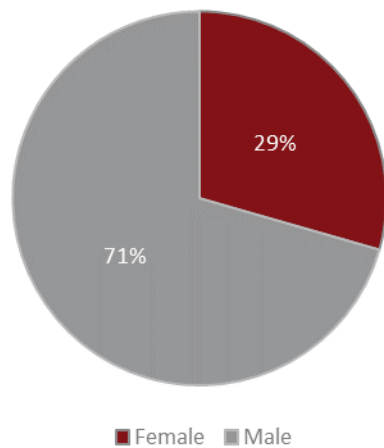
## Initiatives and Goals for 2018-2019

- Utilize expertise and guidance from the Dean of Students and Assistant Dean of Students positions to direct conduct processes
- Evaluate the responses from the 2017-18 conduct survey to help provide direction for the student conduct process
- Develop and advertise to all conduct officer (including Residence Life staff) learning outcomes for the student conduct process
- Provide structure for trained investigators to be involved in Title IX investigating process and to receive continued development/training in best practices and current trends
- Work to develop direction about how Student Life provides support to the Clery Compliance Committee and Title IX Team

## Conduct by the Numbers: 2017-18

The below numbers are to give a brief description of the misconduct adjudicated and handled in the Student Life Office. During the 2017-18 school year, the Student Life Office was in a transition and utilized the expertise of five (5) part-time staff to help adjudicate cases that occurred outside of the residence halls. Conduct Officers in the Student Life Office utilized a holistic approach to assess and identify educational opportunities for students who violated the student code of conduct. Sanctions were assigned to address the behavior provide an opportunity to address harm done, if any, and allow for reflection and growth.





## Top 5 Majors involved in Conduct

1. Marketing
2. Finance
3. Undeclared – SAH
4. ESS: Exercise Science Pre-professional
5. Psychology

## Top Student Conduct Violations

1. 17.09 (6) Illegal Use, Manufacture, Distribution of Alcohol or Controlled Substance; **136**
2. 17.09 (1) Dangerous Conduct That Endangers or Threatens the Health or Safety of Oneself or Another Person; **52**
3. 17.09 (7) Unauthorized Use/Possession or Damage to Property; **25**
4. Violation of Academic Misconduct Chapter 14; **17**
5. 17.09 (19) Sexual Harassment; **15** & 17.09 (14) Violation of UWS 18; **15**

## Mission

The mission of the UWL CARE Team is to provide a proactive and supportive multidisciplinary team approach to the prevention, assessment and intervention of situations or individuals that may pose a physical threat to the safety and well-being of the university community, thereby helping maintain a safe campus environment conducive to learning, personal growth and success.

With this at the core of our efforts, the fundamental role of the CARE Team is to:

- Collect and assess the disruptive behaviors that are being presented and what level of threat do these behaviors rise to.
- Create action steps and respond to the behaviors in question.
- Evaluate the action steps in deciding if further actions steps are necessary.
- Inform those that have a need to know when appropriate and necessary to protect the health, safety and well-being of the individual and the campus as a whole.
- Provide campus wide information on the CARE Team and how to report a person of concern.

## Team Structure

The 2017-18 academic year was the fourth full year under the title of CARE Team. The CARE Coordinator manages the difficult student cases that require the delicate balance of caring for students while monitoring the student and campus well-being and safety. It is also the responsibility of the CARE Coordinator to set the agenda and lead the weekly CARE Team meeting that reviews and discusses students that are a potential harm to self and/or others. The biggest change made to team structure this year was the decision for the two Assistant Directors of Residence Life to replace the Director of Residence Life. The rationale for this change is that the Assistant Directors have more direct oversight of the Hall Directors and the issues that arise in those buildings. This structure would allow for more efficient communication flow. The Assistant Directors can report out to both the Director and their Hall Directors. We welcomed the return of a representative from the Student Health Center and also welcome the new Vice Chancellor/Dean of Students to the team.

CARE Team Coordinator: Angie Lee  
Vice Chancellor/Dean of Students: Dr. Vitaliano Figueroa  
Lead Conduct Officer: Andrew Ives  
Director of Counseling & Testing: Dr. Gretchen Reinders  
Assistant Director of Residence Life: Patrick Heise  
Assistant Director of Residence Life: Lisa Weston  
Medical Supervisor for Student Health: Dr. Abby Deyo  
Detective for Campus Police: Detective Chris Schuster  
Faculty Representative: Joci Newton, Psychology  
Director of Multicultural Services: Antoiwana Williams



## Points of Pride

1. The team averted any incidents that rose to a concerning level for the safety and wellbeing of the campus community.
2. The utilization of cross campus partnerships to collaborate on interventions that retained 72% of the students that were brought forward to CARE. This 72% were able to complete the semester successfully.
3. The smooth transition of five new members joining the CARE Team who provided valuable input and perspective into the CARE process.

## Breakdown of 2017-18 CARE Team Cases by the Numbers (Table Below)

1. 28 total CARE cases this year of which 4 of those cases were students that had previously been on CARE either within this academic year or previous years.
2. 72% overall retention rate. 18 of the 25 students were able to complete the semester successfully of which eight identified from underrepresented populations.
3. Seven of the 25 student CARE cases who did not successfully complete the semester two identified from underrepresented populations.
4. Of the seven students that were not able to complete the semester successfully only one identified as female.

## Four Year Comparison by the Numbers

1. Over the course of the last three years there has been a shift from the majority of the CARE cases going from Students of Concern category to the category of Suicide Attempt/Threat/Ideation. Also interesting to note, in the category of Suicide Attempt/Threat/Ideation in this same time span the students that identified as female the number remained consistent however the increase in the total number is from the students who identify as males.
2. In both the categories of Sex and Class the numbers have remained fairly consistent with the exception of senior category that has seen a slight decrease over the last two years.
3. There are no real significant shifts in the College category. It is worth noting that although the School of Education is the smallest they also have a TCPR (Teacher Candidate Progress Review) Committee that in some ways acts as a CARE Team in trying to identify students that are having issues and devise a plan of action with the students input. This committee may be assisting students that might otherwise be referred to CARE. The Director of Student Life has sat on this committee for the last five years.
4. This year there was a notable drop in the number of off campus cases from the previous three years, 16 to 7.
5. Although not as dramatic a shift as off campus the residence halls showed an increase in the number of cases over the same time from 11 to 18. This could be due to having the addition of the Assistant Directors of Residence Life as new members to the CARE Team and their more direct connection and communication with the Hall Directors.

## Challenges

1. As the national dialogue around the responsibility of colleges surrounding communication with parents/family members/guardians in the event of a suicide threat or ideation by their adult student it is important that CARE continue the conversation around the threshold at which we will communicate and inform parents/family members/guardians.
2. Working through the new leadership and membership transition of the CARE team.

## 2018-19 Goals

1. By September 1, 2018 the CARE Team will have identified and confirmed the two new members and one interim member of the CARE Team in the areas of Diversity and Inclusion, and a Faculty representative. The interim member will be from the University Police for the term of one year. This goal will be demonstrated by having a complete CARE Team by the first CARE meeting in September.
2. By the start of the 2019 Spring semester utilizing the Advocate database to create and implement a CARE component that will document, track and provide assessment information.



# Campus, Assessment, Response and Evaluation

Topics		2017-2018	2016-2017	2015-2016	2014-2015
Category	Student of Concern	6	7	16	21
	Suicide Attempt/Threat/Ideation	13	12	10	6
	Violence Prevention	2	1	0	0
	Student Awareness	4	4		
	Non-Student Awareness (0)				
	Total	25	24	26	27
			2016-2017	2015-2016	2014-2015
Sex	Female	11	12	12	9
	Male	14	12	14	18
			2016-2017	2015-2016	2014-2015
Class	First Year	8	8	8	6
	Sophomore	7	8	5	6
	Junior	7	6	5	4
	Senior	2	2	6	9
	Graduate/Special	1	0	1	1
	Post Bac	0	0	1	0
			2016-2017	2015-2016	2014-2015
College	SAH	11	15	9	14
	CLS	12	5	9	9
	CBA	1	4	3	3
	SOE	1	0	5	1
			2016-2017	2015-2016	2014-2015
Residence	Off Campus	7	13	12	16
	On Campus	18	11	14	11
	Angell	2	0	0	0
	Coate	1	2	0	0
	Drake	3	0	1	0
	Eagle	4	0	3	3
	Laux	2	1	2	0
	Hutch	2	2	2	2
	Sanford	0	1	3	3
	Reuter	3	1	1	0
	Wentz	1	3	2	3
	White	0	1	0	0
			2016-2017	2015-2016	2014-2015
Classification	Previous	4	2	7	7
	New	21	22	19	20

## Distress Guiding Principles

Along with the overarching mission, vision, and values of the Student Life Office, Advocacy and Empowerment strives to provide holistic advising techniques to support students in distress. Working closely with partners, including faculty, staff, and parents we provide developmental interventions while guiding students to identify strengths to help through distressing times in the future.

## 2017-18 Goals

During the summer of 2017, Student Life Staff worked to develop a plan to better assess learning outcomes of Advocacy and Empowerment services. The assessment process involved two tools:

1. In collaboration with Institutional Research, Assessment, and Planning (IRAP)'s Patrick Barlow, the "Withdrawal Survey" was revamped. We worked with Faith Bergin to develop a method to have students complete the confidential survey.
2. The CARE Form in *Advocate*, Student Life's and Residence Life's conduct software, was also modified to begin to develop a better understanding of referrals to our office, as well as, services rendered to students accessing our services.

Because of staff and University transition, the Student Life Office worked with three hall directors (Amanda Abrahamson, Jackie Lee, and Luke Visser), as well as, two SAA graduate student (Emily Tittle and Megan Gosse) to provide services to students. We hoped to meet two major goals with our services:

1. Provide effective and meaningful training for new part-time staff to help serve students in a consistent and well communicated manner.
2. Provide holistic and developmental opportunities for new staff and graduate students, through intentional and available supervising techniques.



## Points of Pride / Accomplishment 2017-18

**82%** of students who withdrew from UWL completed the withdrawal survey, which will be highlighted below.

**5** Student Life Specialists assisted us in supporting students in distress, this included services such as absence notifications, faculty liaising, parent consultations, and advising and supporting. Additionally, we will be adding a graduate assistant to the SLO staff!

**623** students served in the 2017-18 school year!

**178** faculty and staff referrals to the Student Life Office!

## Challenges during 2017-18

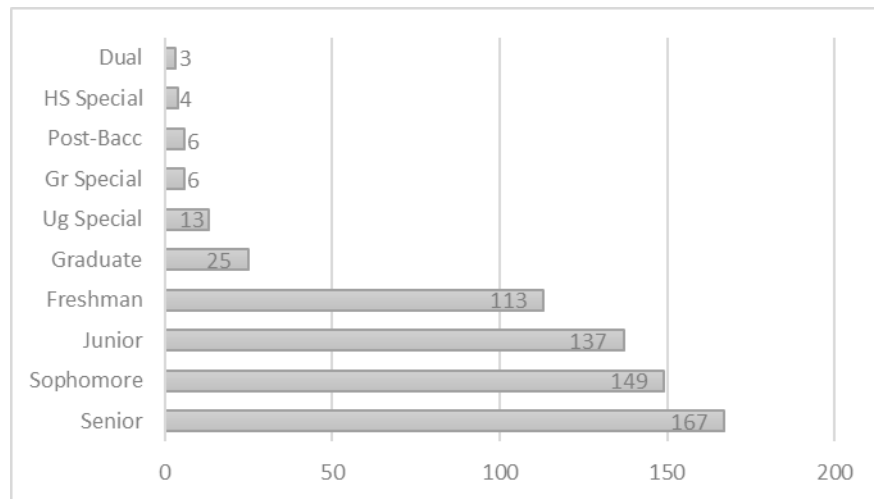
As mentioned above, the Student Life Office was in a transitional year, which meant that there was a lot of staff in the role of Student Life Specialist. The focus on the year was to provide excellent services and be sure that communication between all of the Student Life staff helped to provide seamless services for students. The different staff caused some confusion for campus partners; however, these were small hurdles. All in all, students did not feel the impact of the transition, which was our number one goal.

## Initiatives and Goals for 2018-19

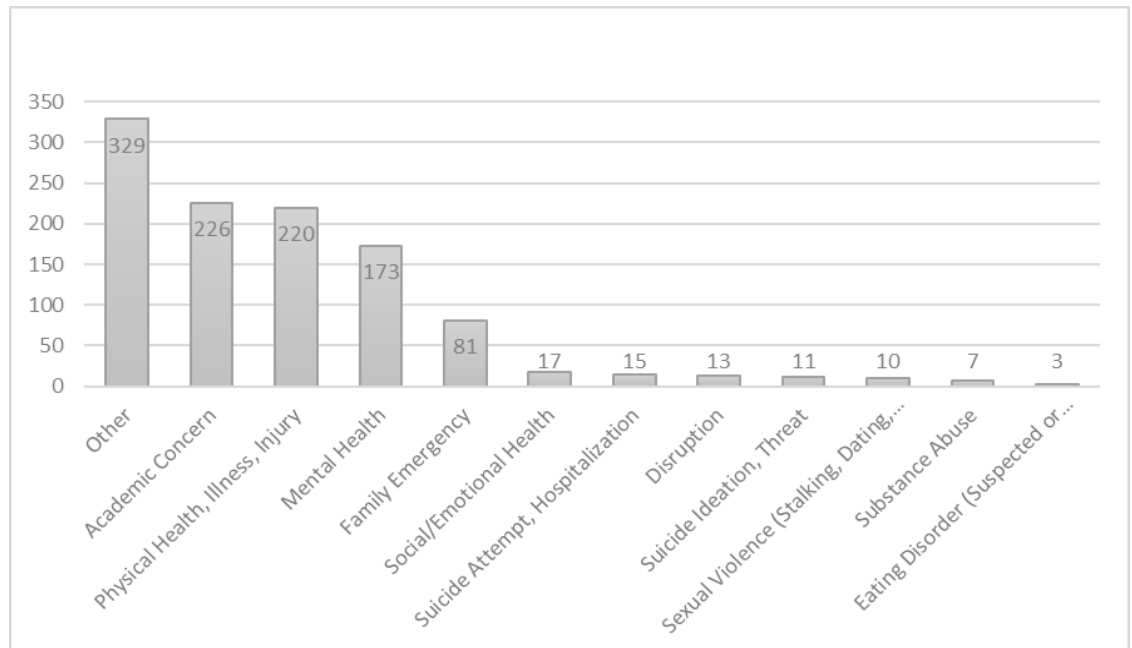
1. Continue assessment efforts to better understand why students at UWL are in distress and how we can best support them
2. Expand the “Other” (a catch-all indicator in *Advocate*) category to better capture reasons for referrals (see Report Type data below)
3. Continue to develop partnerships across campus, specifically in areas that we do not see referrals
4. Develop an intake form and process to be implemented at the front desk, to aid in assessing effectiveness of services
5. Create and foster an intentional and developmental graduate assistant process and environment, which incorporates learning opportunities and student case management responsibilities.

## Distress by the Numbers: 2017-18

### *Class*

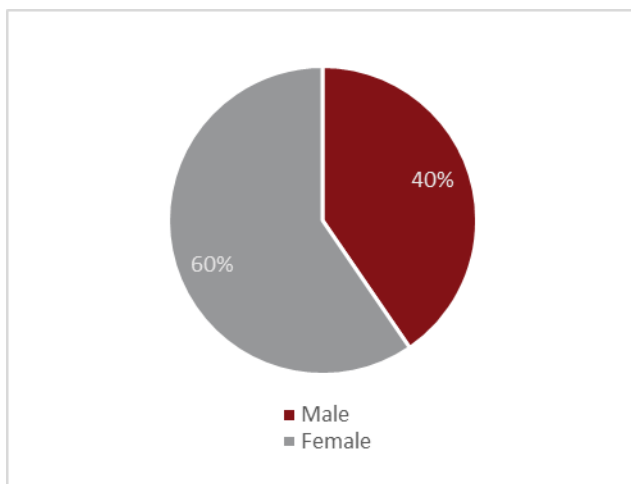


### *Report Type*

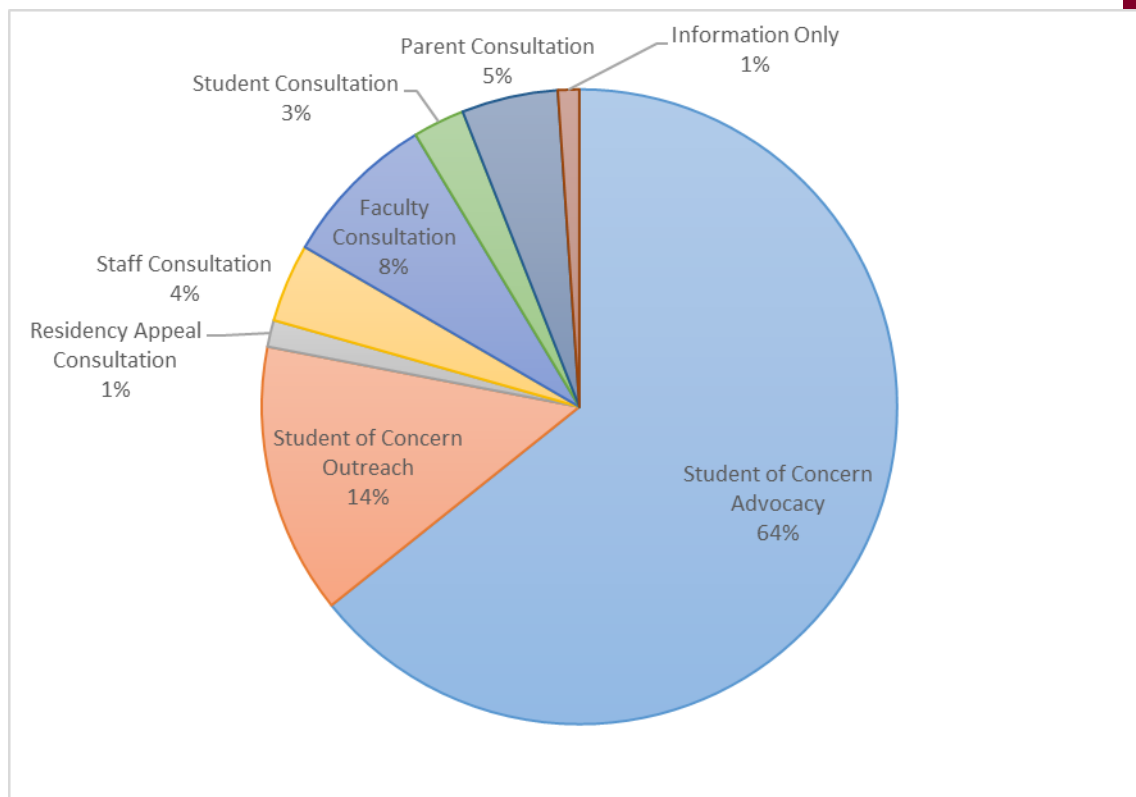


*\*One of the initiatives for next year is to better understand the “Other” category and to try to expand our knowledge of what reports are truly coming into the Student Life Office.*

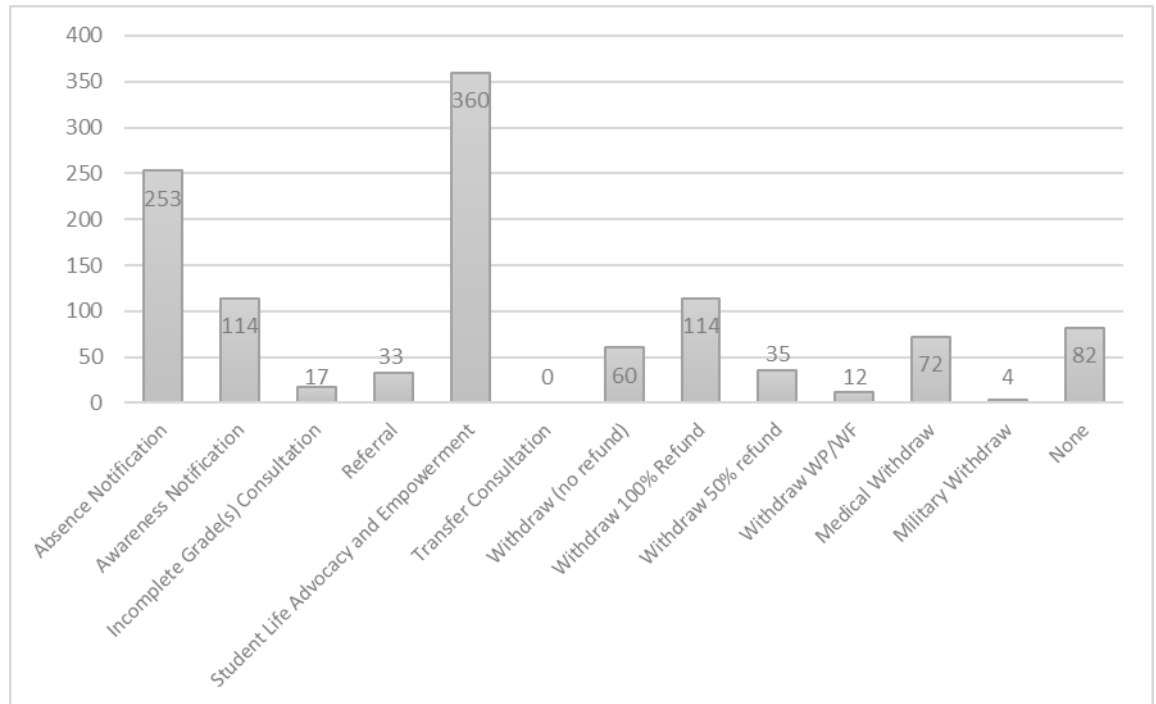
*Sex*



*Initial Action Taken*



## *Actions Taken*



Top 5 lists for students in distress:

### Majors

1. Psychology
2. Biology
3. Undeclared – SAH
4. Management
5. Biomedical Science

### Department/Office Referrals to SLO

1. Communication Studies
2. Educational Studies
3. Residence Life
4. Biology
5. Chemistry/Biochemistry

## Highlights from the Withdrawal Survey

Why students withdraw from the university:

Personal Concerns/Issues (physical health, mental health, personal safety)  
**56.74%**

Academic challenges/concerns (grades, course schedules, issues with major)  
**23.72%**

Financial Concerns (pay for school, financial aid issues, personal finances)  
**14.88%**

Concerns about Relationships or Feeling Connected to Others  
**3.72%**

Campus Climate Issues (harassment, discrimination)  
**.93%**

Withdrawals by Class

First Year	<b>31.73%</b>
Sophomore	<b>24.52%</b>
Junior	<b>19.71%</b>
Senior	<b>13.46%</b>
Special (undergrad)	<b>4.81%</b>
Graduate	<b>3.37%</b>
Special (graduate)	<b>.48%</b>
Other	<b>1.92%</b>

**30.84%** of students who withdrew plan on returning to UWL.

**27.10%** were unsure about their plans for school when leaving

**18.26%** of students talked with a Faculty or Staff member about their plans to withdraw

**59.82%** talked with a family member about their plans to withdraw



**Thanks for a  
GREAT Year!!**

# Let's Thrive

