



Student Life Office — Annual Report

2018-2019



A Message from the Dean of Students

Greetings from the Student Life Office!

The role of the Division of Student Affairs is to enhance and support students' learning experience at UWL. Staff across units work closely with faculty, staff, community members, alumni and most importantly, students to provide quality programs and services that promote learning, leadership, involvement, service and the celebration of diversity. The Division seeks to enrich the educational experience of students by facilitating personal growth and development. We collaborate with university and community partners to promote student learning, diversity training, cultural competencies, healthy lifestyles and civic engagement.

A focus of the Student Life Office, this year, was transition. Staffing changes were abound! A new Dean of Students and an Assistant Dean of Students were hired in July 2018. Even at this time, the First Year Experience Coordinator, who had just been hired in Spring 2018, was still very new in her role. Unexpectedly, the Student Wellness Coordinator resigned her post in November 2018 and a new interim coordinator was hired from the GA ranks of the Violence Prevention office. Overall, such rapid change contributed to an environment of learning, exploration, and discovery as new staff sought to understand their roles, how to navigate effectively at the institution, and fit into a cohesive team.

Despite these rapid changes, the year yielded some wonderful accomplishments. The SLO team developed a new mission statement and vision for their work. A new Student Handbook was published, in addition to new critical content related to Advocacy & Empowerment. Vital restructuring of our Title IX processes began and new investigators were added to our resources. First Year Experience took on new titling to better reflect the work that occurs there and critical enhancements were implemented to serve our students transition into the university. Wellness initiatives gained momentum even as the SLO conducted its search for a full-time coordinator. Lastly, Violence Prevention managed increased referral despite challenges to our resource allocation.

The team is proud of their accomplishments and looks forward to rising to meet the ever-changing needs of our students in the coming year.



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In Fall 2018, the Student Life Office gathered together across several meetings to visit and discuss its current mission statement and values for the office. Following meaningful brainstorming of dialogue, the team reached consensus on revised mission, vision, and values statement.

Mission, Vision, and Values Statement

What matters most in the Student Life Office is student success.

The University of Wisconsin—La Crosse is committed to its belief in mens corpusque (“mind and body”) and seeks to provide a student-centered education in environments that are safe, diverse, equitable, inclusive and engaging. Our purpose in the Student Life Office (SLO) is to support and encourage students’ growth and well-being in ways that enable them to thrive. We strive to empower students to share responsibility in the learning process and to create a positive learning community. Our vision is that students will participate actively in this process, unlimited by ability, culture, gender, race, sexuality, religion or socio-economic barriers. We imagine students becoming self-determined individuals and well-informed citizens who are caring and compassionate for others and themselves.

The SLO challenges students through individual and group interventions, and we support them by offering innovative programs and opportunities. Our outreach includes wellness programming, alcohol and drug education, policy and safety awareness, violence prevention, and other activities that support student transitions to and through the university. We recognize that collaboration is important to students' success and we aim to work closely with faculty, staff, and families to ensure our work is mindful, supportive and current.

2018-2019 Student Life Goals

The 2018-2019 academic year was a significant transition year in the Student Life Office. A new Vice Chancellor for Student Affairs/Dean of Students joined the university in February 2018. during the summer, the Dean of Students role was separated from the Vice Chancellor’s role and a new Dean of Students was hired in July 2018. Additionally, an Assistant Dean of Students was also hired that same month. The First Year Experience was also newly hired in 2018 and the Student Wellness Coordinator departed the university in November 2018.

A 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 measure by the number of student served by SLO being proportionate to the changing University demographics.

Action Steps

- By 2019, the Student Life Office will create an assessment plan to include: intake form consultation and creation; outreach database creation; current policy, practice, and procedure overview, and student staff 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.
- The Student Life Office 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.
 - ⇒ Because of the significant staffing changes in the SLO and needs of those staff to transition well into their posts, there was not any progress made on this goal. The SLO team will be revisiting and redrafting this goals for the 2019-20 academic year.

Accomplishments/Points of Pride

Angel Fund

“Continuing my education has been of great importance to me, but it has been made a challenge due to the financial restrictions brought on by health and economic strain. Your generous gift has helped to ease the burden of that, as well as touched me through your kindness.” —an Angel Fund recipient

The Angel Fund is a Student Life Office discretionary emergency fund aimed at students who experience unexpected financial disruptions. Its intention is to support students with things like car repairs, minor medical bills, housing expenses or rent, and transportation costs related to child care. Unlike scholarships or other financial aid, disbursements from the fund are not time-specific, but are instead provided when student emergencies emerge and are determined they can be appropriately mitigated by the fund. The university has a goal to educate students about the availability of resources on campus and about which ones might be the best option for support. While the Angel Fund may not always meet a student’s needs in all circumstances, it can prompt deeper exploration of circumstances, which may result in involvement from other important resource offices (e.g. Financial Aid).

In collaboration with Financial Aid and the UWL Foundation, the Angel Fund became more sustainable as it was officially connected to a largely untapped foundation fund, The Coon Fund. This resource will provide regular dollars, annually, to support the fund. Unused funds for the year will shift to the Maroon and Gray scholarship in March of each year. Another success related to the Angel Fund was its renaming; as previous Graff funds dissipate through spenddown, the fund will become the UWL Emergency Fund, moving forward. New website information within a broader emergency resources page is also being developed in the SLO.

Maxient Bid Process and Onboarding

The SLO's long contracted conduct management system had been poorly conceived and was not effectively supporting new student conduct initiatives. In Fall 2018, the SLO successfully navigated the bid process to procedure Maxient, a leading conduct management platform, in the marketplace. Implementation is ongoing with Maxient's "go live" date being July 1, 2019.

Coordinator for Student Wellness

Following the departure of our Wellness Coordinator in November 2018 and a less than exciting candidate search in November and December 2018, the Student Life Office was excited to complete a strong search process in Spring 2019. **Cassandra Worner**, who had been serving as the Interim Wellness Coordinator, accepted the offer to become the new full-time Coordinator of Student Wellness for 2019-2020.

Development of new Mission, Vision, and Values

As noted previously, the SLO team was proud to revisit its current mission, vision and values for the office. Our new statement is providing a firm foundation for our future work and is providing critical guidance on the future development of our office web content.

2019 Goals

Goals for the Student Life Office are still in development with expectation of having them fully developed by the end of July 2019. However, the anticipated goals are:

1. By January 2020, each Student Life Office unit will develop one specific student learning outcome related to one component, program, or initiative of interest within their unit. Staff will also develop an assessment plan, which includes multiple measurements to evaluate the intended outcome, to be implemented in January 2020 and reported on in Spring 2021.
2. By May 31, 2020, the Student Life Office will meet an mutually agreed upon Diversity & Inclusion goal to be revisited in July 2019. (see SLO goal update)
3. By September 2019, the Student Life Office will take "live" a revised SLO website highlighting new and enhanced content and resources for students.
4. By June 2020, the Student Life Office will develop and implement a SLO marketing plan regarding its resources for students.

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Accomplishments/Points of Pride

Office and Title Renamed

Both the office and the coordinator's title were changed, this year. To better reflect the breadth of work, the First Year Experience Coordinator's title was changed to "Coordinator of New Student and Family Programs," which also reflects the name for the office.

New Student Orientation (NSO) and Welcome Week

New Student Orientation (NSO) is a critical momentum point for students who have selected to attend UWL. A goal of the NSO program is to create an environment for new students that fosters connections and relationships with peers and campus resources and provides a foundation for success in the classroom, on campus, and in the surrounding community. This success is achieved through peer lead groups, during New Student Orientation, that focus on connecting new students to other new students, both formally and informally, as well as establishing a relationship with an upper class student leader. Programs during NSO provide new student the opportunity to explore campus and community resources that will assist them in meeting their basic academic and social needs as they transition from high school through their first year of college.

To support the transition of our incoming students in this program, important enhancements were implemented to the Eagle Guide program for the fall, 2018. Notably, three (3) additional Eagle Guides were hired, raising that staff size to 53 guides. Additionally, and for the first time, Eagle Guides were compensated for their participation in training, which is both lengthy and vital to their work and engagement with students during the NSO program. During NSO, incoming students were included in orientation groups led by an Eagle Guide, who facilitated topic-driven meetings through NSO weekend

This year, all incoming international students, transfer students, and new commuter students were provided an option to participate in an NSO Eagle group.



Family Weekends

This year, New Student and Family Programs coordinated two family weekend opportunities. One occurred in October 2018, while the other was an inaugural spring weekend opportunity in April 2019. In October, approximately 770 family registered for the weekend, an increase above the previous year's participation. The weekend include many collaborative events including a football game and family CAB event. The office also partnered with RecSports for the Chancellor's Fun Run event. The weekend also included UWL's inaugural Parent Advisory Board information session and first in first in-person Parent Advisory Board meeting.



Seventy-five (75) family registered for the inaugural spring family weekend with twenty-six (26) officially checking in for the weekend. To further efforts to launch the Parent Advisory Board, the weekend boasted a family dessert reception to bolster interest. At this event, Chancellor Gow and his partner performed with their "Chillin' With the Chancellor" concert. Additionally, the weekend included a Friday afternoon open house across a variety of Division offices about the campus. Conference-style information sessions were also hosted for families to attend.

Parents Advisory Board

New Student and Family Programs, in collaboration with the Vice Chancellor for Student Affairs, launched a Parent Advisory Board for 2018-2019. Currently, twenty-six (26) families are participating on the board and attended in-person meetings during both the fall and spring family weekends. To support the initiative, video conference calls occurred in January and February and featured guest speakers from the Division of Diversity & Inclusion as well as Career Services. Board members were invited to speak to incoming parents at the 2019 START program and provided a resource table during the START resource fair.

Transfer START

Transfer START programs occurred in August, December and January, as well as on three dates in May 2019. Approximately eighty (80) incoming students attended the December/January dates and Approximately two hundred (200) students attended the three dates occurring during the spring semester.

New Student & Family Programs

A new parent/family schedule was created and implemented by December 2019, which included featured speakers from Academic Advising, University Police, Student Wellness, Violence Prevention, Residence Life, Counseling and Testing, and Student Life. The entire Transfer START process was significantly revamped for May 2019 to include an express checkout process and a shift of the resource fair to the end of the day to allow for both students and guests to attend and review the variety of resource information.

START for First-Year Student and Families

In 2018, nearly 2200 incoming students, the largest incoming class to date, attended a START date. To support this event and our students, two lead Eagle Guides were hired in addition to 15 other Eagle Guides. Highlights included our exceeding the capacity of previous registration lab space; Murphy Library was added to accommodate more students. Additionally, student capacity also exceeded current table space within Whitney Dining Center during lunch. START 2019 will include larger tables to accommodate larger student groups.

2018 Goal Updates

- 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.
 - ⇒ See Accomplishments/Points of Pride for specific highlights
- 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.
 - ⇒ NSO Eagle Guide applications increased to 65 by February 2019. This was accomplished by tabling in Whitney and sending “You’ve Been Nominated” emails to students who were recommended for the position. Future plans include possible tabling at the Late Night Breakfast in December and partnership with Textbook Rental to include a handout/flier to reach students.
- Get 80% of incoming transfer students for Summer and Fall 2019 to attend in-person Transfer START.
 - ⇒ This goal is still in-progress and will not be able to be fully assessed until September 2019.
- 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.
 - ⇒ Work has begun with Institutional Research to track the success of transfer students who attended the Transfer START program. So far, there has not been any statistical significance to indicate students are more successful as a result of attending.

- ⇒ Improve the UWL Parents/Family website by providing more relevant information and easier access to information by December 2018.
 - ⇒ This goal did not progress as anticipated. Specific edits were not able to be accomplished this year, although current information was consolidated into a new “New Student and Family Programs” website.
- Create a UWL Traditions/Bucket List program by Spring 2019 to propose for Outcomes Based Funding with plans to implement Fall 2019.
 - Discussions are still ongoing for this program and the program will not be implementing in Fall 2019.
- Create a “Second Year Experience” model by Spring 2019 to propose for Outcomes Based Funding with plans to implement Fall 2019.
 - ⇒ A “Second Year Experience” model was created in collaboration with the Vice Chancellor for Student Affairs that included social programming and career and major exploration. At this time, funding has been proposed, but has not been approved.

2019 Goals

1. Continue to evaluate START, NSO, and Transfer START to determine if changes need to/can be made.
2. Budget to hire at least 55 Eagle Guides for NSO up from 53.
3. Create and implement “UWL Bucket List” program.
4. Increase percentage of students who attend in-person Transfer START from 86% to 90%.
5. Increase attendance at Spring Semester Family Week from 75 registrants to at least 200 registered families.
6. Develop parent/family initiatives during move-in days such as a “Parent/Family Lounge” and the “Boohoo/Woohoo Tables”.
7. Increase number of families involved in the Parent Advisory Board from 26 to 35 families.
8. Create a model for “ongoing orientation” to implement with the first-year students by Fall 2020.
9. Enhance our online Transfer START program to be more accessible for students who are unable to come to campus.
10. Develop a better family/parent website in order for information to be more accessible by families.
11. If possible, have the family/parent website available in additional languages.

Mission, Vision, and Values

The mission of Wellness and Health Advocacy (WHA) 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.

WHA envisions a campus environment where the potential for health flourishes.

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.



The Wellness and Health Advocacy Office and the 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.

Accomplishments/Points of Pride

Provided quality interim leadership

This year was a transition year as the former Wellness Coordinator left the position in November 2018. Our Interim Wellness Coordinator transitioned into student supervision work, program planning and implementation, and coalition building to maintain a quality level of involvement in campus programming.

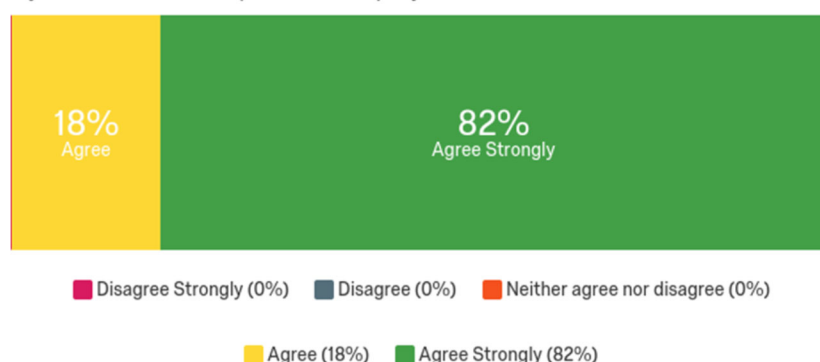
Increased training and campus involvement of Peer Health Advocates

The Peer Health Advocate program has undergone significant evaluation efforts and subsequent reorganization and has refocused on alcohol and other drug education and sexual health education. This year, recruitment and hiring of Peer Health Advocates included students outside of the Community Health Education program, allowing for more diversity in background, area of study, and applicable experience. Additionally, we increased the number and scope of available programs that have been vetted and evaluated by the Wellness Coordinator and Peer Health Advocates. All programs are based in current evidence, research, and are theory driven. New programs covered the topics of dating violence and consent as well as bystander intervention.

In Fall 2018, training efforts for all new Peer Health Advocates were standardized and strengthened. Training opportunities included presentations by the Campus Climate Students Educating and Embracing Diversity (SEEDS), Pride Center Peer Educators, Student Health Center staff members, and the Violence Prevention Specialist. Other training opportunities included Suicide Prevention Training, Ally Training, Fat as a Social Justice Issue, Just Say Know to Pornography, Motivational Interviewing Training, and trainings on marijuana and tobacco (to include e-cigarettes). With this training, the Peer Health Advocates were able to conduct over 1,000 hours of peer-to-peer education across campus this school year.

The position of Peer Health Advocate continues to be an excellent professional development opportunity for students. The 2018-2019 Peer Health Advocates reported their experience as a PHA has prepared them for future health education and health promotion positions, developed their program planning skills, improved their program implementation and facilitation skills, allowed them the opportunity to serve as a resource person for other students, helped them to develop as a professional, and increased their awareness of diversity and inclusion efforts at the University of Wisconsin – La Crosse. In addition, 100% of Peer Health Advocates surveyed indicated that they agreed or agreed strongly that their role as a PHA has helped them to develop their health education communication skills (See figure below).

My role as a PHA has helped me develop my health education communication skills



"I have developed strengths in communication (especially within the realm of health education); I have gained confidence especially in my abilities to disseminate health-related information to others; I have gained skills in teamwork and collaboration; I have developed skills in program planning and evaluations; I have become more educated on topics regarding diversity and inclusion and have been able to use these skills within my job and daily life." —Student PHA, 2019

Record high participation in campus-wide events

Attendance was higher than previous years for the programs Stomp Out Stigma, De-Stress Fest, the Fall and Spring Free STI Clinics, and Sexual Health Week programming. Significant marketing efforts are ongoing to encourage continued student participation in campus-wide events.

Program and evaluation and updates

Significant updates to procedures and programs were made as a result of continued program evaluation. New evaluation tools were developed to ensure programs were relevant, culturally sensitive, and up-to-date and all Peer Health Advocates received additional training on program and process evaluation.

Impactful relationship building

Our collaborations are imperative to the success of our efforts. Important partnerships continue on and off campus with notable partners from within Student Affairs, in different divisions at UWL, and in the greater La Crosse community.

Challenges During 2018-2019

Event attendance and student engagement

As many university offices have experienced, some programs and events were not well-attended. This is problematic due to the investment of time, energy, and funding that goes in to each event. In addition, our programming efforts are only valuable if we are reaching students. This decreased event attendance was most apparent within the Residence Halls and is believed to represent a wider disengagement with programming by younger students. In addition, student engagement with the Collegiate Recovery program has decreased significantly from previous years, and the path to sustainability for this program is not clear. Efforts are ongoing to better market programs and advertise the value the information has to the students.

Relationship building and communication

Relationship building and effective communication continue to be primary goals for the Wellness and Health Advocacy Office. The health education needs of the students at the UWL are simply too significant for one office to meet efficiently. For this reason, we continue to collaborate with other on-campus offices. Occasionally, miscommunication has led to less effective partnerships. Enhancing collaboration and ensuring mutual expectations of partnerships is a focus of the office moving forward. This will help us, as well as other offices, better serve the student population.

Decline in referrals to BASICS and Think About It programs

Over the past several years, referrals to the BASICS and Think About It programs have decreased significantly. Efforts are ongoing to determine what is impacting this decrease in referrals and to collaborate to create a menu of options for effective sanctions that can be utilized by all personnel involved in student conduct, moving forward.

2018 Goal Updates

1. 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.
2. 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).
 - ⇒ As this past year was a time of transition, these goals were not addressed. Regarding partnership with Student Support Services, a Peer Health Advocate was hired in to the liaison position for Fall 2019, but resigned their position prior to the start date for the new Wellness Coordinator. Without this Peer Health Advocate, self-referrals to B/CASICS did not increase for 2018-2019. Secondly, Peer Health Advocate programs were audited for content and available topic areas, but were not assessed for equity and social justice.

2019 Goals

1. By the end of September 2019, through collaboration with the Coordinator of New Student and Family Programs and with the assistance of the Peer Health Advocates, the Wellness Coordinator will implement and evaluate a Bystander Intervention for all first-year students during New Student Orientation.
 - ⇒ Evaluation will be completed by October 31st, 2019 and will include a pre- and post-test to measure learning outcomes and may include other data collection methods such as focus groups.
2. After participating in the bystander intervention program, 75% students will provide two example techniques for intervening when another person is demonstrating signs of alcohol poisoning.
3. By the end of March 2019, the Wellness Coordinator will market the job opening to a diverse audience (majors outside of Health Education and Health Promotion, male-identified students, students of color, and LGBTQ+ students) by emailing campus offices (OMSS, Pride Center) so that the PHA group may better represent a variety of student voices.

4. By the end of May 2019, the Wellness Coordinator will audit all current peer health education programming to identify gaps in topics provided, ensure relevancy to the UWL student population, and build an evidence base for health programming.
5. By the end of May 2019, the Wellness Coordinator will comprehensively evaluate alcohol prevention programming and recommend program improvements based on the results of the evaluation.

Honors and Awards

The Wellness Coordinator, **Cassandra Worner**, had the honor of being nominated for the Student Employment Supervisor of the Year by the Peer Health Advocates. Cassandra was awarded the Student Employment Supervisor of the Year at the University of Wisconsin – La Crosse and was then also awarded the Student Employment Supervisor of the Year for the entire State of Wisconsin.

The Graduate Assistant, **Alexandra Larsen**, was awarded the Graduate Student Award for the Divisions of Student Affairs and Diversity of Inclusion.



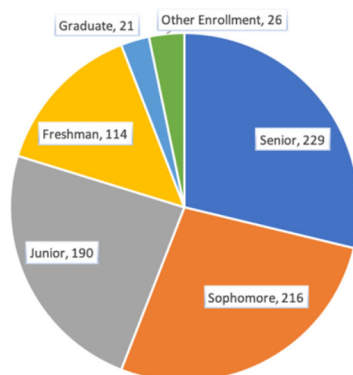
The 2018-2019 school year brought many opportunities for Advocacy and Empowerment services at UWL. Students in distress may have met with many of the staff in the Student Life Office. Advocacy and Empowerment had a new graduate student, Leanne Kruse, who was able to support students throughout the first semester. Additionally, we had a new Dean of Students and Assistant Dean of Students join our staff. This influx of new staff provided new perspectives and ideas about the different services that we offer. Some of the areas that were given new perspective include: Case management at UWL, support students through the withdrawal process, absence notifications, and how we communicate our services.

Case management in the Student Life Office includes one-time appointments with students and more intensive student services, including multiple meetings and follow-ups. Advocacy and Empowerment is essential in providing support for students in distress at UWL. Flexibility is required for non-clinical case managers to address the diverse needs of students including the possibility for short-term and long-term support. This year college student homelessness came to the forefront of many of the services we provided. This may be due to the decreased capacity of our residence hall facilities.

By the Numbers

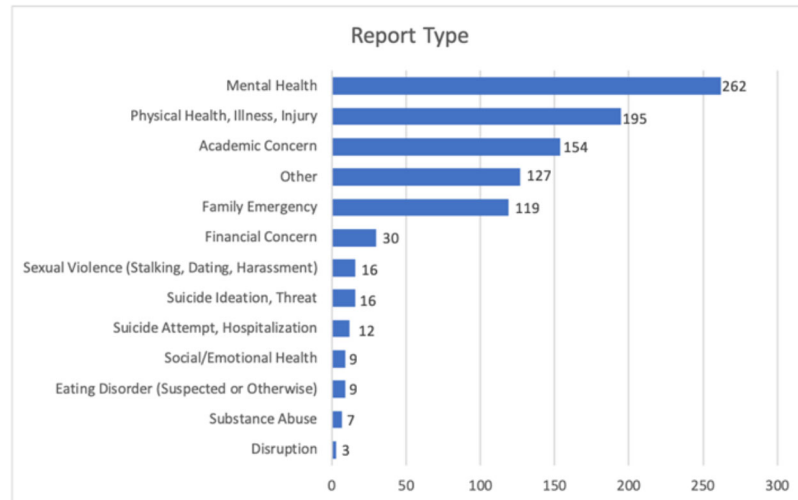
Advocacy and Empowerment services provided over 650 acts of student support during the 2018-2019 school year. The office received 368 referrals from faculty and staff. The top 5 majors represented in the office, in order, were biology, psychology, undeclared students, bio: bio-medical, and marketing.

Representation in A&E, by class standing:



Compared to last year, 62 fewer students withdrew from the university through the Student Life Office in the 2018-2019 school year. Our greatest difference is a decrease in the number of students that withdrew without a refund. This may be explained by the exploration of different options to complete the semester (e.g. dropping of individual classes rather than complete withdrawal, medical withdrawal considerations). Additionally, financial concerns by students may hinder their willingness to withdrawal with no financial reimbursement. Other trends noted in the area of Advocacy and Empowerment is the increased need to communicate and advertise the services we offer.

Advocacy and Empowerment, report type for 2018-19:



Accomplishments/Points of Pride

Student Support

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CARE Team

A&E serves as a hub of staff and faculty reports of student concerns. Some students of concern are elevated to the CARE Team. This year the inclusion of the Student Life Specialist on UWL's CARE Team was vital in support students in distress and providing effective case management. Many CARE referrals were brought to the team from the Student Life Specialist. There is intention that this critical involvement continue in the coming year.

Student Withdrawals / Development of an A&E Webpage

UWL's withdrawal process is managed through the Student Life Office. During the 2018-2019 school year, there was opportunity to look closely at our processes and procedures. Having new staff highlighted some areas of the process that may be confusing for students, staff, and faculty. First, providing a clear communication about withdrawing will be essential for student success moving forward. We have begun developing an Advocacy and Empowerment webpage,

which will give students, staff, and faculty a better understanding of the process, when to refer, and how to re-enter.

The biggest accomplishment of the 2018-2019 school year was the implementation and drafting of web content. We published the updated **Eagle Eye Handbook**, which provides students, staff, and faculty a user-friendly method to navigate university resources. This also provides opportunity to explain process and connect students to other processes. The other major development was the opportunity to draft Advocacy and Empowerment web content. Specific pages include: Advocacy and Empowerment, Absence Notifications, Withdrawal, Medical Withdrawal, Referral Services, and Frequently Asked Questions. This content will be essential in developing our practice and communicating the services that we provide.

Absence Notifications

In 2018-2019, the major theme for absence notifications is the requirement from instructors to have the Student Life Office send notification about absences. There is some confusion about the purpose of the absence notification policy through the Student Life Office. During this year, Advocacy and Empowerment has developed a policy statement and drafted a webpage to help communicate our process. We sent 241 absence and awareness notification to instructors throughout the year (this number does not include repeated notifications or updates). Opportunities for growth in this area include working with Academic Affairs about our notifications and development of systems (EAB Navigate and Maxient) to support notifications. Throughout the year, Advocacy and Empowerment took an active role in the planning stages of this process, which included providing the Navigate leadership team a “one-sheet” regarding students in distress.

Challenges During 2018-2019

A&E had some challenges regarding how to communicate to students the nuances about financial aid and refund periods. Students are often surprised when federal financial aid money is returned during a period of withdrawal. This causes additional distress through the withdrawal process. We intend on working with the Office for Financial Aid to develop clear communication for students about financial implications. We believe a withdrawal process that is well designed will support student success and the reputation of UWL.

2018 Goal Updates

- Continue assessment efforts to better understand why students at UWL are in distress and how we can best support them
 - ⇒ Captured student data via Advocate reports and through a withdrawal survey
 - ⇒ A second year withdraw survey continue to develop our understanding of who we serve

- Expand the “Other” (a catch-all indicator in Advocate) category to better capture reasons for referrals
 - ⇒ During the 2017-2018 school year, A&E had 329 cases labeled as “Other”
 - ⇒ 2018-2019 we had 127 cases labeled as “Other”. This may be a result of new staff and further explanation of categories that we use
- Develop an intake form and process to be implemented at the front desk, to aid in assessing effectiveness of services
 - ⇒ Maxient implementation put this project on hold; however, we will have some opportunity to develop this further
- Create and foster an intentional and developmental graduate assistant process and environment, which incorporates learning opportunities and student case management responsibilities
 - ⇒ We had a graduate student who had the opportunity to shadow case management practice and eventually meet with students in distress. This was a huge success and we hope to recreate this process for future graduate students
- Continue to develop partnerships across campus, specifically in areas that we do not see referrals
 - ⇒ During 2018-19, A&E provided several trainings in UWL 100 courses, in a tutoring course, in the Academic Advising Center, and with other campus partners. These trainings focused on how to identify students in distress and how to refer

2019 Goals

1. Evaluate and modify Advocacy and Empowerment services utilizing CAS standards*
2. Develop a medical withdraw re-entry process to support students as they return to UWL
3. Create and develop an assessment plan regarding learning outcomes in Advocacy and Empowerment
4. Develop meaningful processes within Maxient to best serve students in distress
5. Continue to identify opportunities to develop campus partnerships through informal and formal meetings and presentations
6. Provide meaningful experiences for graduate students (i.e. Graduate Assistant, Practicum students)

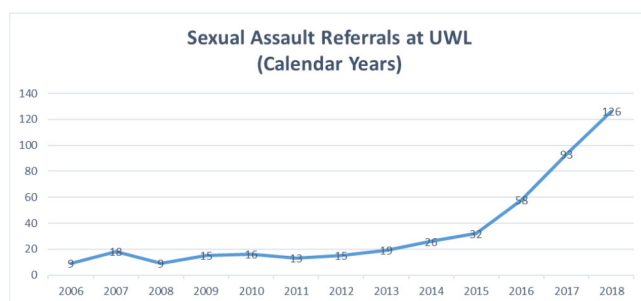
*In 2019, the Higher Education Case Managers Association worked with the Council for the Advancement of Standards in Higher Education (CAS) to develop standards for Case Management Services. An evaluation of our services in regard to these standards will help to develop our processes and case management services.

Mission, Vision, and 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 remains a goal for 2019-20. The Violence Prevention Advisory Committee engaged in a mission and goal-setting exercise at our May 2019 year-end meeting.

By the Numbers



Accomplishments/Points of Pride

Violence Prevention saw a large increase in referrals again this year, including a 35% increase in the number of students seeking help after a sexual assault. 63 individuals received ongoing services from the Violence Prevention Specialist this year.

STARRSA

During this past academic year seven (7) UWL students who were found responsible for violations related to sexual misconduct and sexual violence were sanctioned to **Science-based Treatment, Accountability, and Risk Reducation for Sexual Assault** program (STAARSA) and four completed the program.

Take Back the Night

Violence Prevention partnered with Viterbo University and Western Technical College to sponsor a highly successful “Take Back the Night” March for Domestic Violence Awareness Month in October 2018. More than 70 students, faculty and staff members, and members of the La Crosse Community participated in the event.

Ultimate Race for Sexual Assault Awareness

The annual Ultimate Race for Sexual Assault Awareness has become a highly anticipated event on campus each year. This year's 6th Annual Race took place in April 2019 and again saw participation of over 100 UWL students and staff members. Survey data from the 2019 URSAA indicated that **50% of participants identified knowledge of the resources available to sexual assault survivors** as their main takeaway from the event. An additional **19% listed the frequency and/or impact of sexual assault** as the main item of learning from the event.



"Thanks for putting on this great event!" ; "I really appreciate and enjoyed this event, I hope this continues every year." ; "Awesome Event! Organized very well." ; "SO MUCH FUN." —Participant comments from the Ultimate Race Event

Challenges During 2018-2019

The primary challenge Violence Prevention faced this year was managing the steep increase in referrals to the office in the absence of additional resources.

2018 Goal Updates

- Train additional Confidential Resources on campus
 - ⇒ To date, 16 referrals for service have been received from this group of individuals. One resource was lost upon the resignation of our Wellness Coordinator, in November 2018. The Student Life Specialist will shift into a Confidential Resource role in Fall 2019. The addition of additional Confidential Resources is still being explored.
 - ⇒ Violence Prevention had a 2018-19 goal that annual referrals from this group would increase from 6 to 9. This year, ten referrals were received. There is belief this occurred, in part, through use of a branding campaign. Confidential Resources received a sign to place on their office door identifying them as a Confidential Resource, which made this group more widely visible to students.



This signage matched the existing “You Can Talk to Us” campaign.



- Participate in training and pilot of alternative sanctioning for offenders
 - ⇒ Three facilitators were trained in Summer 2017 to facilitate the STARRSA curriculum and protocols related to the pilot program were development. During this past academic year, seven (7) UWL student who were found responsible for violations of university expectation were referred to the program, with four completing.
- Assess and evaluate current prevention education efforts and services to victims/survivors
 - ⇒ Violence Prevention is embarking on a two-year assessment in collaboration with Violence Prevention Advisory Committee member Dr. Becki Elkins. The assessment plan focus this year has been development of framework and working with IRB to establish an appropriate instrument, focus group, and interview scheme. The project is currently on track with our timeline of completion by Fall 2020.
- By September 2018, develop a Violence Prevention intake form 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
 - ⇒ A Violence Prevention Intake form was successfully developed for use beginning Fall semester 2019.

2019 Goals

1. By May 2020 the members of the Violence Prevention Advisory Committee will use the goal setting that was done this year to develop a long-term sustainability plan for Violence Prevention.
2. By July 2020 the STARRSA Program will be further developed and customized to meet the needs of the UWL students who are sanctioned to participate. This includes the addition of a volunteer facilitator from the La Crosse community, who will be prepared to take referrals by Fall semester 2019.

Honors and Awards

The Violence Prevention Specialist, along with Confidential Resources A.J. Clauss, Will Vanroosenbeek, and Antoiwana Williams, gave the presentation “Centering Marginalized Populations” at the Wisconsin Department of Justice’s training “Trauma-Informed Investigations”, which was held on campus in October.

The Wisconsin Coalition Against Sexual Assault has requested that we present “Centering Marginalized Populations” as a webinar in September 2019.

The Violence Prevention Specialist sat on a panel, along with UWL Chief of Police Scott McCullough, to discuss the working relationship between advocacy and University Police at the Wisconsin Department of Justice’s training “Trauma-Informed Investigations”, which was held on campus in October.

The Violence Prevention Specialist has served for the past year on the WI Attorney General’s Sexual Assault Response Team (AG SART) and chairs the La Crosse County SART.

Since July 2018, the student conduct office has been moving through a period of transition. The Dean of Students and Assistant Dean of Students have worked together this year to create a vision for student conduct moving forward. Work has included development of new mission and vision statement, development of specific intended learning outcomes for student conduct education, review and enhancement of critical Title IX processes, and movement toward greater centralization of process and practice.

By the Numbers



Accomplishments/Points of Pride

Development of Intended Learning Outcomes

This year, the Dean of Students and Assistant Dean of Students identified and developed five (5) learning outcomes, which will be implemented across the conduct program for the 2019-20 academic year. The intended outcomes providing a solid foundation for the conduct program and give meaning to identified sanctions used in response to student behavior. Upon final development of the student conduct website, the learning outcomes will appear there. Additionally, these outcomes will be interwoven fully into the student conduct experience, being included in meeting request letters, conduct meetings, sanction discussion, and outcome letters.

Student Conduct — Intended Learning Outcomes

We intend that student who engage in the conduct process will:

- recognize how their choices and behavior relate to their values, beliefs and/or goals,
- learn to identify alternatives for managing similar behavior and develop strategies to choose those alternatives in the future,
- grow their understanding of other peoples' perspectives,
- develop awareness of the ways their individual actions impact the UWL community and why UWL is concerned about student behavior that violates its policies, and
- understand how further misconduct may impact future goals at UWL, and beyond.

Title IX Development

While there have been individuals conducting Title IX investigations prior to this year, there has not been tremendous clarity regarding specific roles in the process, our communication to students, and the process itself, beyond general process information provided in UWS Chapter 17 and our non-discrimination policy. In Fall 2018, roles and responsibilities were quickly delineated to strengthen practice. A Title IX Resource Folder was developed. Upon finalization, such a folder will be provided to all students involved in the Title IX process, regardless if they are a reporting or responding party. Other documents were also created: enhanced language for student meeting requests, a notice of investigation letter, events timeline, meeting notes template, and a more structured investigative report. The Assistant Dean of Students also created an “Advisor Guide to the Student Conduct Process” and a “Hearing Panel Process Guide” as a resource intended for placement on the forthcoming Student Conduct website.

Clery Compliance

Previously, there had been some debate regarding Clery number “counting.” With the knowledge base of both the Dean of Students and the Assistant Dean of Students, individuals on the Clery Compliance committee now have a better understanding on how to count Clery data appropriately. An additional accomplishment in this area was the implementation of new Clery Compliance Committee in Spring 2019.

Student Conduct

In Spring 2019, new content was developed to support a robust Student Conduct website. Information includes the creation of an overview and mission statement regarding student conduct, as well as the addition of learning outcomes for student that will serve as a guide for our student conduct work, moving forward.

Another accomplishment of the student conduct are enhanced conversations and collaboration with Residence Life as it pertains to various cases. Both departments came together to discuss case referral and collaborated on adjudicating a few cases involving conduct within the residence halls that were more serious in nature.

Maxient

In June 2019, UWL concluded its relationship with Symplicity, Inc. and their Advocate student conduct platform. This year, the Student Life Office, in collaboration with Student Conduct and other campus stakeholders, successfully navigated the bid process for a new management system. Maxient will be implemented for use in July 2019.

Challenges During 2018-2019

Title IX Resources

In Summer 2018, three additional Title IX investigators were trained to assist the university with its Title IX capacity. During the year, however, these new investigators were never tapped to take up needed investigations. The result was a difficult caseload; the Assistant Dean of Students often managing five (5) cases simultaneously and alongside other responsibilities. Our investigative resources need to be addressed.

Another challenge impacting Title IX practice was the creation of forms and processes that were not implemented effectively. Moving forward, further delineation of responsibilities needs to happen so that these things can be implemented.

Clery Compliance

Concerns about past Clery practice resulted in the need for significant auditing of previous data. This process was substantially time consuming and pulled staff from other responsibilities. Additional training will be needed.

2018 Goal Updates

- Utilize expertise and guidance from the Dean of Students and Assistant Dean of Students positions to direct conduct processes.
 - ⇒ Dean of Students and Assistant Dean of Students worked to create a new vision for the student conduct program, including development of learning outcomes
 - ⇒ Movement has been made toward centralization of our student conduct program. Student conduct is working with Residence Life and the Vice Chancellor for Student Affairs to bring consistency to student charges, under UWS Chapters 14, 17, and 18.
 - ⇒ Student conduct and SLO made some effort to engage in broader dialogue with Residence Life regarding student conduct and training. A student conduct focus is consistency of standards regardless of incident location.
- Evaluate the responses from the 2017-2018 conduct survey to help provide direction for the student conduct process.
 - ⇒ At the start of the summer, individuals from Residence Life and Student Life met to go over the responses from the 2017-2018 conduct survey.
 - ⇒ 63% of respondents were motivated to engage positively in the university community after their conduct meeting.
 - ⇒ This year, the Assistant Dean of Students did not administer the conduct survey to individuals who went through the conduct process. Use of these survey is being reevaluated.

Student Conduct

- Develop and advertise to all conduct officers (including Residence Life staff) learning outcomes for the student conduct process.
 - ⇒ This goal is on track for implementation in Fall 2019
- Provide structure for trained investigators to be involved in the Title IX investigating process and to receive continued development/training in best practices and current trends.
 - ⇒ With the absence of the Assistant Dean of Students for a portion of Fall 2018, these is a goal that wasn't quite met.
- Work to develop direction about how Student Life provides support to the Clery Compliance Committee and Title IX team.
 - ⇒ Due to the complex nature of Clery Compliance, the Assistant Dean of Students submitted a proposal of a different Clery Compliance Committee that will be implemented the summer of 2019.

2019 Goals

1. Create a conduct website for students, faculty/staff, and parents by the end of the summer 2019. Include resources for students, resources for faculty/staff, and resources for parents.
2. Improve the student conduct process for individuals who violate policies. Create learning objectives for the conduct process at UWL by the end of the summer of 2019. Create a "toolbox" of sanctions that meet each learning objective by the end of summer 2019. Administer an updated student conduct process survey monthly for students who have gone through the student conduct process.
3. Improve training provided to the conduct hearing panel. Provide four training sessions for the conduct hearing panel by the end of the 2019-2020. Create and implement online Canvas course for hearing panel members by the end of the 2019-2020 year. Create a conduct hearing panel manual for panel members by the end of the 2019-2020 year. Provide ongoing development through discussion board in the online Canvas course during the 2019-2020 academic year.