

Student Affairs Annual Report

Office of the Dean of Students

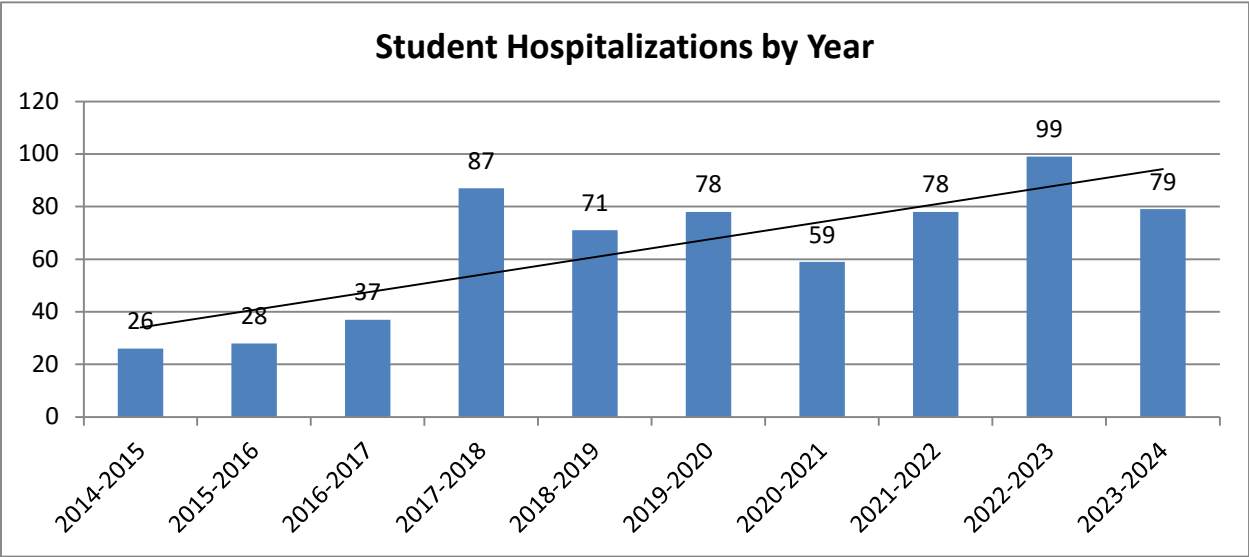
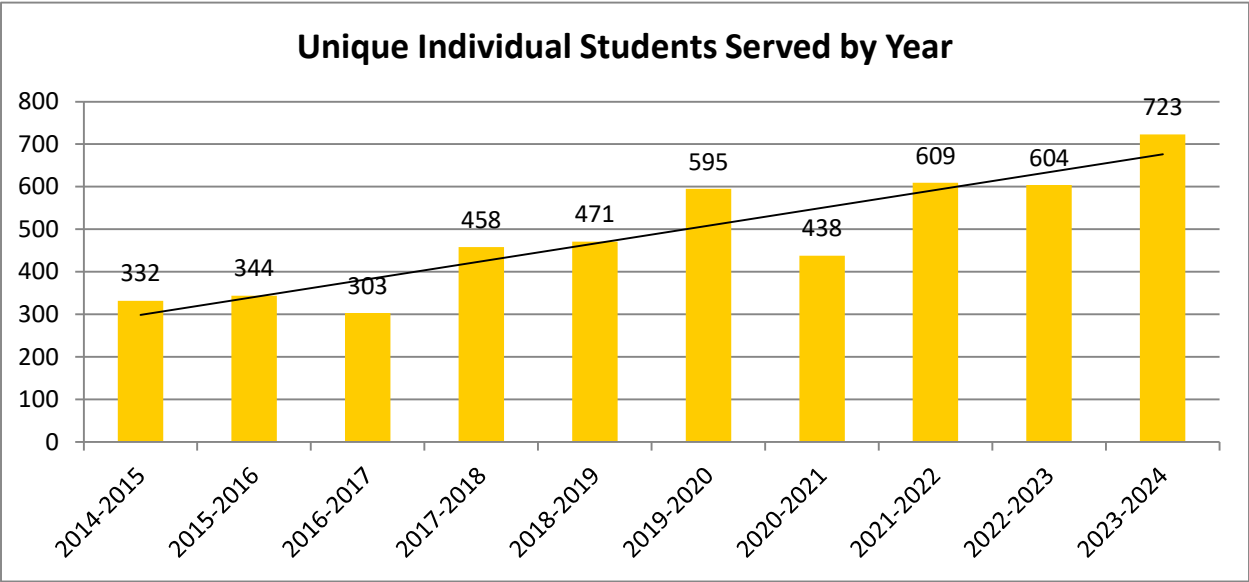
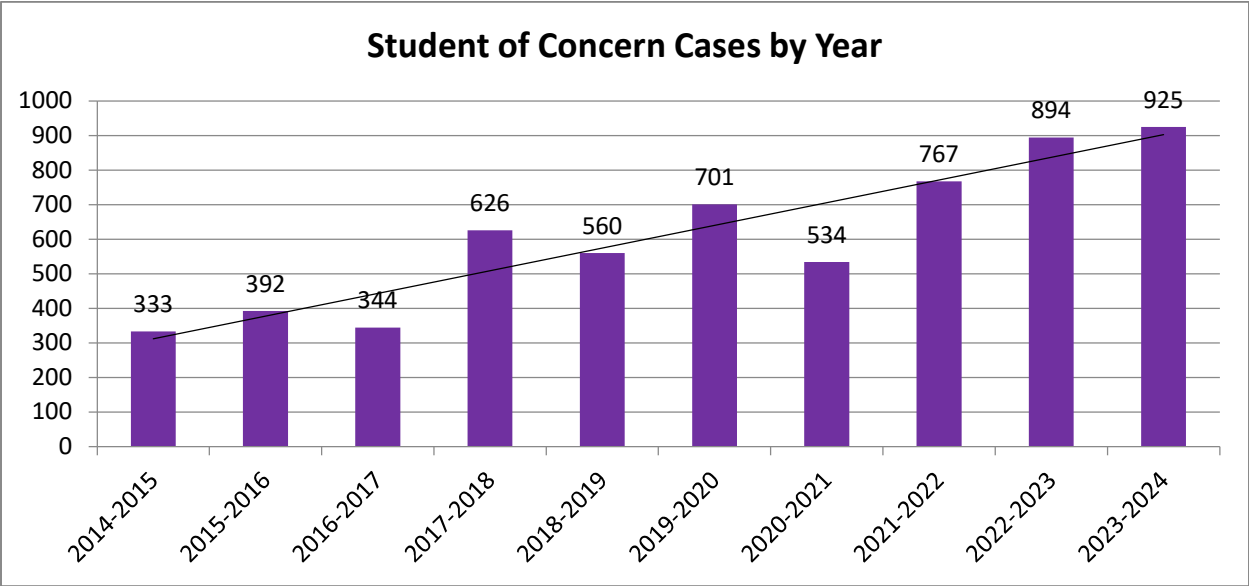
2023-2024

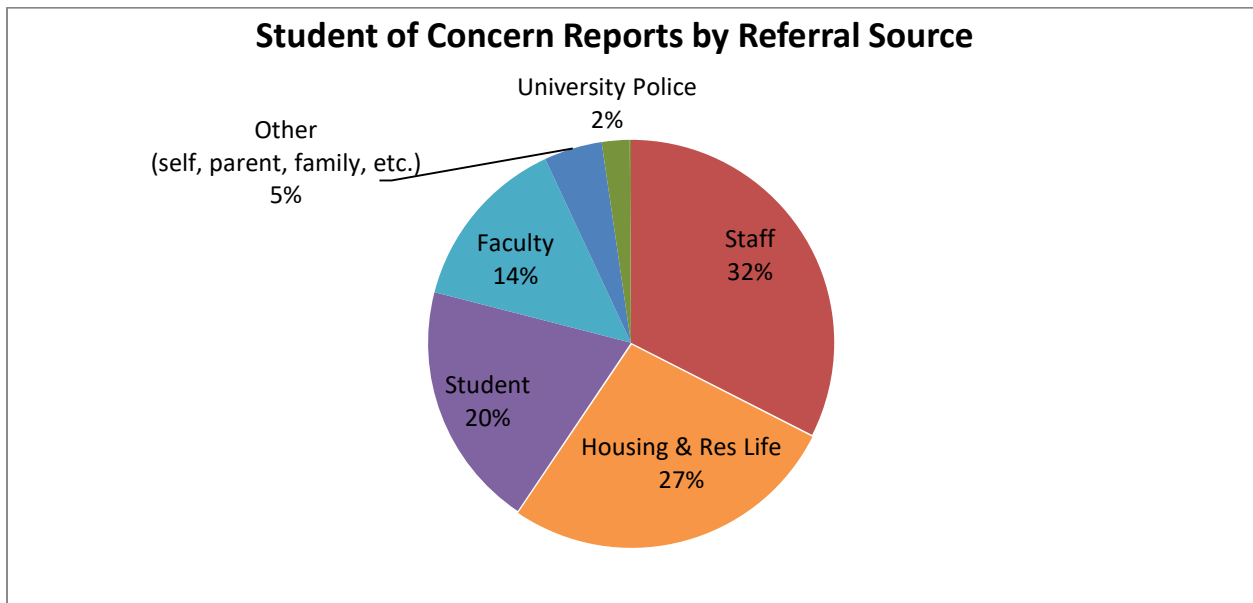
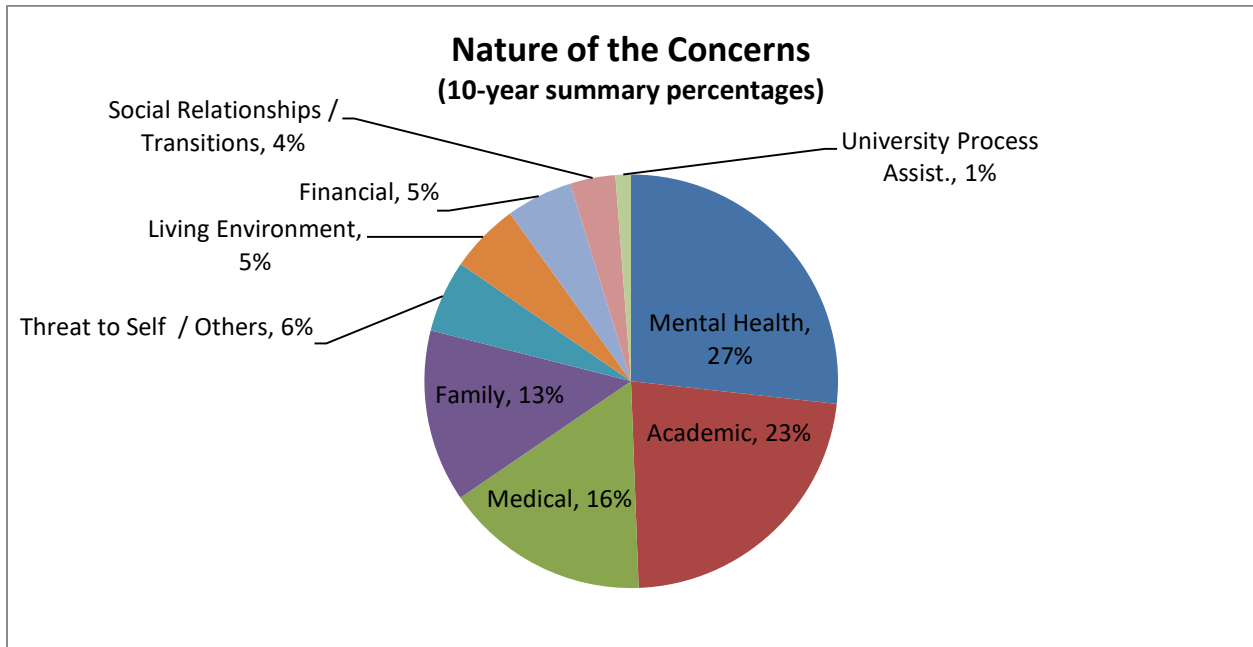
Mission Statement

The Office of the Dean of Students strives to maximize each student's learning experience by creating a culture of care, fostering personal responsibility, and encouraging involvement as members of the campus and broader communities. At the core of this work is a clear guiding philosophy and message to all students at UW-Stevens Point: You Matter, Point Cares.

Services and Programs

- 1) **Case Management / Student Care** – Case management in the higher education setting began in 2000, using models developed within social work and psychology, and adapting them to the educational environment. With the tragic shooting at Virginia Tech on April 16, 2007, threat assessment and case management became essential functions of universities. Formal case management began at UW-Stevens Point in 2014, with the creation of a students of concern reporting process and care teams' structure.
 - i) Key case management functions include:
 - (1) Responding to students in crisis in the moment, triaging reports of student issues, and connecting students to appropriate services and support.
 - (2) Leading unique care teams for each campus of UW-Stevens Point, multidisciplinary, administrative teams dedicated to assisting and resourcing students who may be in distress or managing difficult life circumstances.
 - (3) Meeting and maintaining contact with students to provide support, offer and coordinate resources, and monitor progress as part of ongoing care for the student and their success.
 - (4) Fostering self-advocacy in students to manage their academic, personal, and fiscal responsibilities.
 - ii) Relevance / Productivity
 - (1) The 2023-24 academic year saw the highest number of student cases in our 10-year history of doing care case management work (925 total cases). This is an increase of 178% since our first year (2014-15), and just over a 3.5% increase from last academic year (894 cases).
 - (2) The number of unique individual students supported through the care / student of concern process increased over 19.7% from the previous academic year, up from 604 to 723 students served.
 - (3) We also received the highest number of individual Student of Concern reports in our 10-year history this past academic year. We received 1,000 reports, an increase of 5.9% from the previous year, with 98.4% of reports being about students on the Stevens Point campus.
 - (4) The number of students hospitalized during the 2023-2024 academic year fell to 79 from an all-time high of 99 in the 2022-2023 academic year. Most of the hospitalizations (61%) were medical in nature.
 - (5) The top issues for students this year were mental health, academics, medical concerns, family, living environment issues, and financial concerns.
 - (6) DOS staff made almost 1,200 referrals to campus partners to include faculty colleagues, the Counseling Center, the Disability Resource Center, the Registrar, and academic advisors. Referrals to additional support outside of the Office of the Dean of Students were made in 60% of cases.
 - (7) In 10 years, we have managed over 6,000 cases involving over 4,800 students.





iii. Case Management / Student Care Demonstration of Quality

- (1) I really appreciate you being able to help, when possible. I know this is what your office helps with, but it has not gone unnoticed and genuinely has made my entire situation far more bearable than it would've been without you and your office. (student)
- (2) Thank you again for your time, help, and patience, it doesn't go unnoticed. (student)
- (3) Thank you for taking the time and energy today to talk with our new peer educators. You are both a wealth of knowledge and expertise. Your care and support for students is genuine and the information you shared was extremely helpful. (staff)
- (4) No matter who I talk to (inserted several upper college admins), they all have great things to say and can't sing your praises enough. Your reputation precedes you. (faculty)
- (5) Thank you so much. I appreciate you and what you do for our students. (faculty)

- (6) First things first, I want to thank you for all the help you have been providing me as I go through my personal issues and struggles to help me. You have absolutely no idea how much this means to me, a lot of days it feels like I am fighting an uphill battle with virtually no assistance. But knowing you have been there and helping me finish school. It means a lot to me. I am in a situation where I need to finish my schoolwork, and I am motivated and able to. (student)
- (7) I recognize the initiative you put into that email. It sincerely felt like you were speaking to me. I am grateful for the time you put into it. Thank you for exemplifying some of my questions. It's nice to know that people like you exist. I am humbled. (student)
- (8) Anyways, thank you both for your continued support! I am very grateful for all your help. I'm afraid I would have dropped out long ago without it and chose my boring job over an education grinding a very unfulfilled boring life. So, thank you both again. (student)
- (9) You have been helpful with students, and you are valued! (staff)
- (10) I'm really glad that the university cares, it's more helpful than you know. (student)
- (11) I must take a moment to thank you immensely for your assistance and getting me sorted out. Had you not been there I can't tell you what might've happened, so thank you. Your trust in me has not been misplaced and I will honor it by performing successfully going forward. I was honest when I said UWSP was essentially my home and while it has been a rather estranged journey personally in terms of family, I am glad to call this place home and feel welcome. (student)
- (12) Thank you for everything, I really do look forward to getting your emails and appreciate all the things you and DoS has done for me. (student)
- (13) I never thought that I would be able to reach my senior year and I have a lot of people to thank for that, but you are the number one that really helped me get through it all. (student)
- (14) I would like to start by saying thank you so much for all the support you have provided me. You have given me the ability to be able to focus on my family during this time. Again, thank you so much for the support with this situation. It has helped me so much during this time and I am thankful for it. (student)
- (15) I want to express my gratitude for the support you have provided my student this semester. He has expressed to me how much he feels you have helped him. (parent)
- (16) I just want to thank everyone for working with me to help me through this. I wish I had the ability to send all of you appreciation/thank you notes. Thank you for supporting me and validating me and steering me to address all the roadblocks that have arisen throughout my year and a half at UWSP. (student)
- (17) Thank you so much. I really appreciate you folks looking out for our students. (staff)
- (18) Thank you for all of your help, and work, and understanding helping me navigate this incredibly stressful part of my life. I really appreciate you. (student)
- (19) Thank you for all you do to support students through very difficult challenges in life. (faculty)
- (20) Thank you so much for always being a source of support and someone that I trust enough to share my successes and concerns with. (student)

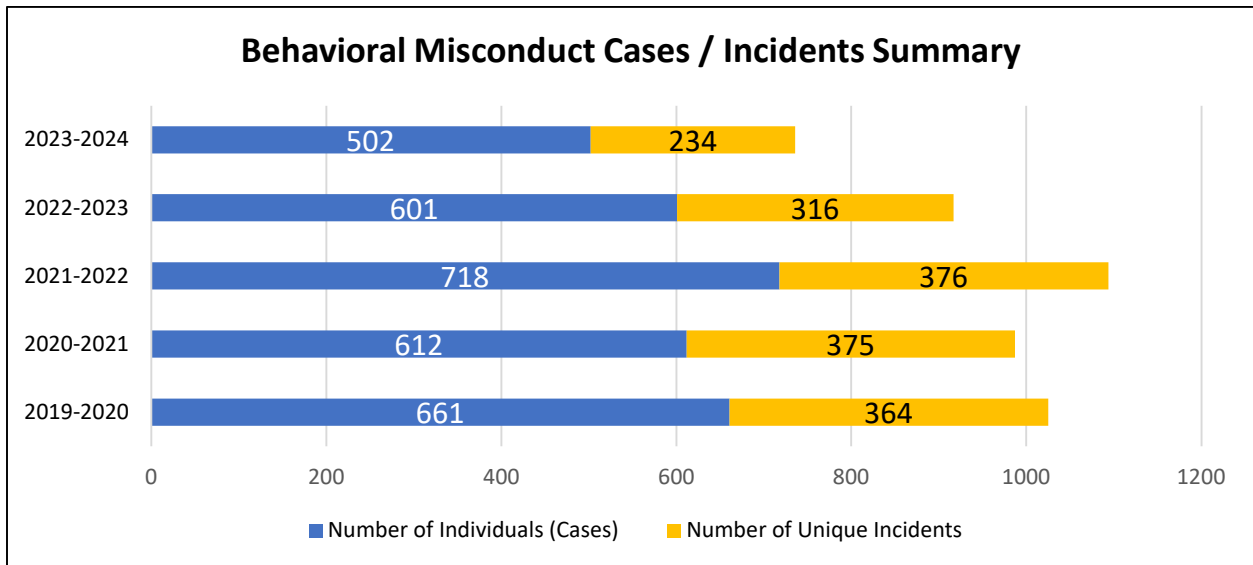
2) Student Conduct Process

- i. Key student conduct functions include:
 - (1) Supervise the student non-misconduct process for all students of UWSP as outlined in CH 17 – Non-academic standards and disciplinary procedures.

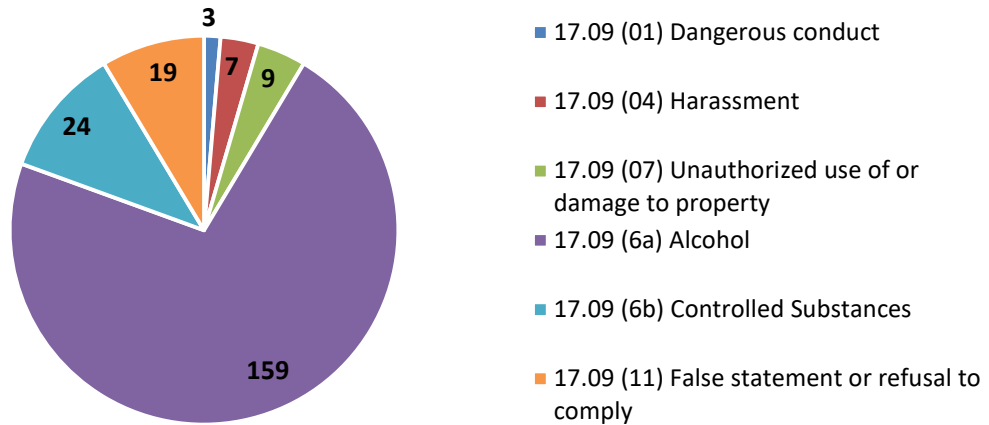
- (2) Investigate and/or adjudicate cases elevated from Housing and Residence Life, initially identified series incidents to include Title IX / sexual misconduct cases, and off-campus student incidents.
- (3) Support colleagues who have the delegated authority to manage conduct cases with training and consultation.
- (4) Assist instructional staff and faculty with the student academic misconduct process and manage cases as outlined in CH 14 – Student academic standards and disciplinary procedures.

ii. Relevance / Productivity

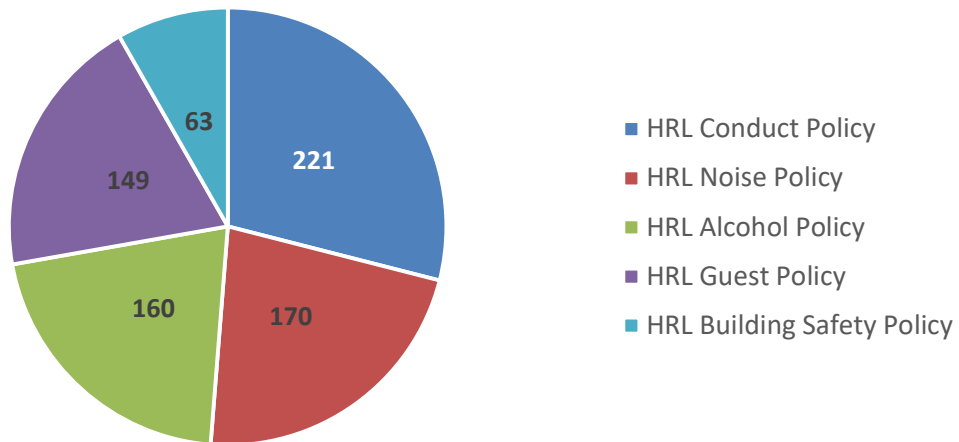
- (1) The 2023-24 academic year again saw a reduction in the number of incidents of alleged non-academic policy violations and fewer students involved overall. Incidents of alleged behavioral misconduct fell by over 25%.
- (2) Primary student conduct concerns included choices around alcohol, marijuana, and residence hall policies to include noise, guests, and hall safety policies.
- (3) Conversely to the behavioral misconduct trend, the number of academic misconduct cases continued to rise, increasing by more than 25% over the previous year.
- (4) The most common form of alleged academic misconduct was students *seeking to claim credit for the work or efforts of another with authorization or citation* (CH 14.03(1)(a)). Fifty four percent (54%) of academic misconduct allegations centered on this issue.
- (5) Of the 61 academic misconduct cases resolved at the time of this report, 92% of students were found responsible for academic misconduct.
- (6) The most common outcome for a finding of responsibility for academic misconduct was a lower or failing grade on the assignment or exam.
- (7) In addition to academic and non-academic misconduct, the Office of the Dean of Students investigates allegations of alleged sexual misconduct, both Title IX and non-Title IX. The investigation portion of each case takes between 90-100 hours of time.



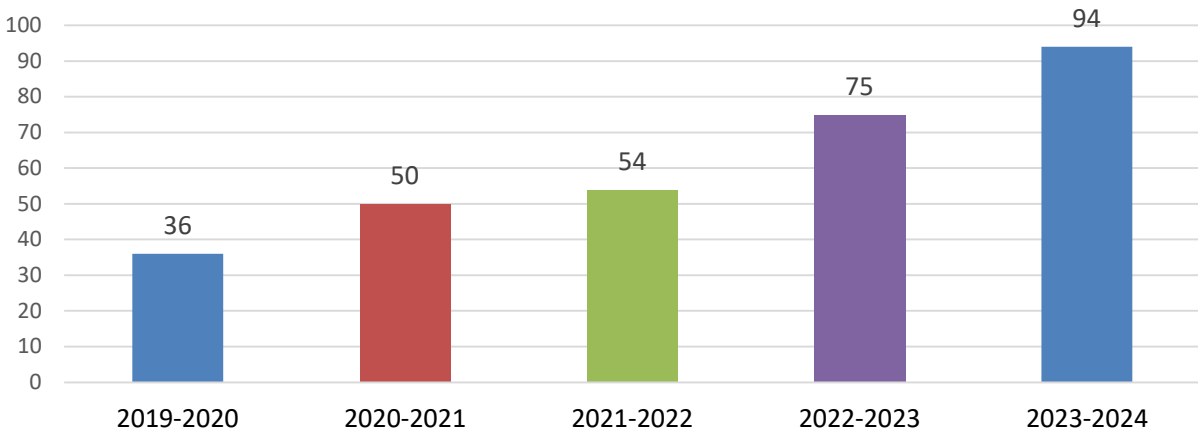
CH 17 Most Frequent Alleged Policy Violations



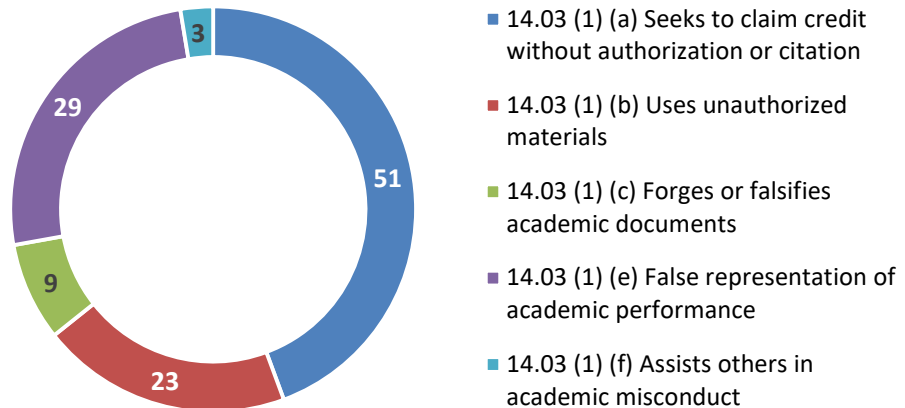
Top 5 Housing and Residence Life Policy Violation Allegations



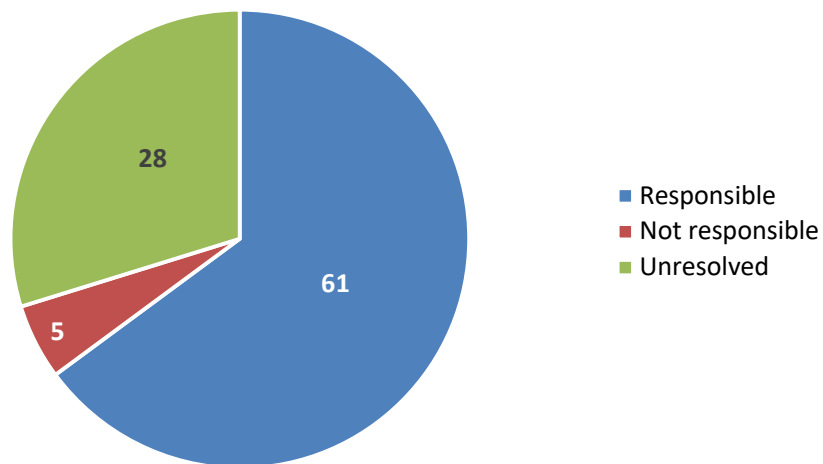
Number of Academic Misconduct Cases



Academic Misconduct Frequency of Charges



Findings: Academic Misconduct Cases



iii. Student Conduct Demonstration of Quality

- (1) I can't express how thankful I am, I really appreciate you taking the time to help me and make me feel more comfortable in [my hall]. All of the Staff I talked to about this situation was so amazing thank you again for everything you have done! (student)
- (2) And then also I wanna thank you, and Troy. Because hearing how involved and empathetic and understanding you guys have been from "TIX Complainant" is really, really impactful on her and for me as a student. And actually, I didn't even realize how inclusive the university would be when I suggested this [TIX process] as an option. Yeah. So, I wanna thank you guys for doing this thoroughly and empathetically. And I can see that this for right now is helping "TIX Complainant" because it means a lot to come and feel heard and seen. (student)

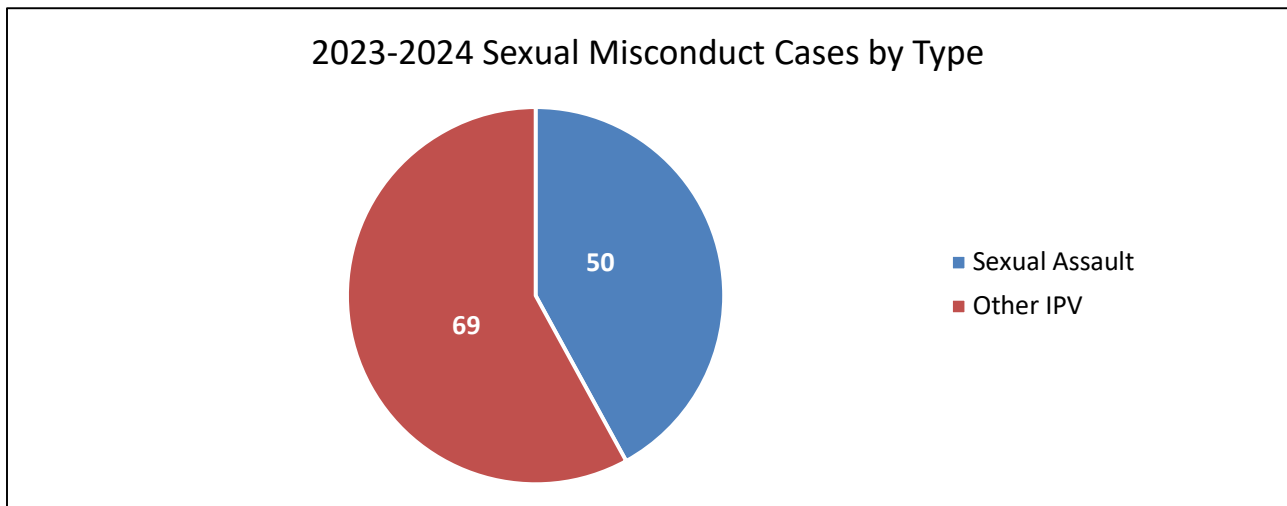
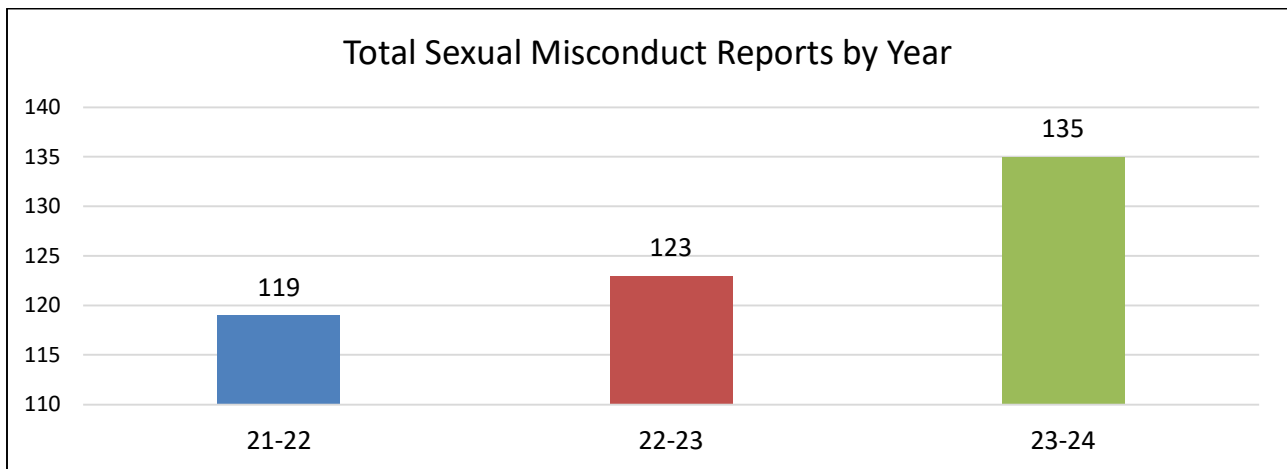
3) Sexual Violence Cases

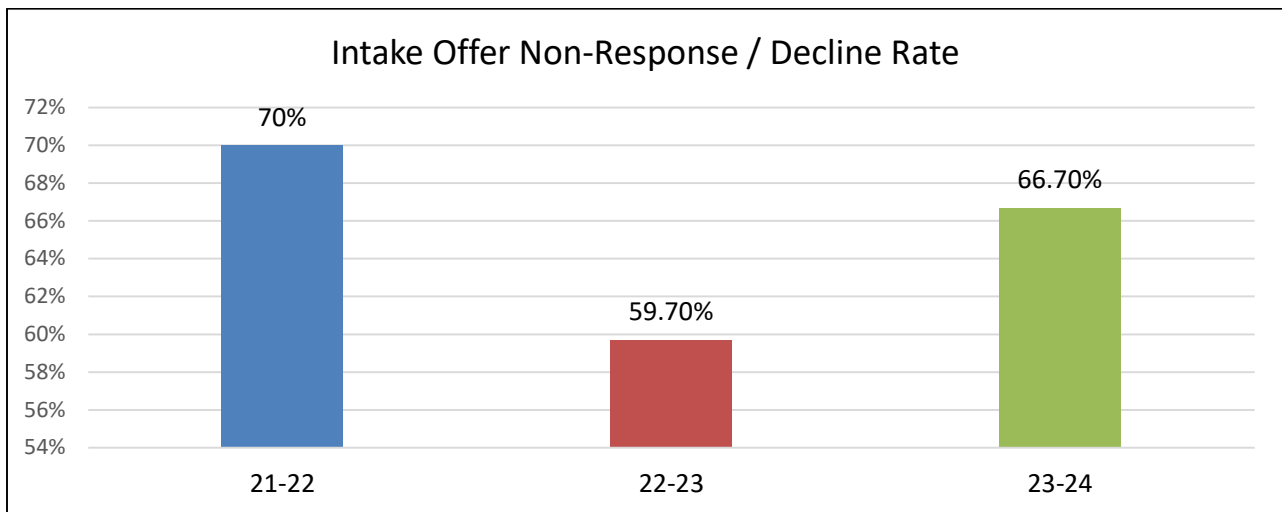
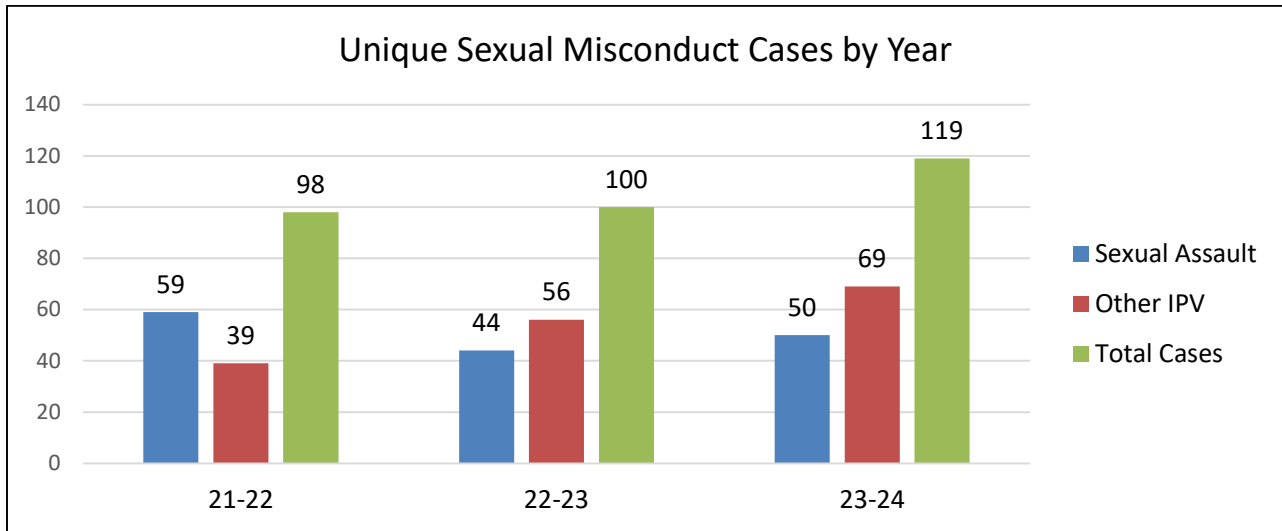
i. Key Functions

(1) Since 2014, the Office of the Dean of Students has led the institution's efforts to prevent and respond to student related incidents of sexual / interpersonal violence to include sexual assault, dating or domestic violence, stalking, and sexual harassment. Prevention and select compliance efforts for all three campuses are coordinated by the Center for Prevention and Health Promotion and all response and ongoing case management is done by the Office of the Dean of Students.

ii. Relevance / Productivity

- (1) UW-Stevens Point received 135 reports of alleged sexual misconduct between August 1, 2023 and July 19, 2024. This represents a 10.7% increase in the number of reports over the previous year.
- (2) The above reports generated 119 unique sexual misconduct cases, a 19% increase in unique sexual misconduct cases over the previous year.
- (3) Over half of the cases (58%) were concerning non-sexual assault interpersonal violence like dating or domestic violence, stalking, or sexual harassment.
- (4) Most Complainants / reported victims do not reply or decline the offer to meet and discuss resources, options for supportive measures, and processes.
 - (a) Note: Invited Complainants / reported victims receive two invitations, and each invitation includes access to all available resources and an attached process document.





iii. Sexual Misconduct Demonstration of Quality

- (1) Thank you again for yesterday and making me feel safe to share my experiences. (student)
- (2) A GIANT thank you to my friend and colleague, Troy L Seppelt for taking time out of his incredible busy day, bringing super fun gifts, and spending over an HOUR (!) with my students in my rape culture seminar because we all had so many questions about campus reporting and the efforts our university is taking in treating rape culture with the seriousness it deserves. My students and I learned so much. (faculty)
- (3) Have I told you lately how wonderful you are?? Thank you so much for taking time out of your busy schedule to help me with this. It's so helpful for me to have updated information on what our campus is doing to provide that to students and to clarify when they have questions about actions our campus is taking to seriously address this! (faculty)
- (4) The guest (on WPR) is talking about the resources available for students impacted by sexual assault. They asked for a good example and dropped UWSP and YOU! So cool. Thanks for all you still do for Pointers! (alumni)
- (5) Thank you very much for making this happen, that sounds like a good plan. (student)
- (6) I appreciate the help you guys do, thank you once again! (student)
- (7) Awesome, thank you so much! You are appreciated! (student)

- (8) Counseling is going great and thank you for helping get counseling. (student)
- (9) Thank you for everything you did to try to help me. I appreciate it very much. (student)

4) Center for Prevention and Health Promotion

i. Key Functions

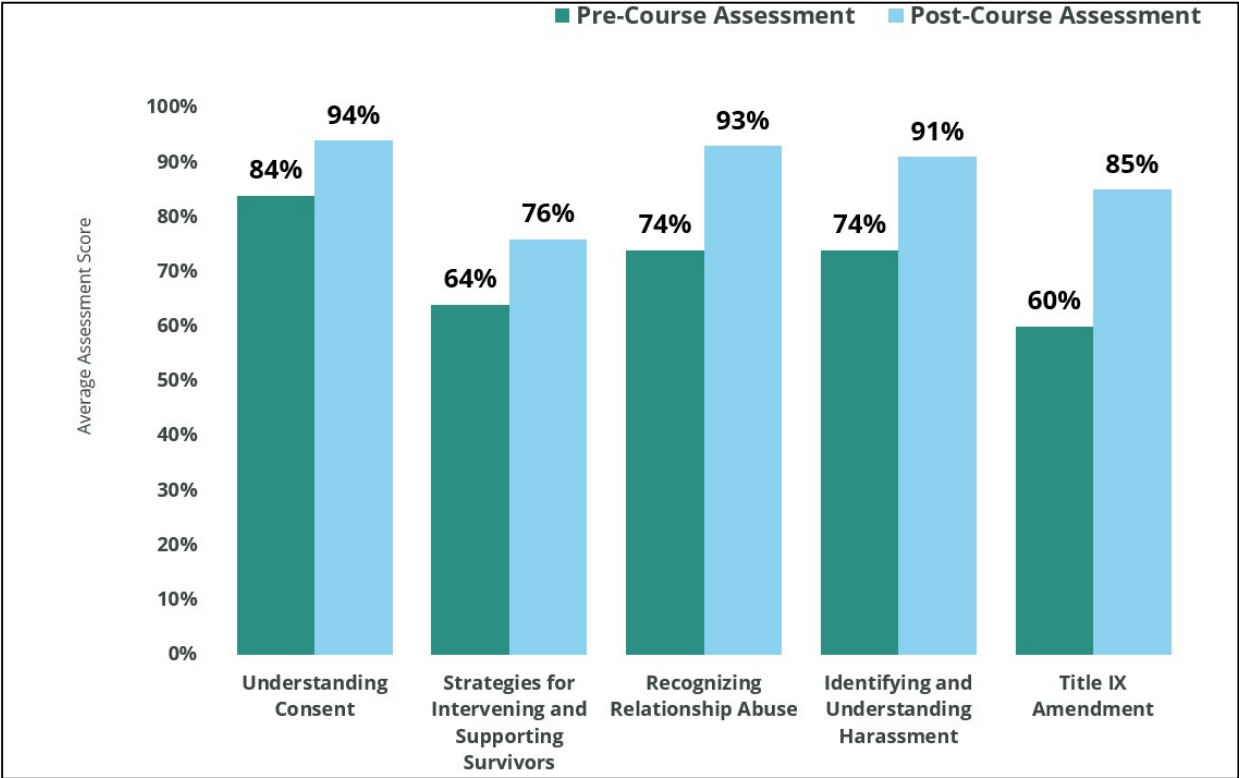
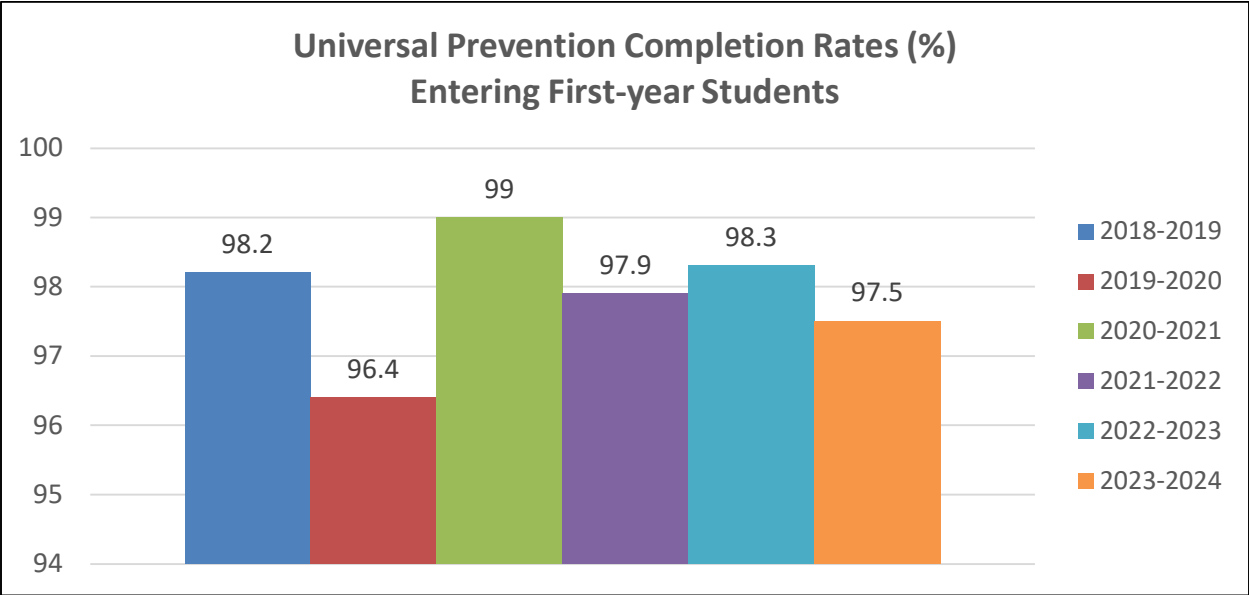
- (1) The Center for Prevention and Health Promotion (CFP/HP) was created in the fall of 2016 as a “next step” to the work of the 2011 AODA Task Force and subsequent AODA Prevention Partnership. In addition to addressing concerns associated with alcohol and other drug abuse, the CFP leads campus prevention efforts to address all forms of interpersonal violence to include primary prevention and awareness work about sexual assault, dating and domestic violence, stalking, and sexual harassment.

ii. Relevance / Productivity

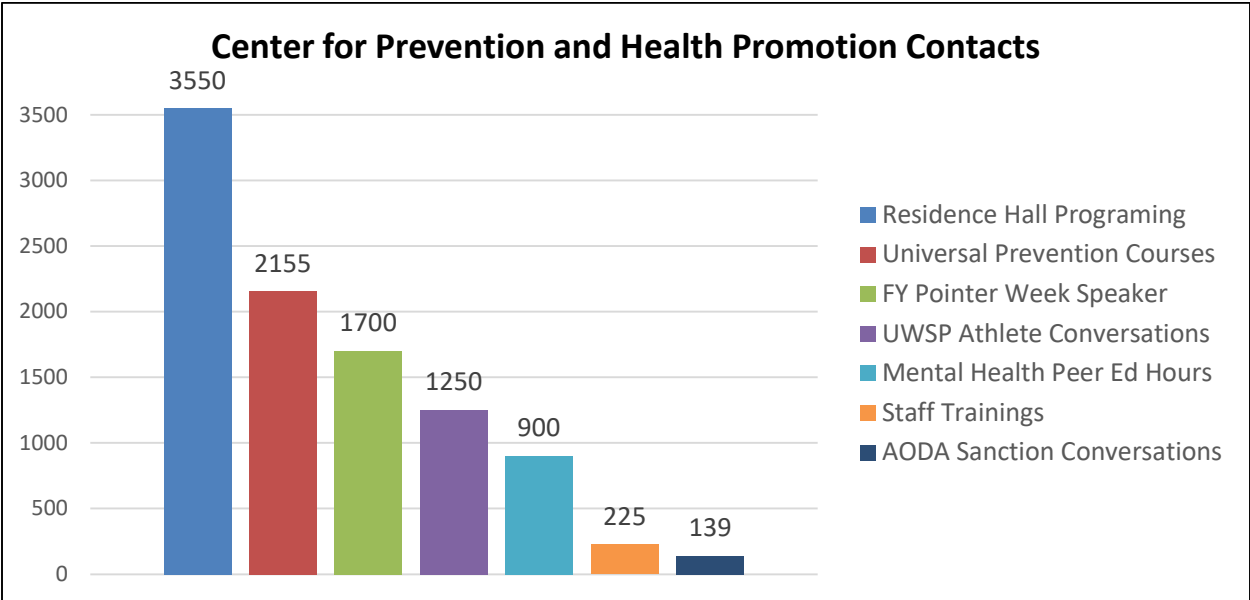
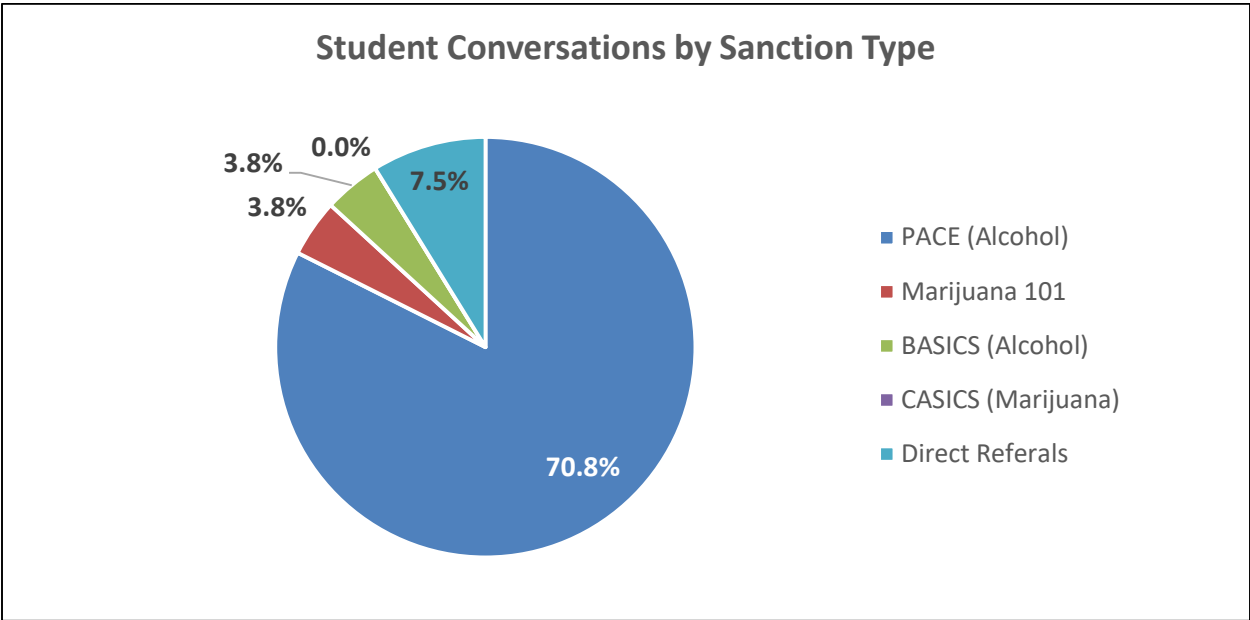
- (1) For the ninth year in a row, more than 96% of incoming first-year students completed the alcohol- and IPV-specific universal prevention courses. Post-course assessment of the IPV also again clearly indicates student knowledge gain.
- (2) Over 1,700 first-year students also attended the *Can I Kiss You* sexual violence prevention speaker during Pointers Week.
- (3) In partnership with UWSP Athletics, CFP/HP staff delivered sexual violence prevention information to 100% of student-athletes and staff. CFP/HP also co-sponsored a program, *Sex Rules*, attended by 362 athletes.
- (4) In collaboration with the Prevention Partnership of Portage County and the Tavern League, CFP/HP created a campaign which focused on alcohol use and bystander intervention strategies. Posters and other materials were distributed to local taverns frequented by students.
- (5) The Center for Prevention and Health Promotion received \$17,800 in external grant funding to support an alcohol specific universal prevention program; alcohol and marijuana online assessments; speakers who address healthy relationships, alcohol, and bystander intervention; and a mini grant focused on student mental health.
- (6) New for 2023-2024, CFP/HP created and launched a student mental health peer education program. The peer educators delivered over 900 hours of student focused programming and outreach.
- (7) Specific to alcohol and other drug misuse by students, CFP/HP staff facilitated 139 student conversations resulting from assigned sanctions or individual student referrals.
- (8) Through their work around universal prevention, partnership with UWSP Athletics, residence hall and campus programs, and 1-1 conversations about alcohol or drug use, Center for Prevention and Health Promotion staff connected with students nearly 10,000 times during 2023-2024.

iii. Center for Prevention Demonstration of Quality

- (1) Thank you so much for helping me understand the process and for your continued support. (staff)
- (2) Thank you for listening to me and not being judgmental. (student sanctioned AODA conversation)
- (3) What a great [sexual assault awareness event] event. Thank you for the work you do to support survivors and create awareness for sexual violence prevention. (student)
- (4) Thank YOU again for all your hard work with our student athletes. (staff)
- (5) Thanks for listening to me and helping me understand different ways to change my smoking habits. (student sanctioned to AODA course)



Sexual Assault Universal Prevention Course Learning Outcomes



- 5) Other Areas**
- i. The Office of the Dean of Students manages the campus threat assessment process.
 - ii. DOS also manages the institution’s student loss/death protocols.
 - iii. DOS staff serve on many institutional and strategic plan focused committees.
 - iv. DOS staff continue to support Clery Act compliance by managing all reports submitted through the online reporting system and training select groups of Campus Security Authorities (Hall Director, RAs, Hall Desk Staff).

Major Unit Achievements/ Review of 2023-2024 Department Goals and Priorities

1. Host a retreat for colleagues who assist with student support as part of the Care Teams.
 - i. Completed in collaboration with staff from the Disability Resource Center, Housing and Residence Life, University Police, the Counseling Center and Student Health Service.
2. Review and update the AODA sanctions grid.
 - i. Completed in collaboration with Housing and Residence Life.
3. Update Maxient to remove items no longer used and improve case management and data analysis.
 - i. Completed by individuals responsible for each area of responsibility: conduct, students of concern, and sexual misconduct response.
4. Improve categorization and tracking of important milestones for cases of reported sexual misconduct.
 - i. Completed. Reviewed all sexual misconduct cases from 2020 to 2024 and created a series of 'tags' so tracking of outreach, response, supportive measures, and procedural milestones could be quantified. Also created reports for each calendar year (2020-2023) and each academic year (21-22, 22-23, 23-24).
5. Launch and evaluate a student peer-educator program focused on student mental health through the Center for Prevention and Health Promotion.
 - i. Completed. Hired four student mental health peer educators who completed more than 900 hours of outreach and student development activities focused on reducing stigma (e.g., Make It Ok Training) and increasing awareness of mental health resources.
 - ii. The program received praise from the Universities of Wisconsin Office of Student Success and Wellbeing.
 - i) "I just reviewed behavioral health mini-grant reports from last year and UWSP's was one of the best. Quality project, quality assessment, and great ideas for next steps. If you choose to extend wellbeing initiatives next year, we look forward to seeing the next proposal!"
6. Finalize review of student-directed mental health related services using the JED Foundation Comprehensive Approach to Mental Health model.
 - i. Incomplete. Given the volume of other work, the Director of the Counseling Center and AVC/Dean of Students completed 20% of planned conversations.

Inclusive Excellence

1. All members of the DOS team are Safe Zone trained – LGBTQ students.
2. Continued membership on the Bias Respond Team.
3. Individual staff attended programs focused on historically minoritized students like the NAC Powwow.

2024-2025 Department Goals and Priorities

1. Explore feasibility of campus safety app.
2. Complete student organization policies review and update the online Student Handbook and CASE as appropriate.
3. Coordinate successful rollout of Mantra Whole Campus Care.
4. Continue updates to DOS and CFP/HP websites.
5. Evaluate interpersonal violence prevention efforts for cultural appropriateness given our region and student population.
6. Add inclusive excellence professional development requirement for staff.
7. Finalize review of student-directed mental health related services using the JED Foundation Comprehensive Approach to Mental Health model.