

Student Affairs Annual Report

Office of the Dean of Students

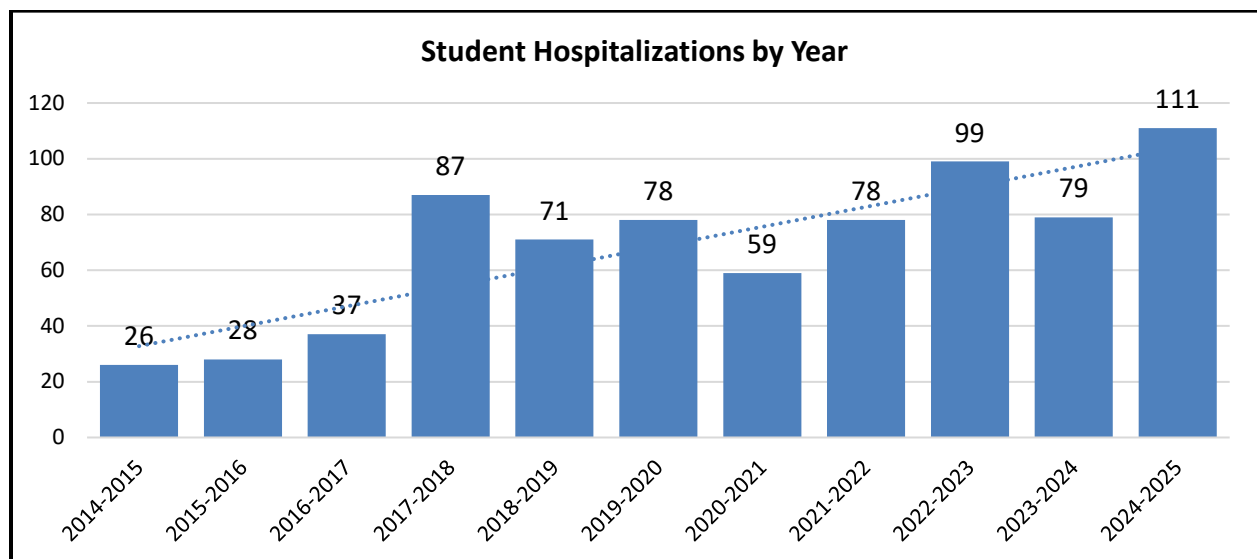
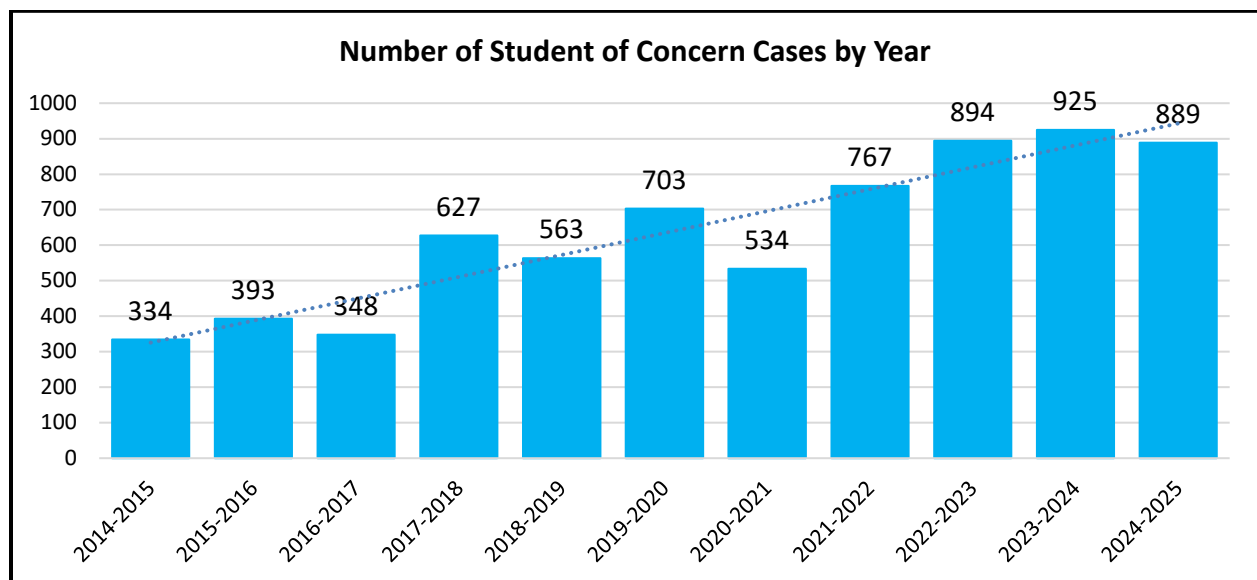
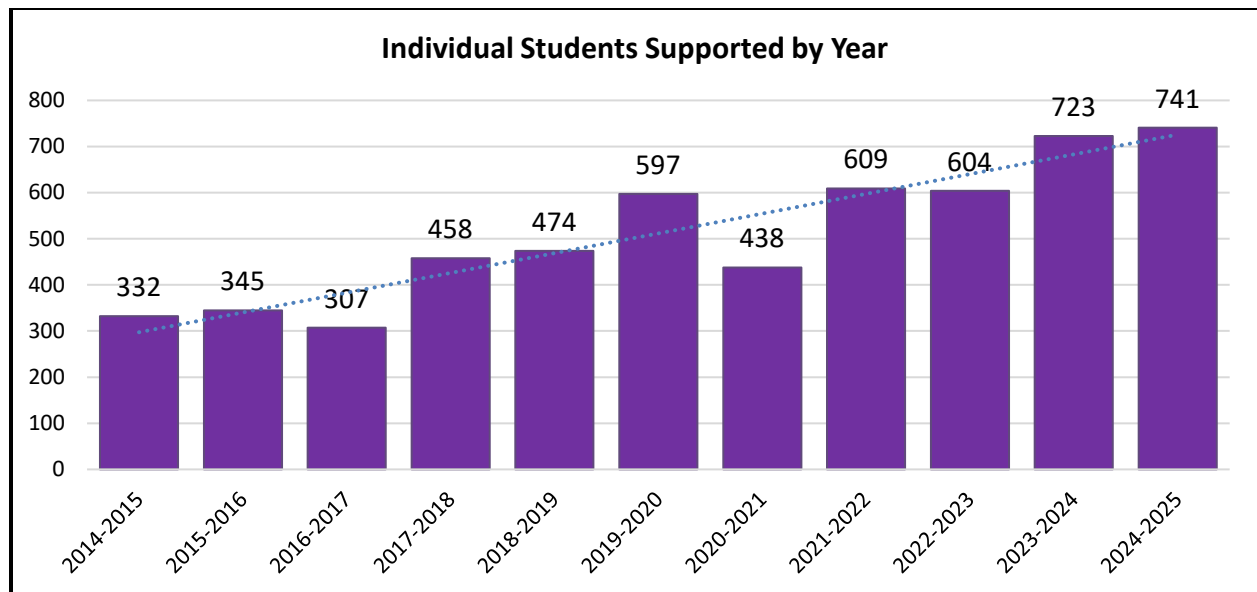
2024-2025

Mission Statement

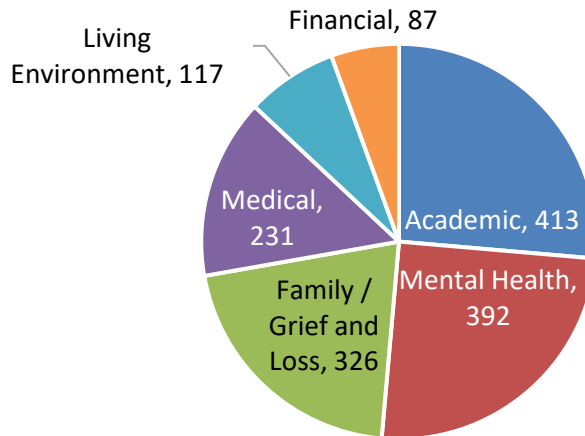
The Office of the Dean of Students strives to maximize each student's learning experience by creating a culture of care, fostering personal responsibility, and encouraging involvement as members of the campus and broader communities. At the core of this work is a clear guiding philosophy and message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

Services and Programs *

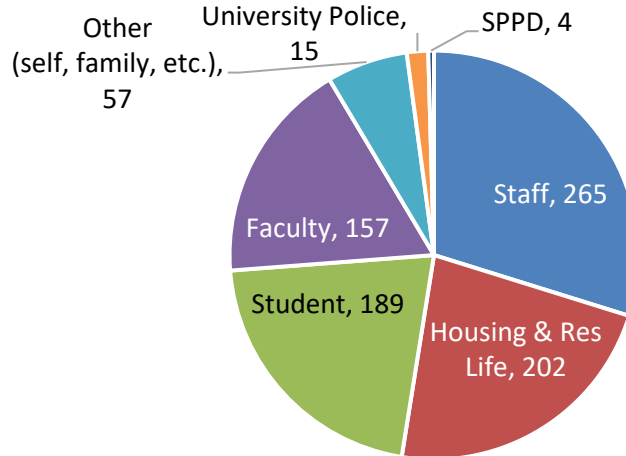
- 1) Case Management / Student Care** – Case management in the higher education setting began in 2000, using models developed within social work and psychology, and adapting them to the educational environment. With the tragic shooting at Virginia Tech on April 16, 2007, threat assessment and case management became essential functions of universities. Formal case management began at UW-Stevens Point in 2014 with the creation of the 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 to manage their academic, personal, and finance needs.
 - ii. Relevance / Productivity
 - (1) The number of unique individual students supported increased by 2.5% over the previous year to 741 students, the highest number of individual students ever served since the creation of the UW-Stevens Point Student of Concern/Care process. In the 2023-2024 academic year 723 students were engaged in the care process.
 - (2) We also received the highest number of individual Student of Concern reports in our 11-year history, 1,016 reports as compared to 1,005 in 2023-2024. Just over 97% of reports are about students on the Stevens Point campus.
 - (3) The number of students hospitalized increased dramatically during the 2024-2025 academic year, the increase from 79 to a new all-time high of 111 student hospitalizations representing a 40.5% increase. Most of the hospitalizations (54.9%) were medical in nature with the remaining being mental health related.
 - (4) The 2024-2025 academic year saw a slight drop in the number of student cases from the previous year (3.9%) managed through care case management work, down from 925 cases to 889 cases. A "case" represents a unique student or unique concern for a student who might have multiple concerns/cases over time.
 - (5) Consistent with previous years, the top issues for students were mental health, academics, medical concerns, family, living environment issues, and finances.
 - (6) DOS staff made over 960 referrals to campus partners including 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) DOS staff partnered with the Counseling Center to pilot an in-depth mindfulness program for students.



Top Student Concerns for 2024-2025



Incoming Student of Concern Reports by Referral Source



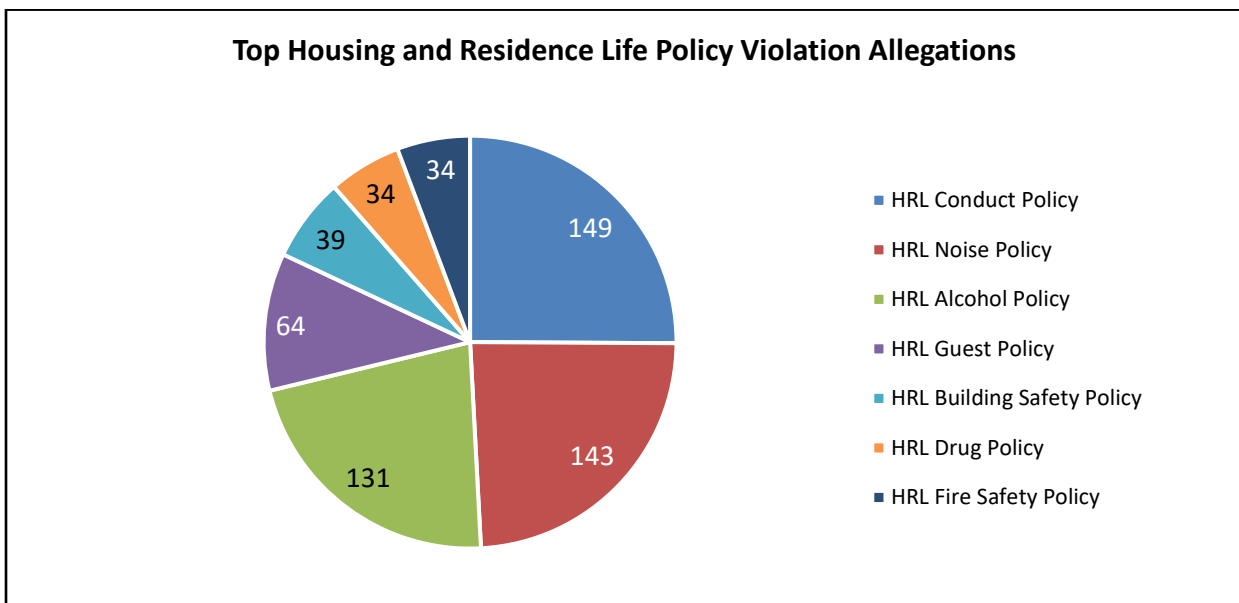
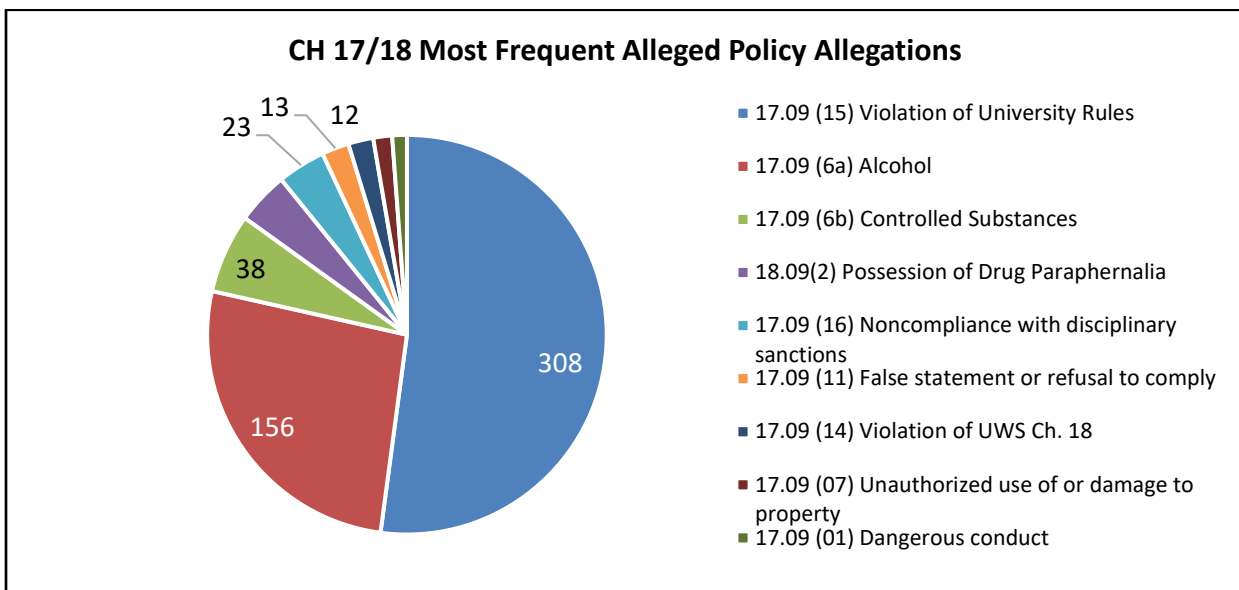
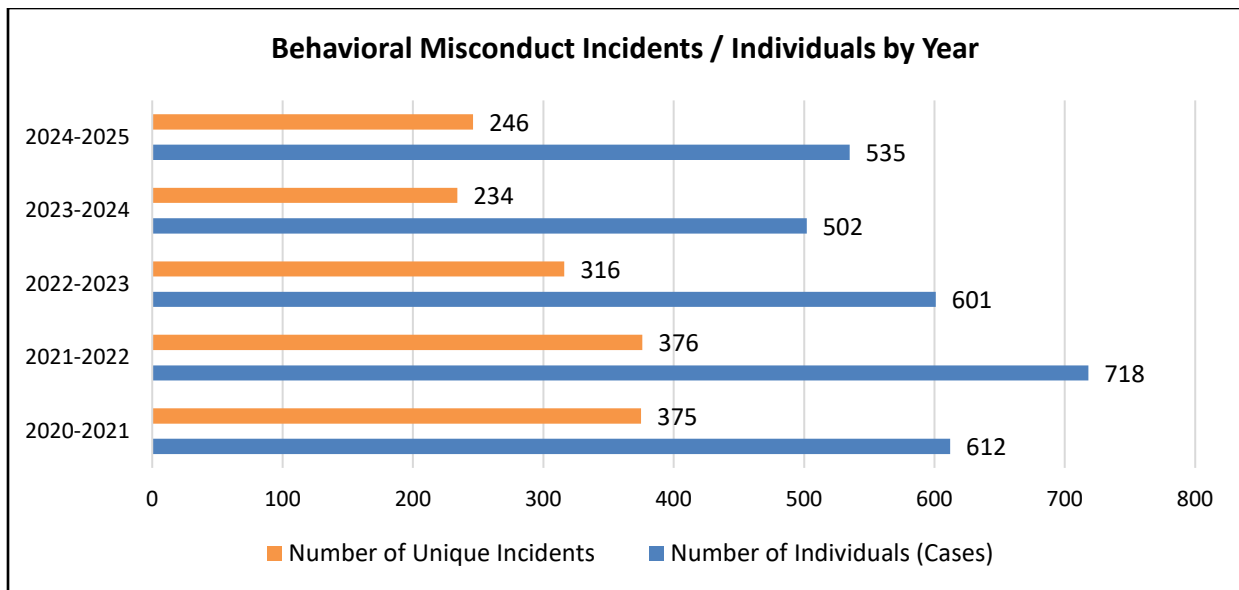
iii. Case Management / Student Care Demonstration of Quality / Quotes

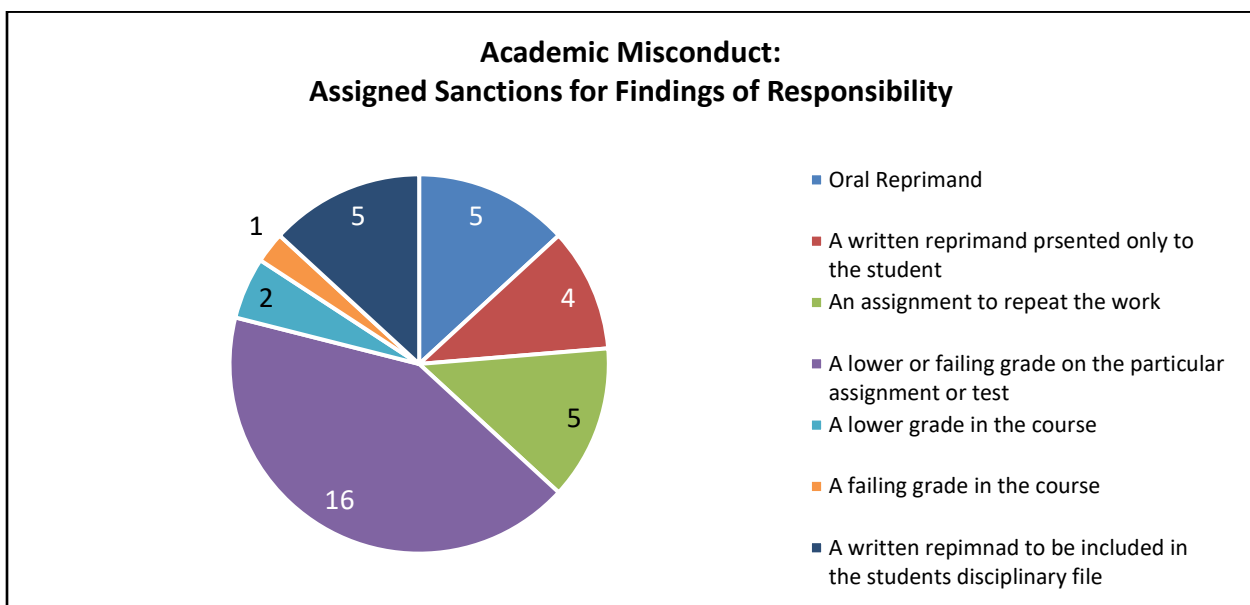
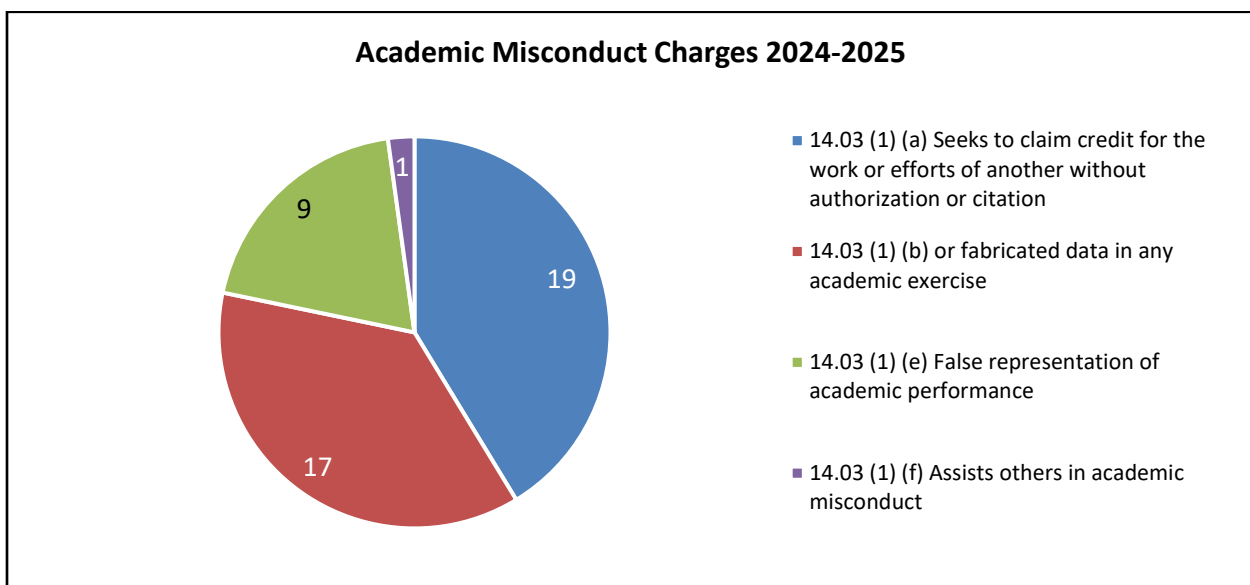
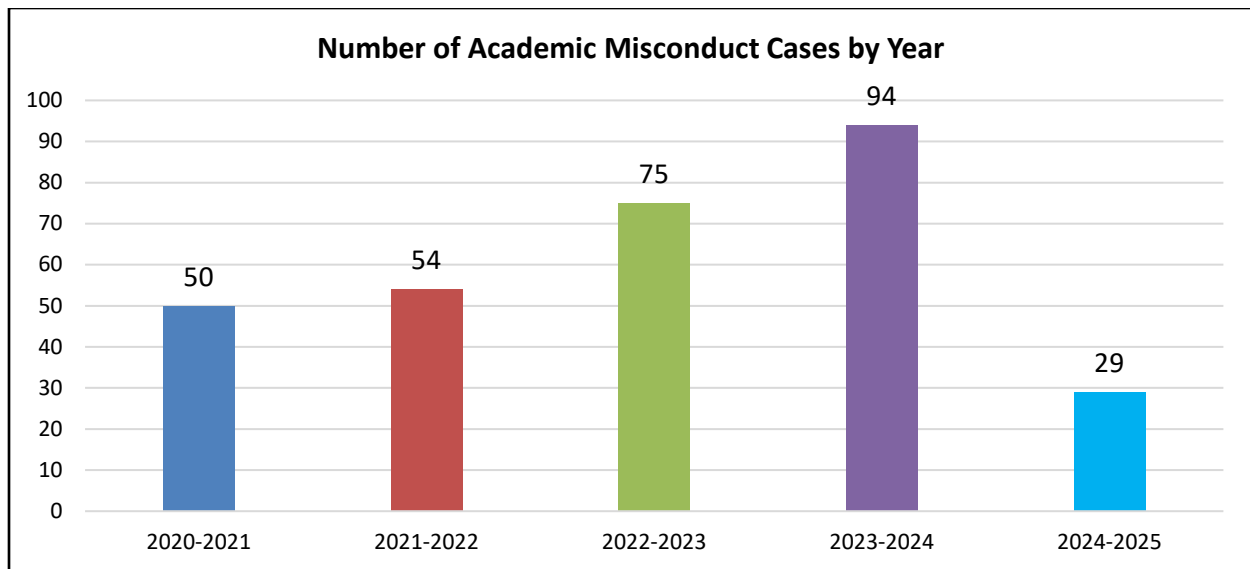
- (1) I want to say thank you for all you did last semester to accommodate for me. I truly cannot express how grateful I am for the support. If anything happens in the future I won't hesitate to reach out. Thanks again! (student)
- (2) Thank you so much...I really appreciate it. You have been so helpful! (student)
- (3) I would like to express my sincerest gratitude for speaking about supporting students' mental health and wellbeing at the recent [meeting]. I truly appreciate your efforts and dedication to addressing mental health concerns and raising awareness. (staff)
- (4) Thank you for all you do in support of our students! (faculty)
- (5) I greatly appreciate our recent connection. Thank you so much for helping with the student concern, outlining the following steps, and addressing my personal schooling issues. (student)
- (6) I just wanted to take a moment to express my gratitude. Thank you for your support and guidance this semester. Your insight, advice, and kindness have been invaluable in my transition back to campus. I truly appreciate everything you've done. (student)

- (7) First off, thank you for meeting with me last week. I felt extremely overwhelmed and lost but with the help of you and [faculty], I was able to get a meeting with those professors to plead my case. Thank you again for all your help. (student)
- (8) Thank you so much for the quick response and concern for our students. (staff)
- (9) Thanks, Rebecca. I appreciate you and the work your office does. (faculty)
- (10) Thank you so much for submitting your reference letter. You've been such an incredible source of support throughout the last few academic years and I'm so fortunate and grateful to have had that. (student)
- (11) Thank you, again, for being so kind and available during this time. (student)
- (12) You have been there for me on several occasions; you're a caring, calming force, and I have such respect for you and appreciate every time you listened. Thank you for continuing to check in with me. (student)
- (13) "...your office means more to us students than you all know." (student)
- (14) Thank you, incredibly, for all your assistance. It truly meant a lot to have help from the university to keep me here. I do love UWSP and am excited to continue on my path here. (student)
- (15) I appreciate all that our school has done. UWSP staff truly amazes me on how quick and efficient you all were to providing accommodations in a time like this. (student)

2) Student Conduct Process

- i. Key student conduct functions include:
 - (1) Supervise the process of student non-misconduct 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 serious incidents to include Title IX / sexual misconduct cases, and off-campus student incidents.
 - (3) Support Housing and Residence Life 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 number of incidents of alleged non-academic policy violations for the 2024-2025 academic year remained relatively level with the previous year. Incidents of alleged behavioral misconduct rose by just over 5.1%.
 - (2) Primary student conduct concerns included choices around alcohol, marijuana, and residence hall policies to include noise, guests, and hall safety policies.
 - (3) In contrast to behavioral misconduct, academic misconduct cases declined significantly, dropping by more than 69% from the previous year. Academic staff and faculty oversee these cases directly, while the Office of the Dean of Students provides technical support and maintains official records.
 - (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)).
 - (5) The most common outcome for the finding of responsibility for academic misconduct was a lower or failing grade on the assignment or exam.





iii. Student Conduct Demonstration of Quality / Quotes

- (1) I'll be happy to accept the remediation of the reflection paper you are giving me. I'll be submitting everything within the next 24-48 hours. Thank you for the additional information. Thank you for being understanding, and your help! (student)
- (2) Thank you again for meeting with me on Friday. I truly appreciate the opportunity to speak with you and provide more context about what happened. (student)
- (3) I just wanted to say again that I greatly appreciated you taking the time to hear me out on the call. (student)
- (4) I really appreciate your help with all of this. The more I think about this situation, the more disappointed and disheartened I get, so it is nice to know I have your help and support. (faculty)
- (5) Thanks you two – for all you do – and take care. (faculty)

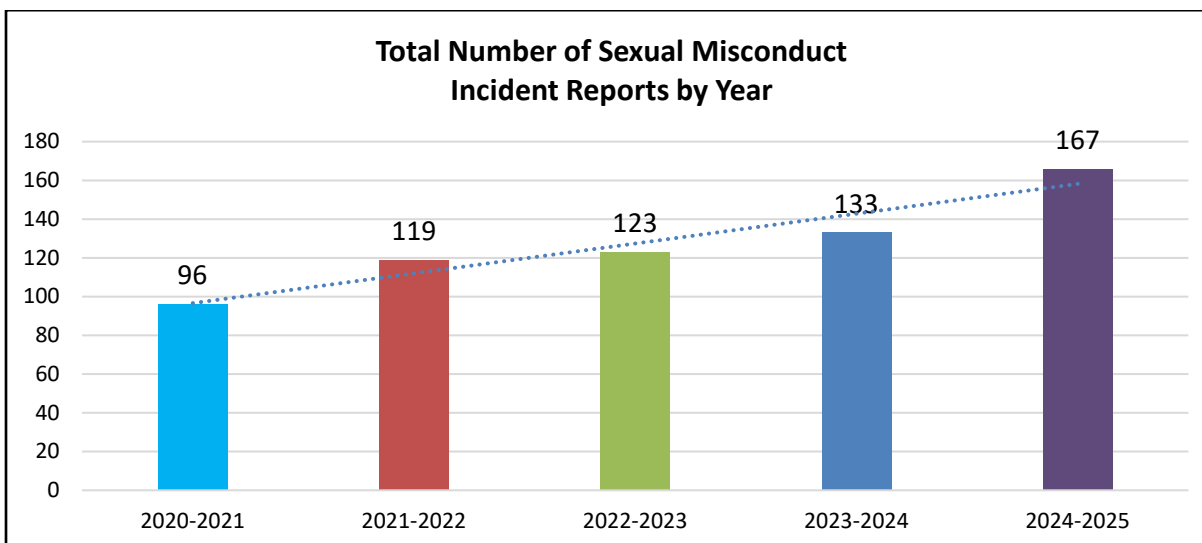
3) Sexual Violence Cases

i. Key Functions

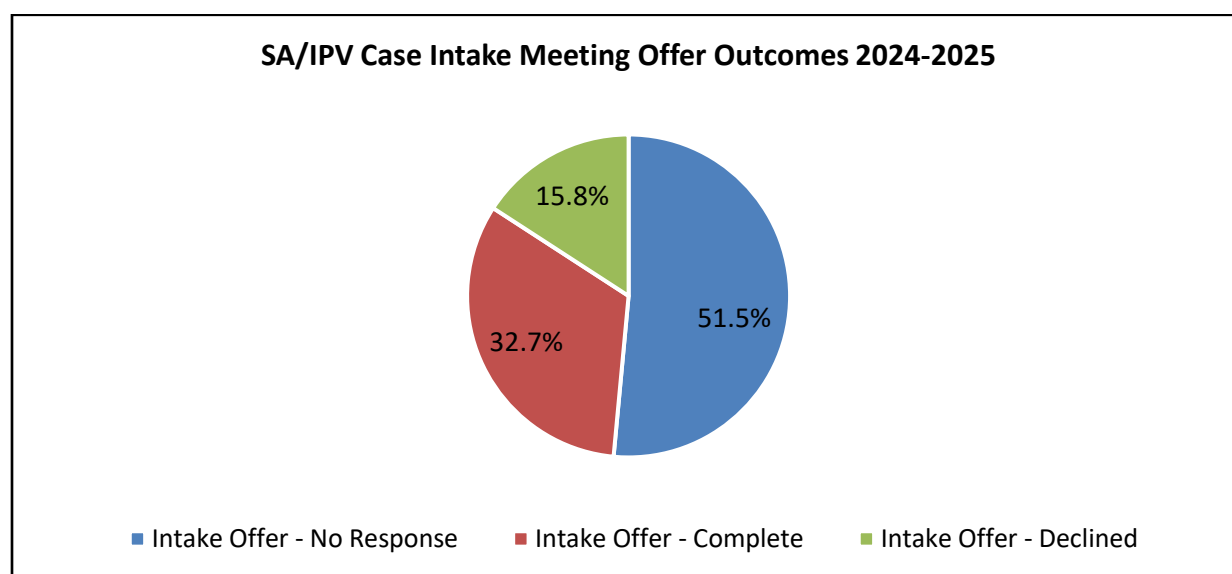
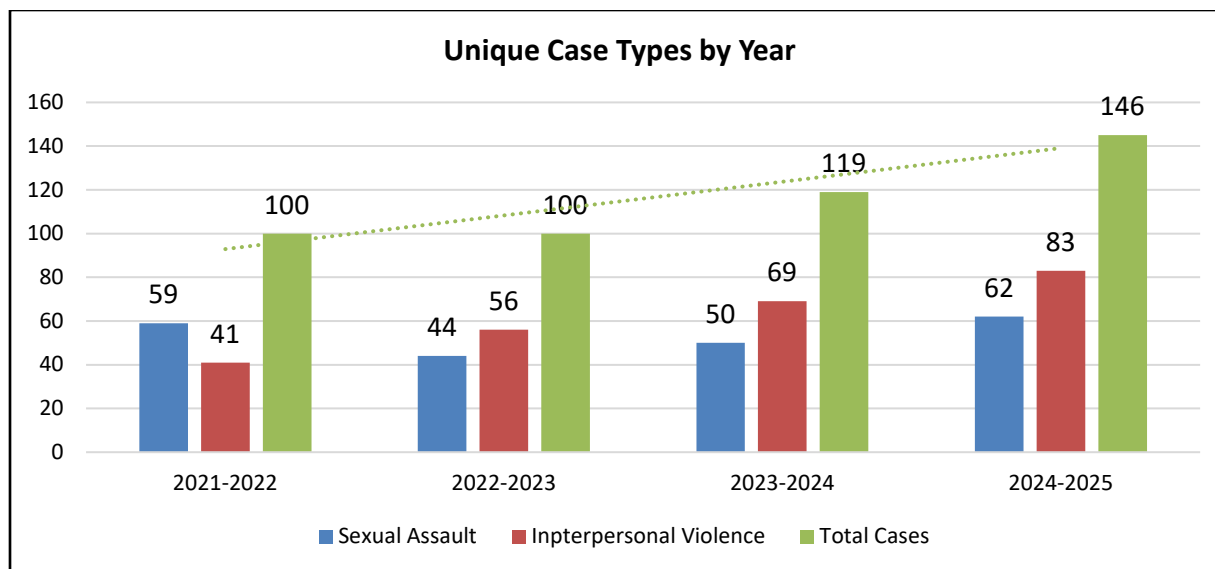
- (1) Since 2014, the Office of the Dean of Students has led the institution's efforts to prevent and respond to student related incidents of sexual / interpersonal violence to include sexual assault, dating or domestic violence, stalking, and sexual harassment. Prevention and select compliance efforts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

ii. Relevance / Productivity

- (1) UW-Stevens Point received 167 incident reports of alleged sexual misconduct between August 1, 2024 and July 24, 2025. This represents a 25.6% increase in the number of reports over the previous year.
- (2) The above reports generated 145 unique sexual misconduct cases, a 21.9% increase in unique sexual misconduct cases over the previous year. Case numbers are lower than reported incidents because duplicate reports are consolidated into a single case
- (3) Over half of the cases (57.2%) were concerning non-sexual assault interpersonal violence like dating or domestic violence, stalking, or sexual harassment.
- (4) Over 51% of Complainants who received an intake/meeting invitation did not respond to multiple offers. Thirty-three complainants (32.7%) chose to participate in an intake meeting. UW-Stevens Point always sends a minimum of two meeting invitations.



* Data reflect August to July year-to-date figures at the time of publication and are subject to change.



iii. Sexual Misconduct Demonstration of Quality

- (1) You are so good at this Troy, you are so good. (advocate)
- (2) You have been fantastic, and words cannot express how much I appreciate your support. Thank you so much and thank you for letting me know this so soon. (student)
- (3) Thank you so much for your support. I appreciate it immensely. I am still attending classes, studying and doing homework so it's a good distraction and just a way to get things off my mind. Thank you for everything and the updates. (student)

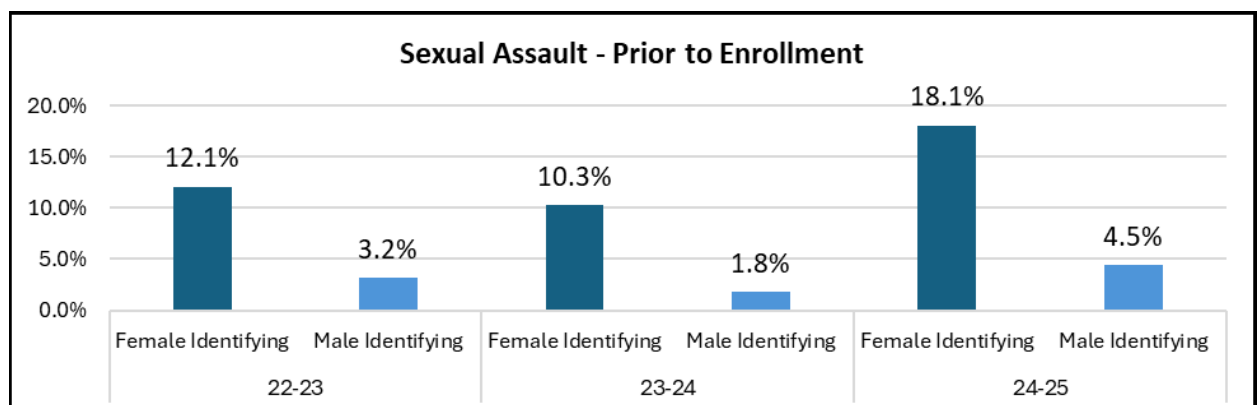
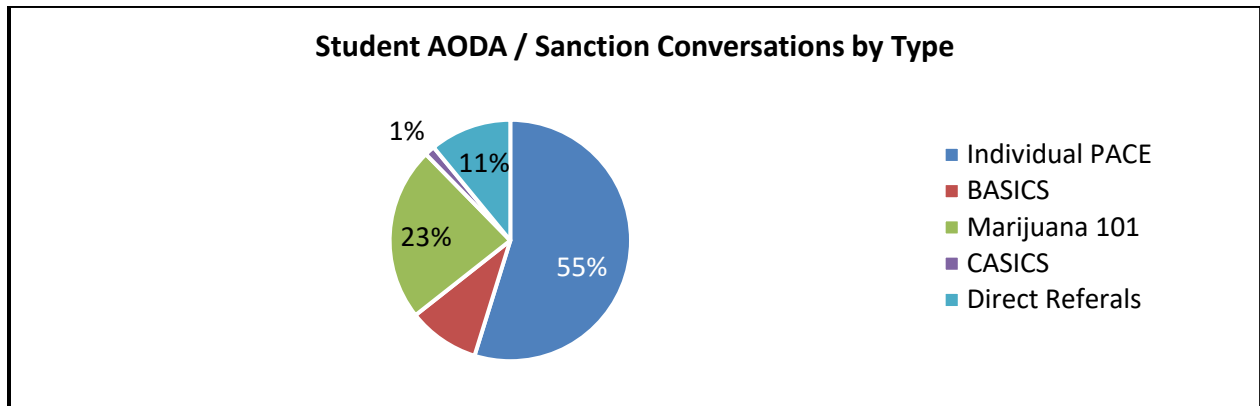
4) Center for Prevention and Health Promotion

i. Key Functions

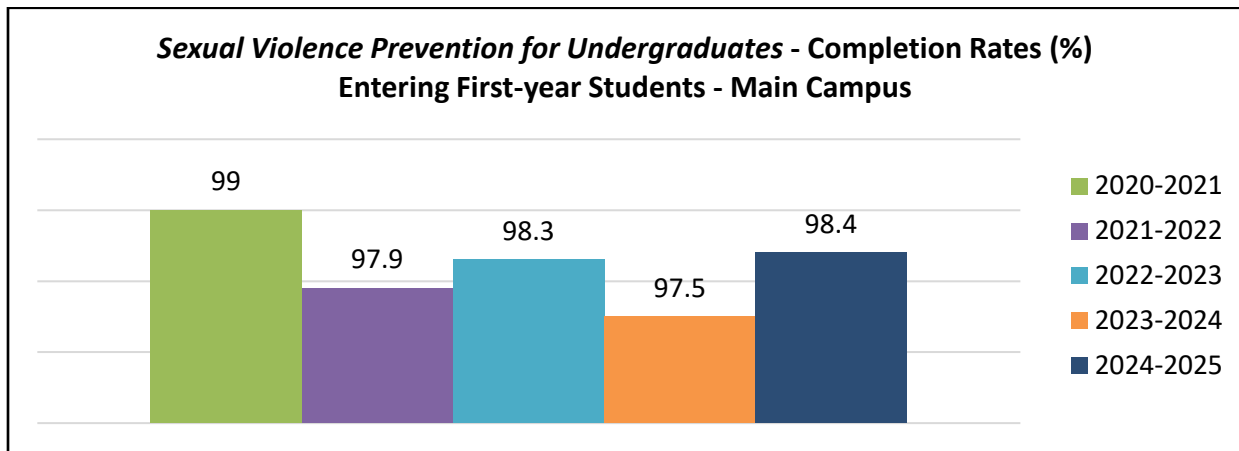
- (1) The Center for Prevention and Health Promotion (CFP/HP) was created in the fall of 2016 as a "next step" to the work of the 2011 AODA Task Force and subsequent AODA Prevention Partnership. In addition to addressing concerns associated with alcohol and other drug abuse, the CFP leads campus prevention 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. In 2023 CFP/HP added student mental health as a core health promotion focus.

ii. Relevance / Productivity

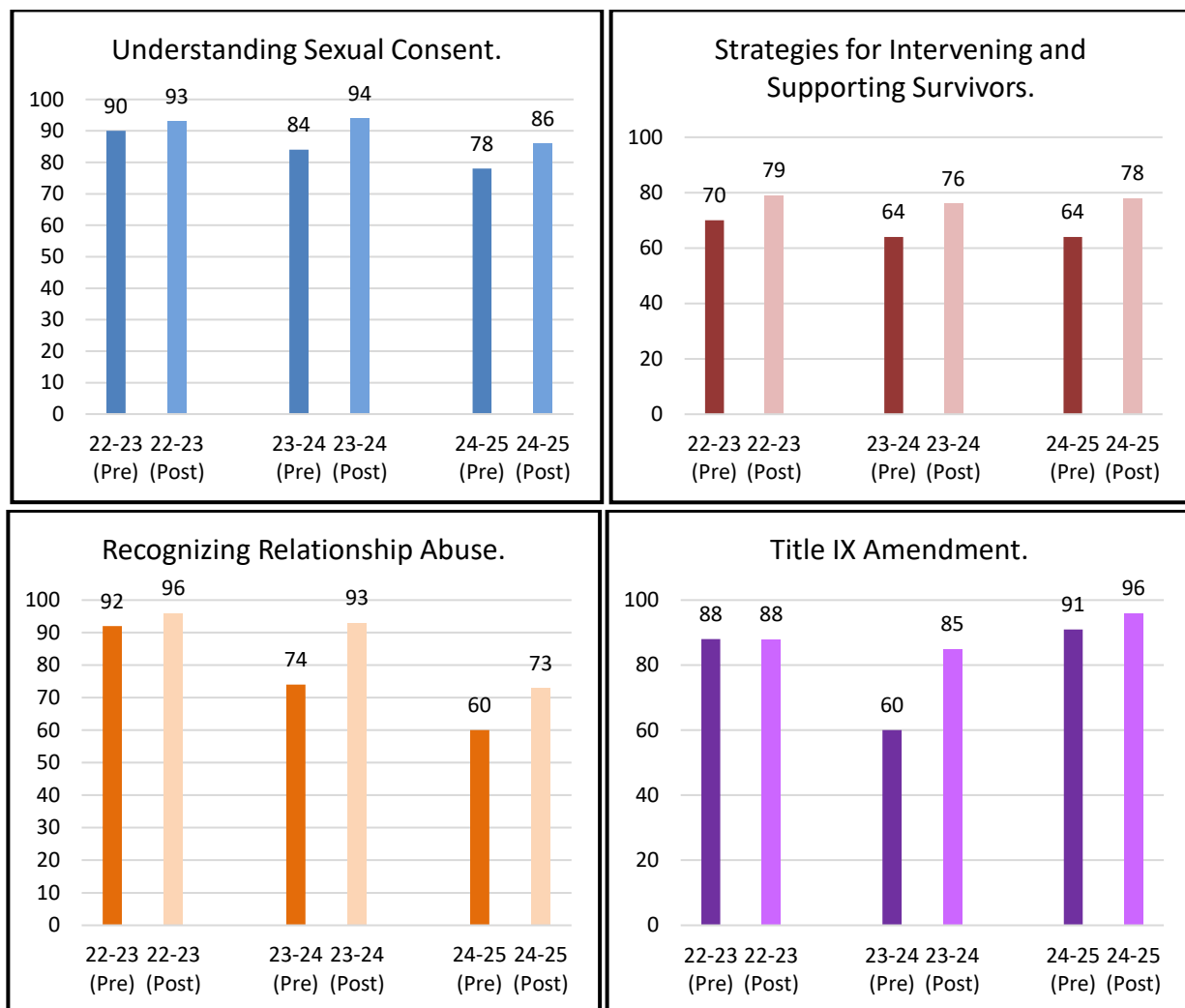
- (1) Specific to alcohol and other drug misuse by students, CFP/HP staff facilitated 72 individual student conversations resulting from assigned student conduct process sanctions or individual student referrals.
- (2) For the fifth year in a row, more than 97% of incoming first-year students completed the *Sexual Violence Prevention for Undergraduates* universal prevention course. The post-course assessment of the course again clearly indicates knowledge gain through completion of the course.
- (3) Data from *Sexual Violence Prevention for Undergraduates* course also revealed that over 22% of entering new students have experienced some form of sexual assault prior to their enrollment at UW-Stevens Point. Four percent (4%) of students selected “other” instead of female- or male-identifying.
- (4) Over 1,800 first-year students also attended *Can I Kiss You*, a sexual violence prevention speaker during Pointers Week (fall move-in welcome week).
- (5) 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 456 athletes, more than a 25% increase in attendance from the previous year.
- (6) The Center for Prevention and Health Promotion received \$14,800 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. Since the formal launch of the Center for Prevention and Health Promotion, they have received over \$116,200 in grant funding.
- (7) In its second year, the CFP/HP student mental health peer education program led *Make It Ok* training sessions, developed a mental health newsletter, and hosted mental health events reaching approximately 500 students.
- (8) CFP/HP staff collaborated with the Tavern League and Prevention Partnership of Portage County to implement a *Safe Night Out* campaign which focused on alcohol use and bystander intervention strategies.



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Sexual Violence Prevention for Undergraduates: Learning Outcomes / Knowledge Gain



iii. Center for Prevention and Health Promotion Demonstration of Quality

- (1) I learned some great tips on how to care for myself and use Mantra Health. (student)
- (2) This [bystander intervention training] is such critical and beneficial information. Thank you so much for presenting to our students and sharing practical experiences. (staff)
- (3) It's great to know our campus cares about survivors. (student)

- (4) This is terrific information! Thank YOU for all your hard work on this training for our Athletes. (staff)
- (5) It is great to have such amazing resources on campus and staff that care so much about their students. (student)
- (6) It's nice to know there are not only staff but student educators around to help us when we are struggling. (parent)
- (7) I appreciate how you took the time to understand my situation and worked with me to find a way to change my drinking habits. (student)

5) Other Areas

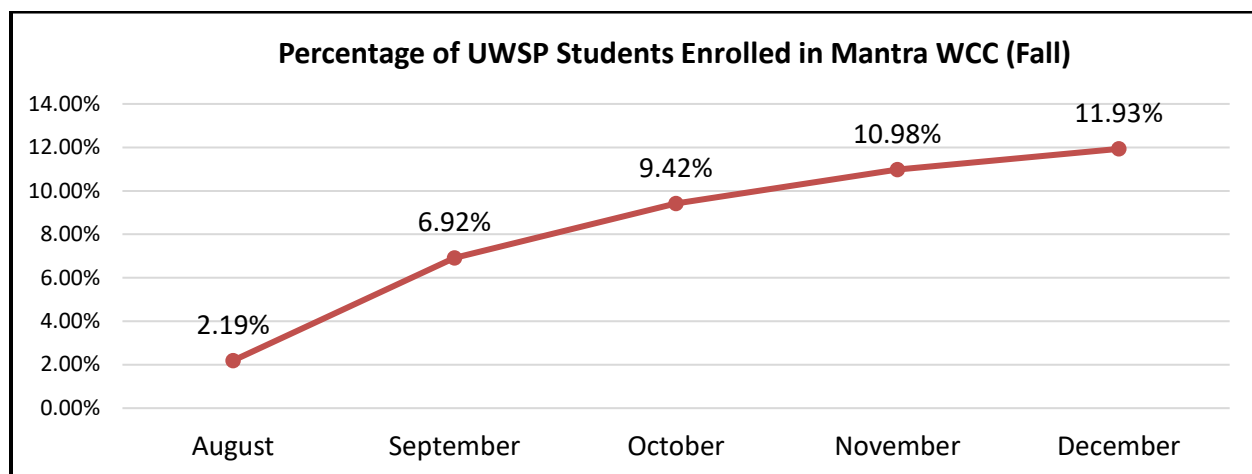
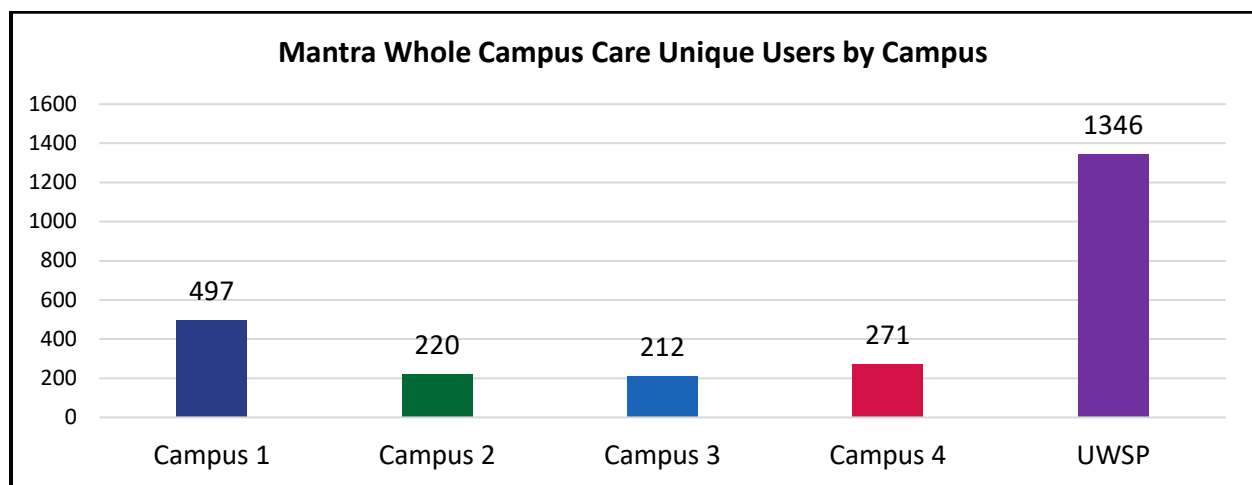
- i. DOS staff served on the UW System Stop Campus Hazing Act Working Group, wrote the UWSP hazing [campus policy](#), added information to the UWSP Student Handbook website, and started planning hazing awareness and prevention programming.
- ii. The Office of the Dean of Students manages the campus threat assessment process, and DOS staff serve on the UW System BIT Training Working Group.
- iii. DOS manages the institution's student loss/death protocols.
- iv. DOS staff serve on many institutional and strategic plan focused committees to include the Title IX team, Clery Compliance Committee, Bias Incident Assessment and Support Team, Emergency Grants Committee, Academic and Tuition Appeals Committee, and the Chancellor's Commission on Freedom of Expression and Civil Discourse.
- v. 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 2024-2025 Department Goals and Priorities

1. Explore feasibility of campus safety smartphone app. COMPLETED.
 - i. Led by the Office of the Dean of Students and University Police, a campus safety app product was selected and launched in May 2025—two years ahead of the target set in the Emergency Management strategic plan. Additional funding was provided by Housing and Residence Life and the UWSP Student Government Association.
 - ii. *SafePoint* content was developed by the Office of the Dean of Students and UW-Stevens Point Emergency Management staff for all three UW-Stevens Point campuses and field stations, in collaboration with students, faculty, and student support staff.
 - iii. To date, over 3,100 students, their families, faculty, and staff have downloaded *SafePoint* and subscribed to emergency push notifications through the app.



2. Coordinate successful rollout of Mantra Whole Campus Care pilot (WCC). COMPLETED.
 - i. Mantra Whole Campus Care was piloted on five UW System campuses including UW-Stevens Point. The program included continuing access to virtual therapy and psychiatry, and added options for wellness coaching, asynchronous short-form self-guided wellness courses, and access to an anonymous peer support community.
 - ii. WCC services were shared with students through social media posts, direct emails, posters and banners, Navigate360 emails and text-messages, Canvas LMS global announcements, and direct student referrals.
 - iii. Between August 2024 and May 2025, 1,346 UWSP students connected to the WCC platform—significantly outpacing peer institutions in the pilot program. Of these enrollments, 240 students connected to virtual therapy, 69 received psychiatry support, and over 430 engaged in at least one short-form self-guided wellness course.
 - i) NOTE: The 240 students who engaged in therapy with Mantra Health are unique and separate from students who were seen at the UWSP Counseling Center.
 - iv. Almost 12% of all UW-Stevens Point students were at enrolled w/ Mantra WCC by the end of fall semester; the next closest campus had 3.1% of students enrolled.



3. Evaluate interpersonal violence prevention efforts for cultural appropriateness per the guidance of the Violence Against Women Act and our student population. COMPLETED
 - i. DOS and CFP/HP staff met with sexual assault/IPV victims advocates from two agencies and the Diversity and College Access staff to review past awareness and prevention efforts. Feedback and suggestions will be used to update future efforts.
4. Add inclusive excellence professional development requirements for staff. COMPLETED
 - i. Staff set individual goals around inclusive excellence.

5. Complete student organization policies review and update the online Student Handbook and CASE as appropriate. ONGOING.
 - i. A draft student organization handbook was created and will be reviewed and expanded this academic year. Once completed, content will be linked to the Student Handbook.
6. Continue updates to DOS and CFP/HP websites. ONGOING
 - i. DOS staff used available time to redesign the Counseling Center website to support the launch of the Mantra Whole Campus Care pilot program.
7. Finalize review of student-directed mental health related services using the JED Foundation Comprehensive Approach to Mental Health model. ONGOING.
 - i. Goal moved forward given the amount of time dedicated to the Mantra Whole Campus Care pilot.

Inclusive Excellence

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

2025-2026 Department Goals and Priorities

1. Complete a student interpersonal violence campus climate survey focused on understanding IPV prevalence, perceptions of institutional response, peer norms, consent, and bystander intervention practices.
2. Pilot campus hazing awareness and prevention programs.
3. Pilot a Student of Concern feedback / assessment survey.
4. Conduct a CAS Self-Assessment of the UWSP student conduct program.
5. Finalize student organization policies review and update the online Student Handbook and CASE as appropriate
6. Continue updates to DOS and CFP/HP websites.
7. Review JED Foundation Comprehensive Approach to Mental Health model for applicability.