UNIVERSITY *of* WISCONSIN
GREEN BAY

Dean of Students Office Annual Report

2022-2023

July 7, 2023

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Dean of Students

Division of University Inclusivity & Student Affairs

Dean of Students Mission Statement

The Dean of Students Office supports the four campus, access-oriented university by cultivating safe and inclusive environments for academic and personal growth. Staff will respect the rights of students and provide guidance for self-advocacy through the education and communication of university policy and resources. In collaboration with students, faculty and staff, the Dean of Students Office will actively address barriers to success.

Vision Statement

Helping students rise to overcome barriers and achieve success.

Core Values

1. Growth: Encouraging the development of problem-solving and self-advocacy skills using a resilience framework.
2. Wellness: Helping students achieve a balance of physical, mental and social well-being.
3. Collaboration: Aiding students to engage with resources that manage barriers and achieve success.
4. Civility: Fostering an inclusive and equitable environment in which students are able to communicate boundaries and be accountable to one another.

2022-2023 Student Outcomes

- **Students will become aware of and be able to utilize the new Raise Your Hand report in order to ask for assistance with a personal problem or concern.**
The Dean of Students Office launched the new CARE Self Reporting Tool, available on the Phoenix Cares website in September of 2022. The new reporting tool was socialized to the university through presentations to faculty, staff, peer leaders and family of students during GBOs. Direct messaging to students about wellness in October of 2022 further highlighted the tool to students. In the first year, 21 students completed and submitted a CARE Self Reporting form, engaging with university resources to receive assistance. Few of the students self-reporting, were referred to the Dean of Students Office by faculty/staff/peers at any point during the year, highlighting the need for this important tool. Presenting problems students listed included typical issues students are referred to the DOS office for like bereavement, mental health, medical and class engagements. Additionally, students self-identified issues more closely guarded like substance abuse, eating disorders and domestic violence, asking for assistance and resources in managing these issues.
- **Students, who have been involved in conduct or case management processes, will be able to reflect on their interactions with Dean of Students and other University staff by participating in a satisfaction survey.**
Satisfaction surveys for both the conduct and student support processes were revised in Fall 2022. The initial plan was to send out both instruments monthly to students that had engaged with either process. Due to staff vacancies and medical leaves, only the student support survey was launched at the end of fall semester. After reviewing the data and considering the reoccurring contacts many students have with the Dean of Students Office, the decision was made to only survey students once per semester. The student support survey also went out in May of 2023.

Though the response rate was low (less than 10%) the data collected from the student support survey was largely positive. Students overwhelmingly reported feeling supported, understanding goals of services provided and feeling heard. 70% of the students completing the instrument reported meeting with a professional staff member as opposed to a student intern. 60% of the students responding indicated they had ongoing meetings with staff members in the Dean of Students Office.   60% of the students self-reported that they had followed through on referrals made by Dean of Students Office staff. Those students who did not follow through on referrals did not provide a reason for their inaction.

The student conduct survey was revised but not launched in Fall of 2022. The staff member tasked with this project left the University. While another staff member was identified to take over running conduct related assessment, that staff was on medical leave for 12 weeks at the start of the spring semester. The summer of 2023 will be used for the staff member to familiarize themselves with the new instrument and make changes before a more formal and cyclical assessment process for conduct begins in Fall of 2023. While this initial year of a structured and cyclical assessment process was a good learning opportunity, there is room for improvement. Timing of sending the surveys should be considered. While some students may not have interest in filling out a survey prior to finals, it may get more return than waiting until the end of the semester when many students have "checked out" for the semester. Surveys were initiated via email, while a text with link to the Qualtrics form may result in a higher rate of return. Additionally, staff may incentivize completion of the survey instrument with randomized give-a-ways of promotional items.

- **Students involved in the case management process will actively engage with other university resources as directed by Dean of Student staff.**

Dean of Students staff utilized self-report, Navigate documentation and data collected by other universities offices to assess this student learning outcome. Students self-reported a 60% completion rate of referrals to various offices. Information collected in our Maxient reporting system shows that staff made a total of 202 referrals to common university resources during the 2022-23 year. As reporting on referrals is a relatively new process for the Dean of Students Office, and most of the staff providing non-clinical case management were new to their roles, consensus is that we did not accurately document all referrals made in the 2022-2023 academic year. Greater emphasis will be made on documentation of referrals during training in Fall.

Over the course of the summer, staff in the Dean of Students Office will continue to work with referral offices to determine how engaged students were in referrals. Preliminary data indicates that students are not engaging in referred services at the rate self-reported in surveys.

Academic Advising   23
Counseling Services   93 (Outside of immediate referrals to Wellness for safety concerns)
Financial Aid   5
Health Services   3
Intern support ongoing   16
MESA   2
Student Accessibility   30 (7 engaged, 3 additional applied, 2 were active already but did not re-engage)
The Learning Center   28 (No students engaged with Coaches/4 students engaged with Tutors)

Data Reporting (Programs/Services)

August 25 - January 15	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Student Support Cases	517	695	981	1,068	549
Student Misconduct Cases	219	409	491	562	252
COVID Policy Violations	0	0	540	518	0
Guest Policy Violations	0	24	289	7	5
Noise Policy Violations	63	100	205	140	73
Alcohol Policy Violations	90	223	152	167	113
False Statement/Refusal to comply	19	22	69	64	19
Dangerous Conduct Policy Violations	1	2	29	11	4
Drugs Policy Violations	43	58	19	21	26
Academic Misconduct Violations	14	8	13	5	2
Harassment Policy Violations	11	17	7	18	13

January 15- May31	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
Student Support Cases	455	610	600	398	388
Student Misconduct Cases	333	118	179	96	236
COVID Policy Violations	0	0	84	0	0
Guest Policy Violations	4	18	71	2	4
Noise Policy Violations	154	22	56	16	103
Alcohol Policy Violations	80	50	55	31	68
False Statement/Refusal to comply	7	5	42	10	30
Dangerous Conduct Policy Violations	1	7	14	3	4
Drugs Policy Violations	21	20	7	17	71
Academic Misconduct Violations	25	6	13	2	0
Harassment Policy Violations	24	4	3	8	14

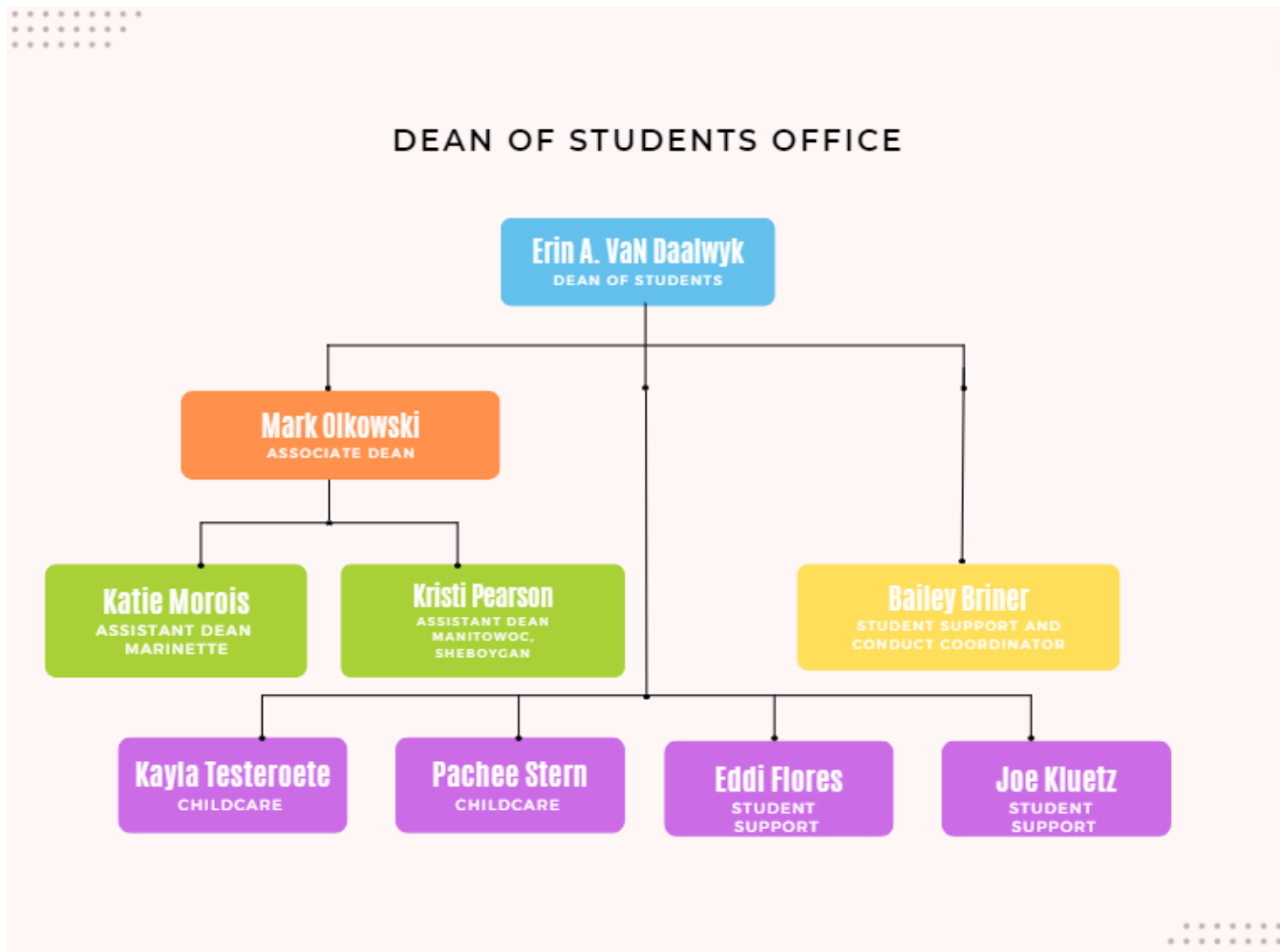| June 1 - August 24	Summer 2019	Summer 2020	Summer 2021	Summer 2022	Summer 2023*
Student Support Cases	28	38	29	31	14
Student Misconduct Cases	22	4	8	11	10
COVID Policy Violations	0	0	0	0	0
Guest Policy Violations	3	0	0	1	0
Noise Policy Violations	0	0	0	0	0
Alcohol Policy Violations	0	0	0	0	0
*Summer 2023 data incomplete					

Culture of Evidence Rubric Evaluation
Divisional Student Learning Outcomes Measuring a Culture of Evidence for Student Accessibility Services Date: 07/07/22_

	A Culture of Good Intentions (1 point)	A Culture of Justification (2 points)	A Culture of Strategy (3 points)	A Culture of Evidence (4 points)	Points
Intentionality (Thoughtfulness in action or decision)	People have a sense that they are doing good things.	People can describe what they are doing (i.e., operational or procedural specificity).	People can describe what they are accomplishing (i.e., strategic pertinence, how what they are doing relates to mission and goals).	People know that they are doing the right things and can describe why they are doing them, and what they are accomplishing through them.	4
Perspective (Relative to position, institutional role and general point of view)	Incidental / Opportunistic. Recognize data is important, but do not make any particular efforts to collect it.	After-the-Fact. Data is used retroactively as justification for predetermined positions or prior decisions.	Before-the-fact. Assessment is designed with an end in mind. (e.g. Identification of learning outcomes, how the data will be used)	Real Time / Continuous. Data is collected and regularly used to inform processes. Data helps us close the loop on improvement processes and educational outcomes.	3
Critical Linkages (Connections that manage movement and relationships)	Unclear / Opaque. Data, when collected, is not shared beyond assessors, so connections cannot be made. Cloudy.	Assessment conducted from a defensive posture, especially related to questions of budgetary and operational efficiency.	Translucent. Assessment understood and shared, but only with allies or key partners. Scope is limited to mid-managers.	Clear / Transparent. Outsiders can see and understand contributions to student and institutional success. Assessment is shared with all stakeholders.	3
Initiatives and Directions (Goals, programs, projects, and plans)	Determined by whim, interest, opportunity.	Administration initiates assessment and it is done only when asked for or required.	Directors own and initiate assessment. Data describe the current situation.	All stakeholders own assessment. Success is operationalized, concretely described, and evaluated based on evidence.	3
Planning Processes (Strategic planning, goal setting, measuring outcomes)	Vague and individualized. Success is vague or interpretive, and evaluated based on "feel," intent and effort. Collective or strategic planning does not exist.	Sporadic and limited to immediate question or application. Data linked retroactively to strategic context, goals, expectations, etc. but not planning-oriented.	Organized, routinized, and localized. Data informs deliberate cyclical or episodic strategic planning exercises.	Ongoing, strategic and clearly linked to past and future. Triangulation of findings through multiple/established assessments. Data incorporated into continuous strategic thinking.	3
Total Culture Points		TOTAL: 16			

Current Org Chart

DEAN OF STUDENTS OFFICE

Erin A. VaN Daalwyk
DEAN OF STUDENTS

Mark Olkowski
ASSOCIATE DEAN

Katie Morois
ASSISTANT DEAN
MARINETTE

Kristi Pearson
ASSISTANT DEAN
MANITOWOC,
SHEBOYGAN

Bailey Briner
STUDENT SUPPORT AND
CONDUCT COORDINATOR

Kayla Testeroete
CHILDCARE

Pachee Stern
CHILDCARE

Eddi Flores
STUDENT
SUPPORT

Joe Kluetz
STUDENT
SUPPORT

Signature Events (3 signature Events)

- **Pour Me Bar**

Healthy Choices Task Force provided a mocktail bar in the Student Union. Hall Managers and Resident Mentors made ready to order "mocktails" while Bailey Briner and Mike Reilly facilitated an educational conversation with students while they were waiting for their mocktails.

Virtual Bar is a tool created by "Responsibility.org" providing accurate information about BAC levels and its' impact on one's body and decision-making process. Each student interacted with the virtual bar app via iPads. The app allowed students to input the amount of food they ate and input what they drank (if they had been consuming alcohol). The app calculated (using the student's weight, height, age, gender, and sex) the student's BAC and provided the "effects"—using both BAC percentages and including a short paragraph on how the student may be acting. For example: Effect: .04-.07 % BAC. "You are feeling relaxed, talkative, and mildly euphoric. Your inhibitions are lowered and your reasoning and memory are impaired slightly. Your coordination may be mildly impaired." This created space for a conversation between professional staff and students highlighting moderation, healthy relationship, and self-awareness.

If students were unable to stay for the educational aspect, they were handed a double-sided card of which there were two versions. Version one included a "Know Your Drink Size" and briefly touched on binge drinking leading to alcohol poisoning. Version two included a "Know the Signs" for alcohol poisoning. Empirical data and a QR code resided on the back of each card. The data discussed effects of binge drinking and notes from the National Institute on Alcohol Abuse and Alcoholism. The QR code led students to the "Virtual Bar".

Nearly 80 students interacted with the initiative from 11 AM – 1 PM on March 8th in the Student Union.

- **Story Time with dogs**

The Phoenix Childcare Support Program strives to serve not only parenting students, but their families at UW-Green Bay. In order to create opportunities for parenting students and their families to engage with each other and strengthen their sense of identity and belonging, the student staff planned an event for families in the Spring semester. Staff worked with the library to make a connection with the Green Bay Kennel Club to get therapy dogs that are specially trained to work with the community. The dogs are trained to interact with children and adults in calming ways in order to make connection and to help reduce stress. To create a special connection for children at this event, books were given to children to "read to the therapy dogs" (with or without parent help). This aspect created a fun interaction and helped to build literacy. Children were exposed to new and interesting age-appropriate books provided by the MSW intern staff.

Parenting students were surveyed to find the best time for busy families. The event took place in the Union Saturday April 15th from 9-11AM. Staff worked with the compliance office to get all the necessary contractual paperwork completed. The event was cross promoted by MESA as they had been doing some targeted promotions to parenting students in their time frame. While only 9 children attended with their parents, the event was well reviewed.

- **End of the Year Celebration for Marinette, Manitowoc and Sheboygan**

To celebrate the end of the 2022-23 academic year, the Manitowoc, Sheboygan, and Marinette campuses hosted their own End of the Year celebrations. Each of these events were planned by the Assistant Dean of Students on each campus, along with other stakeholders to ensure the best experience for everyone. In collaboration with Healthy Choices Task Force, each campus was able to offer Goat Flow as a way to de-stress and unwind. Students, staff, and faculty were treated to a food truck lunch, bouncy houses, a dunk tank, rock wall climbing, and yard games as a way to connect and engage outside of the classroom. While each campus had slightly different plans, overall, they drew crowds of over 100 students and nearly 25 staff/faculty across all campuses. The success of each event—roughly 20% student/staff/faculty participation—was indicative of the desire for the campus community to come together and celebrate one another.

Selected Departmental Accomplishments

- Hired and onboarded one Student Support and Conduct Coordinator
- Managed staff leave/turnover
  - James Zarling departed DOS in early November and the position remained open until mid-January.
  - One of our Assistant Deans was on family leave from mid-December to mid-March leaving a vacancy at the Manitowoc and Sheboygan campuses, Sims-Aubert, Van Daalwyk and Olkowski traveled to Manitowoc and Sheboygan weekly to provide a DOS office presence on those campuses in Pearson's absence.
  - Assisted with Onboarding the New Executive Director of Housing and helped overhaul Housing Staff trainings
- Staff Assisted in 11 successful searches across the University
- The Dean of Students Office went through a reorganization in December 2022, and then again in March of 2023.

- Established new restrictions for Disciplinary Probation
  - Those placed on Disciplinary Probation will now be restricted from holding office within SGA, or being employed in positions of trust such as in RA roles or as a Student Ambassador, and will not be considered for study abroad opportunities.
- Program Review/Strategic Planning- met weekly throughout the academic year to ensure progress was made on the 38 projects identified through program review process.
  - 20 significant projects were completed during the academic year, including all projects listed as high priority.
- Assisted w/ Take Back the Night in October
- Changes in allocations were made to the Phoenix Childcare Support Program, allowing the grant to fully fund almost all students with children in licensed care. Staff provided focused assistance to help parenting students licensed care. In combination, these efforts allowed us to reduce the SGA funding that was allocated to childcare.
- Great strides were made related to First Gen Initiatives. A survey tool was utilized to identify faculty and staff that were interested in participating in First Gen initiatives, with over 100 faculty/staff volunteering for different events. A first gen social was planned during GB Welcome with almost 40 faculty/staff in attendance to support new students. A FYE/First Gen Manager position was hired and will begin work in Summer 2023. First Gen cords were a huge success at the Spring 2023 commencement ceremonies.
- Successfully identified way to pay interns for the 2023-2024 school year
- Deployed Self Reporting Form for Student Support needs
- Developed a Case Management Intake Form
- Developed a Case Management Goal Setting Tool
- Managed 6 suspensions through a suspension agreement process, saving staff time and student stress by avoiding hearings.
- Completed 4 Informal Resolutions through the Title IX process, with one additional currently in progress.

2023-2024 Student Outcomes

- Students involved in case management process will be able to identify goals and evaluate success in achieving those goals.
- Students, who have been involved in conduct processes, will be able to reflect incident and identify how incident will impact future behaviors as identified in conduct survey instrument.
- Students identified by CARE Team will engage in university programs and services as recommended by CARE Team.