



UNIVERSITY of WISCONSIN
GREEN BAY

Dean of Students Office 2023- 2024

1. Mission Statement

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

Growth: Encouraging the development of problem-solving and self-advocacy skills using a resilience framework.

Wellness: Helping students achieve a balance of physical, mental and social well-being.

Collaboration: Aiding students to engage with resources that manage barriers and achieve success.

Civility: Fostering an inclusive and equitable environment in which students are able to communicate boundaries and be accountable to one another.

2. Student Outcomes for academic year being reported

- *Students involved in case management process will be able to identify goals and evaluate success in achieving those goals.*

In the summer of 2023, a goal setting form was created and incorporated into the Maxient case notation system. The goal for the form's creation was to assess case management student goals and evaluate their success in achieving stated goals. While the form was completed in the late summer of 2023, testing was not completed before the academic year began. Student interns were not trained in the use of the form. Use of the form throughout the 2023-2024 year was sporadic and the tool was not used systemically with the overall case management program. To assess the success of case management for 2023-2024, data from the Student Support survey was utilized.

The Student Support Survey was sent at the end of the Fall and Spring semesters after finals were complete to students who had participated in one of more case management meetings, in any

modality, over the previous semester. In academic year 2023-2024 the instrument was completed by 60 students—a 10% response rate. The largest reasons for students interacting with the Dean of Students office were regarding medical/mental health, academic options/concerns, and bereavement leave being the other noted reasons for the student's visit.

Overall students indicated that the support services received from the Dean of Students Office were necessary to their experience at UW-Green Bay. While students shared that they were referred to other support offices (Wellness Center, Student Accessibility Services, The Learning Center, and Multicultural Resource Center) during their meeting, many noted that they did not follow through with the referral. Identifying different methods of referral to create a solid handoff to receiving offices will help students gain access to the services they need.

An area for growth mentioned many times was student leave due to bereavement and illness. Students cited the following areas of concern with absences: lack of information about absences shared, a desire for an official Dean of Students excused absence for class absence due to illness, faculty non-adherence to the bereavement policy. Information can be added to our communication to students during orientation and in follow up emails about the leave notice policy, students are also copied on all communication sent to faculty on their behalf. Additionally, we can reiterate that excused absences for illness are up to the discretion of faculty and concerns or complaints about how this is administered can be addressed through the Academic Dispute policy. Information related to faculty non-adherence to the bereavement policy can be collected and shared with the Provost's office and faculty governance. Special attention will be paid next year during bereavement follow-up to address any issues with adherence to the policy within the month following the bereavement leave.

Students who completed the Student Support Survey indicated overall satisfaction with the service received by the Dean of Students Office. Students surveyed indicated they would contact the Dean of Students Office if they again needed support.

- *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.*

A satisfaction survey for conduct processes was revised in Summer 2023. This survey was distributed at the end of the Fall 2023 semester & the end of the Spring 2024 semester.

The student conduct survey was initially designed to be sent out every two months. Due to workload issues, a decision was made to send out the survey after each semester's end this academic year. Overall student misconduct was down, but the response rate to the conduct survey was low despite an attempt to incentivize participation by awarding participants gift cards to the Phoenix Bookstore. Only nine students entered the drawing to receive gift cards, indicating there may be hesitancy for them to enter, thinking their name could be connected to their individual survey responses. Edits to the survey tool could improve student confidence that their survey data would be kept anonymous. A total of 31 students participated in the survey for the 2023-2024 academic year, with 16 students in the Fall and 15 students in the Spring, a response rate of 6.4%.

Results from the survey data for 2023-2024 had some common themes. Most students felt that their conduct letter provided clear information, they were sent correspondence in a reasonable amount of time, and they felt they were able to share their perspective. However, when students commented on their experience, there was a theme of feeling their perspective was not considered and a decision had already been determined by the investigating officer. Since the response rate was so low, this theme may not be generalizable to the overall population of students

that participated in the conduct process. Disgruntled students would be more likely to fill out a feedback form and be especially concerned with anonymity months after the incident occurred. Regular and timely issuance of the survey will likely get a better response rate and provide data more generalizable to the entire population of students involved in conduct. Additional training is planned for Residential Education staff to address these skills for July. Housing investigative staff did not receive training specific to conduct last year. Also, DOS staff will be meeting monthly with housing investigators for the 2024-2025 school year and if real time data from the survey is shared more immediate changes can be made to provide better service to students.

- *Students identified by CARE Team will engage in university programs and services as recommended by CARE Team.*

CARE Team reporting and tracking was greatly enhanced this academic year. Staff were able to track assigned interventions of student cases assigned to and discussed at the Care Team. All students referred to the CARE team had at least one listed intervention and most had multiple interventions tracked. Tracking of intervention was more difficult as team members did not always have complete information after referrals were made. Staff outside of the Dean of Students Office do not always have the time or the access to do thorough case noting, so notations are made by DOS staff during CARE Team meetings.

Much data was analyzed of overall care team function. Students primary presenting problem varied, with mental health concerns and academic distress or academic engagement concerns being the most likely issue that brought the student to the attention of the CARE team. While all students had an initial presenting problem, often upon working with staff, students disclosed a number of areas that they were struggling with. Some CARE team students opted to participate in ongoing case management with case managers in the DOS office each semester, 21% in fall and 26% participating in spring. Just under 10% of students referred to CARE in Fall were academically suspended at the end of the semester, and 8% from the spring cohort received a suspension.

Each year a portion of the students referred to CARE declined services and interventions suggested by the CARE Team. In Fall 33% of the students referred declined services and of those students 43% did not enroll in the following semester. In Spring 28% of referred students declined services and of those students 35% are not enrolled for Fall 2024. We may see more withdraw as we approach the start of coursework in Fall. Overall, 71% of students referred to CARE in fall continued enrollment into spring. Currently 70% of spring CARE students are enrolled for fall 2024.

In the fall semester the DOS office was the primary support office for 68% of student cases, with eight other offices supporting and Wellness having the second greatest number of cases managed. In spring 2024, 66% percent of cases were primarily managed by DOS, again with Wellness coordinating the second most cases. A goal for the coming year is to spread out the offices that provide support to students as it makes sense for the student case and support. Part of the strategy will involve reducing the number of DOS staff on the CARE team and reducing the number of CARE team members overall. Additionally, we will be moving the program to an in-person modality. The hope is to get a smaller very engaged and interdisciplinary group to coordinate care for our students. The addition of a clinical case manager for Wellness may open more opportunities for the CARE Team.

3. Data Reporting (Programs/Services)

*Changes were made to Maxient reporting system in August 2023 to create more useful data reporting. Notifications were given their own reporting category and removed from overall case counts to more accurately report workload indicators. Data from Fall 2023 on will not include notifications in data.

** Summer 2024 only includes data June 1-June 25 due to timing of this report.

August 25 - January 15	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023*
Student Support Cases	695	981	1,068	549	373
Student Misconduct Cases	409	491	562	252	254
COVID Policy Violations	0	540	518	0	0
Guest Policy Violations	24	289	7	5	4
Noise Policy Violations	100	205	140	73	49
Alcohol Policy Violations	223	152	167	113	60
False Statement/Refusal to comply	22	69	64	19	0
Dangerous Conduct Policy Violations	2	29	11	4	8
Drugs Policy Violations	58	19	21	26	25
Academic Misconduct Violations	8	13	5	2	2
Harassment Policy Violations	17	7	18	13	43

January 15- May31	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024*
Student Support Cases	610	600	398	388	410
Student Misconduct Cases	118	179	96	236	232
COVID Policy Violations	0	84	0	0	0
Guest Policy Violations	18	71	2	4	5
Noise Policy Violations	22	56	16	103	42
Alcohol Policy Violations	50	55	31	68	33
False Statement/Refusal to comply	5	42	10	30	6
Dangerous Conduct Policy Violations	7	14	3	4	1
Drugs Policy Violations	20	7	17	71	14
Academic Misconduct Violations	6	13	2	0	10
Harassment Policy Violations	4	3	8	14	59

June 1 - August 24	Summer 2020	Summer 2021	Summer 2022	Summer 2023	Summer 2024**
Student Support Cases	38	29	31	14	7
Student Misconduct Cases	4	8	11	10	22
COVID Policy Violations	0	0	0	0	0
Guest Policy Violations	0	0	1	0	0
Noise Policy Violations	0	0	0	0	0
Alcohol Policy Violations	0	0	0	0	0
False Statement/Refusal to comply	0	1	2	0	0
Dangerous Conduct Policy Violations	0	0	1	0	0
Drugs Policy Violations	0	0	0	0	3
Academic Misconduct Violations	1	0	1	0	0
Harassment Policy Violations	1	2	2	3	1

4. Culture of Evidence Rubric

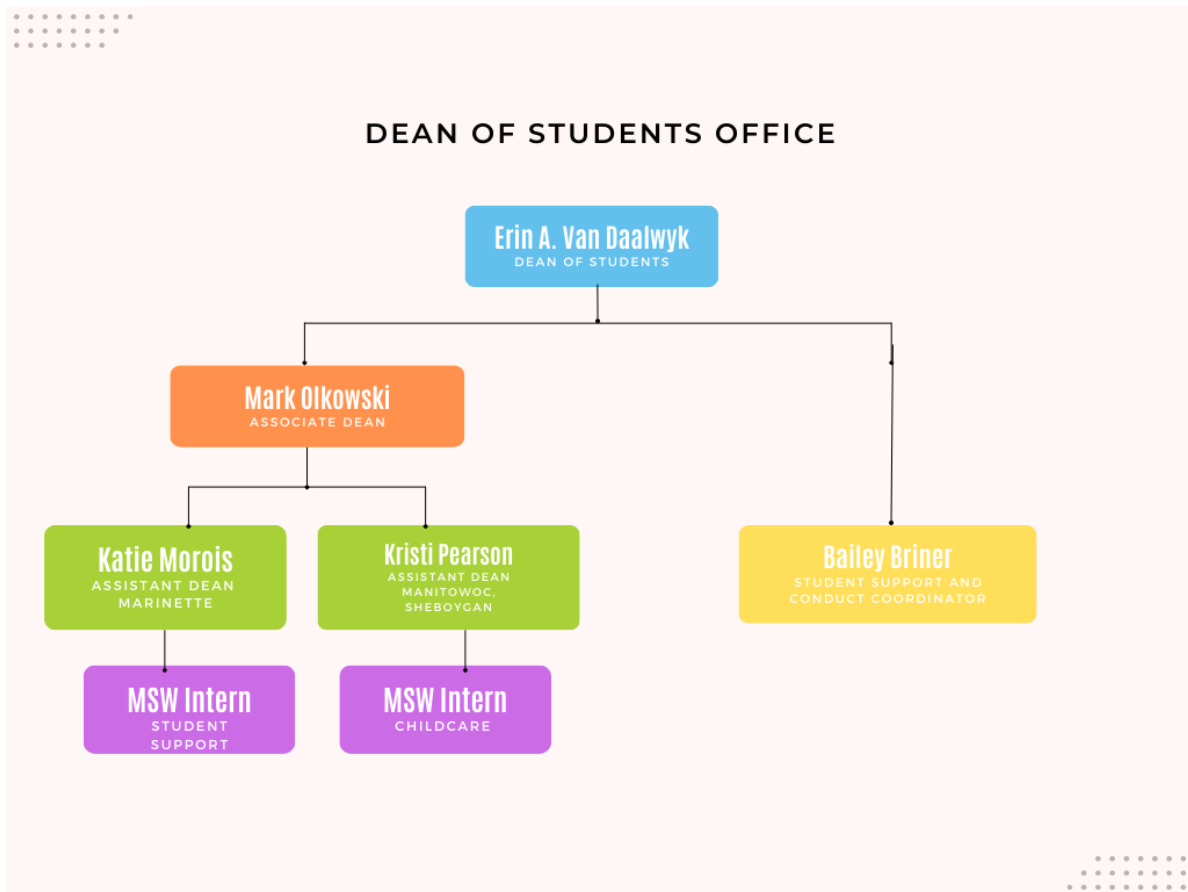
Divisional Student Learning Outcomes Measuring a Culture of Evidence For:

	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 to 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 or 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	Sporadic and limited to immediate question or application. Data linked retroactively to strategic context, goals, expectations,	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	3

	strategic planning does not exist.	etc. but not planning-oriented.		incorporated into continuous strategic thinking.	
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Total: 16 points

5. Current org chart



6. Signature Events

Dean of Students Office Spring Semester Open House

a. Purpose of Event

Student Affairs Offices have traditionally held open houses at the start of the fall semester to introduce new students to student support offices and services. During the Fall semester 2023, the Dean of Students Office also visited student spaces (PRIDE Center, MRC, SGA Offices) to do targeted outreach to students in spaces they were most comfortable. With the large number of new/transfer students that were starting in the Spring, and a desire to market the specific student support programs highlighted by the DOS office, a decision was made to hold an open house in Spring.

b. Date(s) of Event

Thursday February 15th 3-4:30 PM, Student Services 2000

c. Data related to Event

Posters were made to advertise the event and social media marketing was deployed for the first two weeks of the spring semester. Snacks were provided and signs were made. Targeted invitations went out to offices such as Student Accessibility Services, PRIDE, MRC, SGA and FGP to encourage student attendance. Brochures were updated and available about specific student support services available to students. Staff were available to chat with students who stopped by for snacks and introductions. 36 students checked into the event on Phoenix COnnect with about a dozen others stopping in but declining an official check in. Students familiar with our office staff and services were more likely to stop in, however a few new students were welcomed in by the signs and staff in the doorway to meet people and enjoy some treats.

Family Pressure: Encanto Movie Screening and Student Panel

a. Purpose of Event

As a part of First Gen Celebration Week Events the Dean of Students Office coordinated a program in collaboration with Good Times Programming, First Gen Phoenix and the Wellness Center to have a conversation about family support and communication. Event planners showed the movie Encanto which has strong themes of family communication identity and connection. After the movie a diverse student panel (3 were first gen) and counselor Em Buske answered questions about family relationships and support while attending college, gave tips about effective communication, shared campus resources. The discussion was facilitated by the Dean of Students. The discussion lasted about 75 minutes.

b. Date(s) of Event

Tuesday November 7th, 2023 3:30pm-7:00pm. The event was initially scheduled to begin at 5pm, but was moved to accommodate a Student Engagement Center Cultural dinner later in the evening that was ultimately cancelled. The original time planned for the event would likely have allowed for more student attendance to the movie.

c. Data related to Event

Good Times Programming created promotional materials including posters, social media advertising and tabling materials as well as provided an Encanto Lego set as a promotional item for participants. The event was marketed as a stand-alone event and as part of the First Gen Student Celebration Week activities. Approximately 40 students came to the movie and enjoyed Columbian snacks provided by Good Times

Programming. At the end of the movie there was a short break while the panel assembled on the stage of the Christie Theater. Approximately 28 audience members attended the student panel and discussion. The mediator started with a few questions, but quickly the students in the audience began asking their own questions and, in some cases, contributing their own experiences and answers. Em Buske was able to provide valuable information about healthy family communication and university resources. After the event ended, multiple student groups approached the moderator and thanked them for putting on the presentation.

7. Selected Departmental Accomplishments

- The Dean of Students was asked to participate in the Universities of Wisconsin Committee to evaluate the TIX 2024 Regulations and recommend code and policy revisions to the Board of Regents.
- Associate Dean worked on a Universities of Wisconsin working group to bring NABITA BIT team training to all system BIT/CARE team membership, planning was implemented in Fall of 2023 and implemented in Spring 2024.
- Assistant Deans successfully completed their first year selecting, training, supervising and evaluating MSW interns in Childcare Support and Student Support.
- Successfully transitioned chairing of the CARE Team from the Dean of Students to the Assistant DOS/Case Manager.
- Assistant DOS for Man/Shbn successfully completed her first suspension hearing.
- Assistant DOS and Student Support Coordinator were asked to chair divisional searches, all DOS staff served of searches for the University.
- Assistant Dean of Students completed the Student Affairs Leadership certificate through UWLAX.
- Successfully navigated and supported students and family members through six deaths of current students during the 2023-2024 period. Office staff showed dedication and care in working with family to navigate obtaining personal effects, raising money for memorials and outreaching to other impacted students.
- Created protocol and trained staff on an Informal Resolution process for Title IX.
- Completely reorganized Maxient behavioral software to create better reporting mechanisms, better workload indicators and arrange data in a way that can better tell our story.
- Enhanced our resources related to housing insecurity and provided resources to other divisional staff.
- Worked with Compliance and the Associate Provost to launch the Academic Dispute Process to make the resolution of faculty complaints clearer to students.
- Completely reorganized and trained the First Gen Student Success Collaborative, inviting members relevant to the group's work.
- Successfully applied for and was accepted as a First Scholars Campus.
- Provided a full week of programming for First Gen Celebration Week, including a great collaboration in the Financial Wellness Fair with the Schwab Center.
- Developed six members of First Gen Phoenix to become the executive board for the 2024-2025 year and recruited a co-advisor.
- Successfully launched Lawyers for Learners initiative.

- Applied for and received Fostering Success Grant to incorporate program into our existing case management program.
- Assistant DOS served her first year as the program administrator for Phoenix Childcare support.

8. Other (anything unique to the department)

Navigated some challenging interpersonal personnel disputes to effective resolution.

9. Student Outcomes for the next academic year

- Students in the case management process will be able to identify a goal(s) and utilize campus resources to meet their goal.
- Students participating in the student conduct process will feel heard in the conduct process, as reflected in the student conduct survey instrument.
- Students participating in the case management program will complete the university-based referrals made for them by case management staff.

10. Assessment:

- a. *Students in the case management process will be able to identify a goal(s) and utilize campus resources to meet their goal.*

Cycle of Assessment: Goal setting worksheet was created for use in Maxient system with case management clients. Students who have more than one meeting with case management staff will be prompted to use the goal setting tool in meetings. For the 2024-2025 academic year, time will be spent in training case management staff on utilizing the tool as well as incorporating the tool into the Maxient Behavioral software and creating a reporting tool within Maxient to track student completion. Initial data for this assessment outcome will be collected in the 2025-2026 academic year. Students who meet criteria will be assessed to see if they completed use of the tool.

Outcome Assessment Procedure: All case management staff will be trained to complete the online tool with students in their CM meetings. For the 2024-2025 year, Assistant DOS/Case Manager will run reports on students that meet criteria. CM supervisors will review notes with staff in supervision to determine if tool is being used appropriately. 2025-2026: Supervisors will continue to check in on tool use during supervision. At the end of each semester a report will be generated from Maxient to see how many students have utilized tool in case management process. Aggregate retention data will be used to determine if any generalizations can be made on effectiveness of tool. Assistant DOS/Case Manager will be responsible for running the reports and DOS will review the information. Data will be maintained in Maxient Behavioral Software program. Aggregate data will be compiled and reported in annual reporting forms housed in Microsoft Teams. Individual student data will not be shared in reporting of outcomes.

Data Analysis: All professional and MSW case managers will be responsible for collecting data and maintaining tool. ADOS will be responsible for identifying reporting procedures in Maxient and running biannual reports. DOS will be responsible for compiling data for reporting and overseeing the assessment process.

Continous Improvement Process: Data obtained related to case management goal setting will be initially used to determine effectiveness of training of case management

staff and to ensure students are getting consistent experience in case management. Initial data will be used to determine baseline information and compare retention data with students who do not complete goal setting and those referred to case management but do not participate in the process.

- b. *Students participating in the student conduct process will feel heard in the conduct process, as reflected in the student conduct survey instrument.*

Cycle of Assessment: Students who participate in the student conduct meeting process will be sent an online assessment tool within 6 weeks (about 1 and a half months) of their conduct incident. Data from students who complete the instrument will be reviewed monthly to look for areas of concern and provide feedback in a timely fashion to student conduct investigators. Instrument measures related to student feelings of respect and connection in the process will be evaluated at the end of each semester. Student comments that related to feelings about the student conduct process will be reviewed and coded for thematic content.

Outcome Assessment Procedure: Assistant DOS (with Associate DOS as backup) will be responsible for gathering student info and deploying student conduct survey instrument at least 3 times in no longer than 6-week intervals over the course of each semester. Students messaging will indicate that participation in the survey is voluntary, but they may opt to participate in a drawing for promotional items. Assistant DOS will review data from the survey monthly to provide feedback to investigative staff and recommend changes to the process if student feedback indicates there are problems.

Data Analysis: A report will be compiled at the end of each academic semester. Assistant DOS will review overall findings and provide recommendations to DOS. DOS will review reports and findings, review instrument data relevant to the goal, and determine a coding system for comments. Once the coding system is developed, Assistant DOS will independently review for consistency. Overall results will be shared with all investigative staff.

Continous Improvement Process: *Data from the survey instruments will be used to provide regular feedback to the investigative team. Survey results will inform our training and communication processes as they relate to student misconduct.*

- c. *Students participating in the case management program will complete the university-based referrals made for them by case management staff.*

Cycle of Assessment: All DOS non-clinical case management staff will track all referrals made to students involved in the case management process. Case managers will follow up with students and record by student self-report if they have completed the referral. Case managers will notate how referral to receiving office was made.

Outcome Assessment Procedure: At the end of each semester the Student Support and Conduct coordinator will run a report for all referrals made in case management. Lists of student ID numbers will be created for each referral office. The Dean of Students would provide lists to area directors for confirmation if students have contact with their office after the referral period. When possible, directors will provide data connected to SID. Directors may opt to provide a simple percentage of students listed that had contact.

Data Analysis: The Student Support and Conduct Coordinator will compare responses from student self-report and confirmation by area leaders. Patterns will be reviewed related to type of referral, referring office and consistency between self-report and third-party data.

Countinous Improvement Process: Special attention will be paid to offices where referrals are especially ineffective or effective. Referral mechanism will be reviewed to discover what protocols may be best. Data from the Student Support survey will be reviewed to determine consistency with other measures and look for themes in student feedback related to referrals.