Student Engagement Center

2023-2024

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Division of Student Affairs

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Overview Statement

Overall, our primary goal is to provide a safe, inclusive environment and create programs in which all students feel welcome. We want to enhance the student experience on-campus by providing services and conveniences that support the academic mission and increase student success at UW-Green Bay.

We advance a sense of community, unifying our institution by embracing the diversity of students, faculty, staff, alumni, and guests. We bolster the educational mission of the institution and the development of students as lifelong learners by delivering many cultural, educational, social, and recreational programs.

The Student Engagement Center strives to create a vibrant and inclusive campus community where all UWGB students feel welcomed, included, and supported by:

- Operating as a student-centered organization that engages in shared decision making and holistic development through employment and involvement.

- Advocating for inclusivity and equity, fostering respect, and affirming the identities of all individuals.

- Educating students in leadership and social responsibility and offering firsthand experiences in global citizenship.

- Providing gathering spaces to encourage formal and informal community interactions that build meaningful relationships.

Mission Statement

The Student Engagement Center fosters learning, development and connections to support student success and retention, while cultivating welcoming spaces that encourage a more inclusive, vibrant, and engaged campus community. We accomplish this through events and

activities, student led initiatives and organizations, student employment opportunities and personal connections between staff and students. As a result, UWGB students who engage with our services and staff will graduate with well-rounded experiences and lasting fond memories of their collegiate experience.

2023-2024 Student Outcomes

1. First year students who attend both GB Orientation and GB Welcome will have a higher rate of persistence from Fall to Spring compared to students who do not attend either GB Orientation or GB Welcome.

2. After participating in Student Engagement programs or events, students will be able to articulate an increased sense of belonging on campus and identify and explore personal interests.

3. After serving in an employment position, students will be able to collaborate with others and apply critical thinking skills to their position and beyond.

Data Reporting

Programs and Awards Data:

	Total event attendance	Total # of events	ULA's awarded	Chancellor Medallions awarded
Fall 2017	15,048	197	10	8
Fall 2018	17,269	192	9	8
Fall 2019	12,900	194	12	7
Fall 2020	4,997	81	12	10
Fall 2021	6,962	67	16	10
Fall 2022	11,932	142	13	15
Fall 2023	13,036	116	13	13

	Total event attendance	Total # of events	ULA's awarded	Chancellor Medallions awarded
Spring 2018	15,952	167	45	31
Spring 2019	12,454	163	43	35
Spring 2020	4,203	173 *80 canceled due to COVID	48	28
Spring 2021	3,826	86	51	26
Spring 2022	6,355	81	48	29
Spring 2023	4,759	84	35	31
Spring 2024	5,082	61	40	30

Student Organization, Service Hour and Fraternity & Sorority Life Data:

	Student Orgs	Student Org Membership *Unique students	Student Org Service	Total FSL Membership
2017-18	138	2284	7,295	166
2018-19	130	2198	6,651	233
2019-20	147	2129	6,118	199
2020-21	136	1547	3,514	129
2021-22	140	2221	2,602	153
2022-23	139	797*	1,735	168
2023-24	143	1157	**	122

*2022-2023 was the first year of Phoenix Connect implementation. Efforts to collect accurate student organization membership are on-going.

**2023-2024 changes to the reregistration process resulted in lack of data collection

Summer Orientation (GBO) Data:

2017	2018	2019	2020	2021	2022	2023	2024
872	828	916	853	919	1,246	1456	758*

* Numbers reported as of 6/24/24. Does not include 6/25/24, 6/26/24, or July-August 2024 GBO dates.

GBO attendance (compare to 703 at same time 2023)

Culture of Evidence

We are working to establish a culture of evidence by adhering to the following principles within our department.

- Regular data collection with reliable tools
- When possible, we sample all students to remove bias is survey selections
- For outcomes-based data we utilize a pre and post assessment format to establish baseline and change
- Our methods utilize a variety of approaches

See Appendix A. Culture of Evidence Chart

Signature Events

Event: University Leadership Awards

Purpose: This event recognizes selected students with the Chancellor's Leadership Medallion or the University Leadership Award for their achievement and service to the university and community.

Dates: December 15, 2023, and May 10, 2024

Data: Fall 2023 Semester recipients included 13 Chancellor's Leadership Medallions and 13 University Leadership Awards. Spring 2024 Semester recipients included 30 Chancellor's Leadership Medallions and 40 University Leadership Awards. The Spring 2024 ceremony had guests in attendance at the Weidner Center with approximately 350 in attendance.

Event: Commencement

Purpose: To formally confer degrees to eligible students

Dates: Mid December and Mid-May

Data: Approximately 1600 students graduate each year

Event: GB Welcome

Purpose: The purpose of GB Welcome is to provide students with a formal welcome to their campus location and to the Phoenix Family. Students will gain skills and information in three main areas to assist them in being successful in college: relationships, self-advocacy, and well-being.

Dates: First three days after move-in fall semester

Data: 900 students participated in over 33 program offerings over three days.

Event: OrgSmorg

Purpose: OrgSmorg brings student organizations and potential members together to give greater access and awareness to student led initiatives.

Dates: Second Wednesday of each semester.

Data: 929 unique attendees visited the fall 2023 or Spring 2024 OrgSmorgs.
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Event: GB Week

Purpose: The purpose of GB Week is to celebrate the start of the academic year with all students by creating community, sharing resources, and introducing students to campus traditions.

Dates: The first week + of the fall and spring semesters.

Data: Over 3000 attendees participate in GB Week events over the course of 7-10 days

Event: Parent & Family Weekend

Purpose: The purpose of Parent & Family Weekend is to provide opportunities to engage students, families, faculty and staff in building relationships that increase everyone's sense

of belonging at UWGB. Programs and offerings will serve to expose families to the current student experience, celebrate all that UWGB has to offer our community, and allow everyone to participate in and continue campus traditions. These connection opportunities build on the UWGB Phoenix legacy.

Dates: September 23-25, 2022; October 6-8, 2023; October 4-6, 2024

Data: 1300 attendees over two days

Key Accomplishments 2023-2024

- Successful fraternity expansion for Fall 2024 and Fall 2026
- Increased recorded service hours in CUEGB.com from 1884 to 6166.5
- Implemented Involvement Points for Phoenix Connect
- Merged Events Crew and GTP for streamlined programming efforts
- Increased GB Welcome attendance from 756 to 900 unique attendees
- Student Employee delegation received Outstanding NACA Delegation at regional conference

2024-2025 Student Outcomes

1) First year students who attend both GB Orientation and GB Welcome will have a higher rate of persistence from Fall to Spring compared to students who do not attend either GB Orientation or GB Welcome.

   a) Students who attend GB Welcome will have a higher rate of engagement after GB Welcome compared to those who do not attend GB Welcome

2) After participating in Student Engagement programs or events, students will be able to articulate an increased sense of belonging on campus and identify and explore personal interests.

3) After serving in an employment position, students will be able to collaborate with others and apply critical thinking skills to their position and beyond.

   a) Student employees will gain foundational skills in conflict resolution

Assessment Methodology

We utilize the Skyfactor Benchmarks Survey (formerly EBI) to provide program assessment data. This survey allows for cross comparisons with selected comparative institutions and has been developed in partnership with professional organizations such as ACUHO-I, ACUI, and NODA.

2016-17 – Complete the Skyfactor Benchmarks – College Union/Student Center survey
2020-21 – Complete the Skyfactor Benchmarks – College Union/Student Center survey
2021-22 – Completed the Skyfactor Benchmarks – College Union/Student Center survey
2022-22 – Completed the Skyfactor Benchmarks – Student Activities survey
2023-24 – Scheduled the Skyfactor Benchmarks – College Union/Student Center survey

The ACUI/Benchworks College Student Activities Assessment from Spring 2024 had 154 responses. Sense of belonging is measured in relation to University Union experience, which includes Student Engagement Center programs and services.

We have started preliminary work on utilizing the CAS (Council for the Advancement of Standards in Higher Education) to facilitate internal assessment review utilizing functional area standards.

Fraternity & Sorority Life CAS Review

Post-traditional and Commuter Student CAS Review

Cycle of Assessment & Outcome Assessment Procedure:

Identify when each of the student outcomes/goals will be assessed and the duration of your assessment cycle. Note: not all outcomes need be assessed each year. It is permissible to assess outcomes over a period of time if that is appropriate for your area.

Detail when the data will be collected for assessment of the learning outcomes that will be assessed this year. We suggest that you include both direct and indirect assessment for each outcome.

- Detail how the data will be collected. Include specific activities.
- Describe the benchmarks/targets for the outcomes assessed.
- Which specific artifacts will be collected for the outcomes assessed?
- How is the data maintained?

Student Engagement Center outcomes are measured each year with a particular emphasis on a population in any given year.

In 2024-2025, the outcomes that will be measure are:

- Students who attend GB Welcome will have a higher rate of engagement after GB Welcome compared to those who do not attend GB Welcome
  - Metrics to be used: number of involvement points earned by students
  - Data will be assessed from the previous year and has already been collected.
  - Data was collected via Involvement Point swiping and event attendance
  - In this first year, we will examine a benchmark of 1+ GB Welcome events, with a hypothesis that this will lead to a statistically significant increase in Involvement Point collection.
  - Data is collected and maintained in Phoenix Connect.
- After participating in Student Engagement programs or events, students will be able to articulate an increased sense of belonging on campus and identify and explore personal interests. Cross tabulation will occur for commuter and post-traditional aged students to gain greater understanding of their level of engagement and sense of belonging.
  - Metrics to be used: sense of belonging data from EBI survey or other campus wide survey cross tabulated by population.
  - Data will be collected through survey distributed in the Spring semester.
  - Students Engaged in 1+ student activities or events will indicate an increased sense of belonging. Commuter students and post-traditional students will be compared to on-campus and traditional aged students to understand any statistical differences.
  - Data will be collected and maintained through Phoenix Connect and the survey distributor.
- Student employees will gain foundational skills in conflict resolution.
  - Metrics to be used: post-training survey completed by student employees assessing knowledge and understanding of conflict resolution; mid-semester evaluations to include qualitative analysis of conflict resolution strategies used in the workplace.
  - Data will be collected after training and throughout the year.
  - Data will be collected via survey and mid-semester evaluations.
  - The desired outcome is that all student employees can accurately describe the conflict resolution steps and provide examples of when they used that process in the workplace.

- o Artifacts will be maintained through the mid-semester evaluations in the SEC shared drive.
- o Data will be maintained via the SEC shared drive.

Participation in the Assessment Process

Who is responsible for data collection? All Student Engagement Center staff play a role in data collection as students swipe into events. Katie Lesperance and Adam Novotny will do the primary data collection for surveys regarding sense of belonging. Katie Lesperance and Maddie Wiles will do the primary data collection for GB Welcome engagement impact. Staff rotate planning student employee training and Katie will ensure data collection occurs for the student employee trainings and outcomes.

Who oversees the assessment process? What role/s does this person play? Katie primarily oversees the assessment process. Katie ensures that data is collected in a meaningful manner and is used for process improvement.
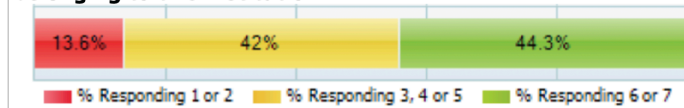
Data Analysis

- Discuss the process for reviewing, aggregating and analyzing the assessment results.
- What are the results of your assessments?
- How are the results aligned to targets/benchmarks and outcomes?
- How will you disseminate the direct and indirect assessment results to your unit. Who is in charge of this process?
- How is your assessment information made available to the public?

In 2023-2024, the outcomes that were measured are:

- First year students who attend both GB Orientation and GB Welcome will have a higher rate of persistence from Fall to Spring compared to students who do not attend either GB Orientation or GB Welcome.

  - o Attendance data for GB Orientation was sent to Institutional Strategy and Effectiveness. ISE shared retention data for three semesters after the GB Orientation attendance. Retention data was compared for those who did attend GB Orientation and those that did not attend GB Orientation.

  - o 60% of students who attended GB Orientation continued to enroll up to 1 year after their GB Orientation date compared to 40% for those who did not attend GB Orientation.

  - o This demonstrates that GB Orientation attendance has a significant correlation and potential impact on students' retention.

- o This information has been shared at staff meetings and GB Orientation planning meetings to reiterate the impact that attending GB Orientation has on students.

- After participating in Student Engagement programs or events, students will be able to articulate an increased sense of belonging on campus and identify and explore personal interests.

  - o Our staff utilize surveys that include sense of belonging as a point of analysis. We also receive information from the EBI Skyfactor survey.

Q061. Overall Experience - To what degree has your University Union experience positively contributed to your: Sense of belonging to this institution		N	% of Total	% Resp = 57.1%
				N = 88
13.6%	42%	44.3%		Mean = 4.78
% Responding 1 or 2	% Responding 3, 4 or 5	% Responding 6 or 7		Std Dev = 1.70

	N	% of Total
(1) Not at all	6	6.8%
(2)	6	6.8%
(3)	5	5.7%
(4) Moderately	17	19.3%
(5)	15	17.1%
(6)	28	31.8%
(7) Extremely	11	12.5%

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  - o Results indicate that students who participate in our programs and services do indicate an increased sense of belonging.

  - o We have historically lagged slightly behind the Carnegie peer institutions that are selected for benchmarking in the EBI Skyfactor survey.

  - o We have increased from 76% to 80% for students' sense of belonging positively created at GB Orientation.

  - o This assessment information is not generally made available to the public beyond anecdotal references on the website.

- After serving in an employment position, students will be able to collaborate with others and apply critical thinking skills to their position and beyond.

  - o Student employees were assessed after training to determine in training learning outcomes were met.

    - ▪ Outcomes included: greater connection with staff, practice problem solving skills, increased sense of belonging on the team, understanding burn out and how to prevent it.

    - ▪ 17 of the 64 students completed the survey.

    - ▪ Overall, outcomes were met:

To what extent did your time in training help you improve connections with one or more fellow student(s)? 5 being the most. [17] ⓘ

Q1 - To what extent did your time in training help you improve connections with one or more fellow student(s)? 5 being the most.	Percentage	Count
1	0%	0
2	6%	1
3	35%	6
4	41%	7
5	18%	3

Q5 - What was a time you used problem solving skills during training?

What was a time you used problem solving skills during training?

when we did the brain activity with Katie

When trying to get to know people

NASA survival when we were in groups

N/A?

None

During the stranded in space activity - we learned how to work with what we had available and how to work with each other.

During the small group sessions

During the bandana activity

During Katie's group activity. I liked her Survivor challenges.

When we were tangled as a human knot and had to untangle ourselves.

During the entangled circle with the bandanas.

During the sales pitch activity, I had to think of a creative way to sell my product, and after the first question didn't work, it took quick thinking to find a new solution.

- These outcomes align with our intended goals. Each of these outcome results have been shared with the Student Engagement Center team through staff meetings. We have not made these results publicly available.

<u>Using Assessment Results for Continuous Improvement</u>

How will you use the result to maintain current performance and/or ensure continuous improvement? For example, how will/have the results be used to make changes? What are the results of these changes thus far? What additional changes are you planning for the future? What will you maintain?

The Student Engagement Center uses data on a regular basis to review effectiveness of programs and services. When formalized surveys are conducted, results are shared as a team and discussed in order to make effective change for the future. For example, a specific commuter student survey was completed this year to complement the CAS review that was conducted. The survey data was shared with our team and results and implications discussed. As a result of the survey and the CAS review, a collaborative group of colleagues will be brought together to discuss ways to increase communication to commuter students and increase their access to programs and services. We also learned when students want to have programs and have changed the timing of some events to meet their needs.

Appendix A. Culture of Evidence Chart

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 sence 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 then, and what they are accomplishing through them.	3
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 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
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Appendix B. Org Chart

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                              Director
                           Katie Lesperance
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   │               │              │              │                   │
Student         Manager, New    Signature and   Fraternity/Sorority  Assistant Director
Engagement,     Student         Cultural        & Volunteerism/      Adam Novotny
Dept Assistant  Transitions and Events, Program  Service,
Sarah O'Brien   Family          Coordinator     Program Coordinator
                Engagement      Nina Dessoir    Wyatt Young
                Maddie Wiles
   │               │              │                              ┌──────────┴──────────┐
Front Desk      Student         Program                      Program Coordinator   Program Coordinator
Assistants      Ambassadors     Development                   Stephanie Kaponya     Ben Dresdow
                                Assistant
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