

The University of Wisconsin — Whitewater



Annual Report

academic year 2009 - 2010

Division of Student Affairs

Curiosity Changes Everything.

Some time ago, I read an article that stated a keen observation: we have many transactions in the workplace, but few meaningful conversations.

I tend to agree. Thus, one critical exercise of leadership is to create space and opportunity for conversations — for private and public reflection on ourselves and our work.

Toward that end, the 2009 - 2010 academic year was both interesting and challenging. With senior leadership in the Division retiring and moving on to new positions, the departure of Dr. Stephen Summers and Dr. Jeff Janz required us to work differently. Recognizing their long-term commitment, loyalty, and contributions to our University, our leadership challenge was to “rework” some of their responsibilities while concurrently “nurturing conversations” throughout the Division about our sense of direction and vision.

We’ve made good progress. To begin with, we convened six work groups comprised of staff throughout the Division. They entered year-long discussions on topics that transcend the work of any one given department. Additionally, the Director’s group was renamed the Leadership Group — to symbolically emphasize shared leadership responsibility throughout the Division, and to pragmatically change meeting structures to engage in more meaningful conversations.

These changes were supplemented by “coffee with Rios” sessions that involved small group discussions around a selected article or a video that prompted reflection of ourselves and our work. Added to this, informal coffees, lunches, and a one-day retreat all contributed to a learning agenda of people, purpose, and practice.

As a result, the following represents our “desired way of being” — not a mission or vision statement — but how we want our existing mission and vision to be realized.

PEOPLE

Capacity Building

Our learning enhances student learning. We commit to staff development and providing/supporting ongoing learning opportunities for all staff.

Amplifying and Championing Others

People are doing great work within our University. We dedicate ourselves to seeking them out, learning deeply about them, and to amplify and champion their work throughout our organization.

Communicating a Larger Story

People hunger to know that their efforts matter. We will connect and communicate how our actions relate to the bigger story of what we’re doing and why it matters.

PURPOSE

Cultivating Student Success

All students want to be successful. We will work with students to define success for themselves, and to guide them in taking full advantage of UW-Whitewater in realizing their success.

Co-creating Learning Environments

Learning occurs in all areas of the University. We will work across the University to integrate emotional, social, and cognitive aspects of learning into the students experience — while keeping students involved in shaping learning environments.

Capitalizing on Diversity

Interactional diversity changes lives. We will prompt meaningful interactions across diverse international and domestic backgrounds to support students in their navigation of these encounters, and in their understanding, exploration and development of cultural identity.

PRACTICE

Organizational Learning

We will collect and use data/information, while sharing it across campus, to advance University strategic priorities.

Creating Space/Opportunity for Conversation

People have creative ideas outside the role they play or department they serve. We will nurture conversations outside each others’ niches to develop a mindset of innovation.

Reflective Practitioners

We will ground our work in scholarship and metacognition: the science of how we learn. Transformational change requires more than just doing things differently; it requires thinking about how we think — increasing the capacity individually and institutionally to think differently.

As we build upon this year, my hope is that we exercise our curiosity through the practice of two behaviors: (1) moving from “expert mode to novice mode,” and (2) by becoming “askers of questions.”

We have honed our professional expertise through years of experience. However, the ability to look at things through fresh eyes — moving from expert mode to novice mode — will enable us to better advance our University’s agenda. Only by learning how to pose questions that elicit all aspects of decision-making (i.e., cognitive, emotional, empirical) can we make meaning of our work and develop direction for our Division. Curiosity changes everything. So they say.

Thomas R. Rios
Vice Chancellor for Student Affairs

Year in Review

Career and Leadership Development (C&LD)

One of this year's goals was to enhance programming to be more intentional of student learning and more coherent with the department's mission. While this will be an on-going goal for several years, significant progress was made through the Office Planning and Review (OPR) process. Specifically, with a renewed focus on "student learning," C&LD has identified three developmental skills that students should develop through involvement in their programs, events, and experiences: **Communication, Critical Thinking, Accountability.**

Through development of a document entitled "Observations of Our Work," staff explored assumptions about the meaning of their work, and developed six student learning outcomes that will serve as a guidepost for their work. As a result of students' participation in Career & Leadership Development initiatives, students will: (1) improve their communication skills, (2) enhance their knowledge, (3) better understand the role of the individual in communities, (4) understand their own identity, and improve their comfort level when interacting with people from backgrounds different than their own, (5) bolster their practical competencies, and (6) refine their social skills.

C&LD also converted their career management software and defined staff roles and procedures for managing and promoting the new Hawk Jobs program. As a result, the new software has gone live as of June 1, 2010. Staff will meet throughout the summer to become familiar with the software, determine primary and back-up roles, and to develop a promotional plan for the Fall semester.

Residence Life

This year, Frank Bartlett was appointed Executive Director of Residence Life, having served in this capacity for over 20 months. One primary goal of the department was to assess and evaluate their mission statement and, as a result, the statement reads as follows: The mission of the Office of Residence Life is to provide quality, accessible housing and to promote student learning and personal success in an inclusive, engaging community. The words that capture this mission are: **Live! Learn! Engage!**

Clearly, a major effort for the year was preparation for the Starin Residence Hall opening. With all logistics complete, Starin is slated to open in Fall of 2010. Students responded to the new facility through overwhelming requests for occupancy. Furthermore, there is an increased number of students who desire to remain in on-campus housing for the coming year.

An OPR was conducted for Residence Life this year, and

various recommendations have resulted. The upcoming year will focus on implementing recommendations and bolstering University collaborations, staffing structure, and residential education programs — among other initiatives.

Technology implementation for the year included transitioning to the new Housing Management System (Star Rez), MapWorks (for tracking and assisting freshmen), and Maxient, a student conduct system. Moreover, the ResNet staff dedicated a section of the department's website to the issue of sustainability.

Residence Life continued to assess their practices, policies, and programming model to insure inclusiveness of under-represented groups. To increase understanding and communication between the department and under-represented groups, staff from Residential Education were deployed as liaisons to racial and ethnic groups.

The Residential Education staff conducted more than 750 interventions with students to discuss their academics. The majority of these interventions were facilitated utilizing the MapWorks program.

Residence Life significantly increased their participation and role in the learning communities this year, conducting more than 100 programs that were learning community specific. This year, they also collaborated with the Learning Community Office to host a week-long schedule of programming. Additionally, space was created in Lee Hall for students from the Art Learning Community, meeting the needs of their particular curriculum.

Center for Students with Disabilities (CSD)

The CSD now occupies the first floor of the Andersen Library building (room 2002), allowing better access for students with disabilities. One major accomplishment for the year was the inaugural program, **Opening Horizons**. In collaboration with the Office of Admissions, this program allowed high school sophomores and juniors with disabilities, their parents, school staff, and service providers from agencies serving individuals with disabilities, the opportunity to explore the world of post-secondary education and the resources and services available. Response was overwhelming, with 348 participants.

CSD also continued work with Admissions on developing a workflow process to reduce turn-around-time on admitting students with conditional admissions. Furthermore, with the purchase of ImageNow, CSD hopes to improve communication with Admissions, and employ more effective case management and documentation storage.

A continuing goal for the year was CSD's partnering with academic departments and the Center for Global Education to develop, fund, and implement a trip that would include accommodations for students with disabilities — while not incurring additional costs to participants. Work on this goal is ongoing, with a pilot trip slated for the summer of 2011.

The CSD continues to build their outreach program to students of color who have a disability. This will require close working relationships with Admissions and with Academic Support Services. Two CSD staff will serve as liaisons to advance these initiatives.

Office of Financial Aid

As recommended from the Office's recently completed OPR, Financial Aid devoted considerable effort in providing in-service training for staff and student employees. From honing customer service skills to developing deeper knowledge of financial aid instruments and their implementation, staff development was moved to a more deliberate and ongoing part of Office operations.

In an ever-increasing difficult economy, the importance of student financial aid has never been greater. Over \$75.3 million in financial aid was offered and accepted this past academic year. Approximately 10,000 students were offered some form of financial aid (representing an increase of 5.3% from previous year). In particular, nearly 2,500 students with significant familial need received over \$9.1 million through the Federal Pell Grant program — an increase of students by 31.5% over the previous year.

While Financial Aid continued to seek ways to support all students, special efforts were directed to students with disabilities, veterans, non-traditional students, and students seeking study abroad experiences. Additionally, staff participated in eight Financial Aid Nights at area high schools with 517 students/parents served; participated in a Financial Aid Night with 225 people attending; opened up a computer lab for families needing help completing FAFSA's online, and participated in the National College Goal program.

Recreation Sports and Facilities

This was another busy year for Recreation Sports and Facilities. Accomplishments by club sports include: the Men's Rugby Club won the Midwest Championship and represented UW-Whitewater at the Rugby National Championships in Sanford, Florida; two students from the Fishing Club finished third out of 40 teams at a Tournament in Lake of the Ozarks, MO and won a total of \$4,000 in scholarships; the Men's Bowling Club had three 1st place finishes in tournaments, and was ranked #12 in the country — both highest accomplishments ever. The Bowling Club also had tournament winnings of \$4,044, which was the most in Club history.

Recreation Sports employs nearly 200 students annually. This is noteworthy in not only providing students with great leadership experiences, but in helping to orchestrate numerous events. Recreation Sports successfully hosted the NCAA Football Playoffs, the WIAC Basketball Championships, the WIAC Baseball Championships, and the NCAA Baseball, Softball, and Tennis Regionals.

Significant learning occurs through students' involvement in recreation sports. This year, staff conducted a survey to capture the learning acquired through able-bodied students involvement in Intramural Wheelchair Basketball. Conducted in the Winter/Spring of 2010, the survey (N=48) revealed that, as a result of participating in Intramural Wheelchair Basketball, students initiated the following behaviors beyond their involvement on the court: (27) "befriended a student with physical disabilities"; (9) "took a class related to students with disabilities"; (24) "attended social or cultural events related to individuals with disabilities"; and (24) "read on their own some articles related to individuals with disabilities."

Speaking of Wheelchair Basketball, the Men's team took 2nd place in the National Championship in March. The team finished with a 26-5 overall record. The Women's Wheelchair Team finished 6th nationally after competing in the National Championship Tournament in Denver, CO. The number of athletes on the Women's Team increased from 6 to 10 in 2009-10. Finally, eight current or former members of the Men's Wheelchair Basketball Team, along with two coaching staff, will represent UW-W at the World Championships in Birmingham, England in July 2010.

Additionally, 51 "Cornerstones for Success" demonstrations in the Wheelchair Athletics & Recreation program were presented to local and state school districts in Wisconsin and northern Illinois — generating nearly \$6,500 and 7,500 attendees. The Wheelchair Recreation program also presented to nearly all of the New Student Seminar classes, as well as several classes within the College of Education.

University Center (UC)

The University Center and University Dining continued to be a venue for student learning, leadership, and professional development. One example is the inclusion of over 20 student managers in University Dining —involving training and leadership opportunities as well as line responsibilities. University Dining worked with the College of Business to hire a student intern and students in accounting positions. The University Center employed approximately 100 students in various roles, many directly related to students' majors.

Within the University Center, the bowling alley emphasized student leadership and experiences through philanthropic efforts throughout the year, including Make a

Difference Day, and a clothing and school supply drive for the Whitewater community. In concert with UC staff, students were involved in planning, hosting and attending the regional Association of College Unions International (ACUI) meeting held on campus in November — which resulted in record setting attendance of 165 Wisconsin and Illinois participants. Additionally, a student human resources internship was utilized during spring semester. In February, two students attended the annual ACUI conference in New York City using scholarships awarded from ACUI. In March, two UC students attended the National Association of Student Personnel Administrators (NASPA) conference in Chicago.

News of importance to UW-W students and the campus-at-large was the awarding of the Dining contract to Chartwells. While campus administrative leadership guided the contract process, students played a critical role through their involvement in the Dining RFP committee, and by soliciting and representing their constituent needs and desires. As part of the new contract, University Dining has initiated a new University Dining brand — attempting to create a more cohesive partnership between Chartwells and the University.

In terms of supporting diverse perspectives through the arts, the Fiskum Gallery hosted numerous programs such as “Tap Dancing without Shoes,” and TIFU exhibits that included a poetry slam coordinated with the ACUI regional conference. Additionally, University Dining was a partner in conducting the annual International Dinner.

Sustainability — efforts to preserve the environment — saw considerable advancement through UC efforts. Executive Director Bob Barry became a member of the UW-W Sustainability Council. Within this council, Bob participated in a composting study conducted by a UW-W student, and is currently pursuing composting feasibility with the Sustainability Council and the city of Whitewater. Additionally, University Dining conducted a program to encourage students to utilize refillable beverage containers and fully implemented the use of more environmentally friendly (eco-friendly) disposable beverage containers.

In the new dining contract, University Dining made commitments to incorporate a re-usable take-out container program for dining units and catering. University Dining also made a commitment to add a Green Certified restaurant to dining operations for Fall 2010.

Children’s Center

In November, we welcomed Holly McFaul as our new Director. Holly has 15 years experience as an Early Childhood Educator — with almost eight years experience working in administration in campus-based, early education settings. One of Holly’s first steps was to make the Children’s Center curriculum more emergent and child

centered. As such, they looked for guidance and inspiration by examining the Lilian Katz and Sylvia Chard’s Project Approach to engaging children’s minds, by studying the Reggio Emilia approach to children’s self-guided curriculum, and through learning about Howard Gardner’s theory of Multiple Intelligences.

A focal point for the year was to “Make the Learning Visible” — documenting the learning that occurs in the classroom. By completing at least one documentation panel per month to showcase a project or a teachable moment, teachers’ focus was directed to the Wisconsin Model Early Learning Standards Training that specifies developmental expectations for children from birth through entrance to first grade. Teachers have been working to incorporate these standards into their documentation. Student Teacher’s Aides were also provided training on observational assessment and how to record an objective anecdotal note.

In January, the Children’s Center Family Advisory Committee was established. This committee is comprised of the Children’s Center Director and family members from each classroom. The committee acts in an advisory capacity to improve the quality of care and education provided to the children. With feedback from the families and staff, the existing fee structure, enrollment process and policies relating to families were revised to become more family and student centered. Additionally, handbooks and policies are being revised to align with family needs and to comply with the National Association for the Education of Young Children (NAEYC). Meetings were also held with the UW Police Department to review and improve the existing Emergency Procedures plan in place.

In terms of campus-wide collaboratives, a Children’s Garden was established. Jennifer Hahn, a secondary education student, taught three year olds how to compost using worms that eat left-over food from children’s mealtime. Pre-health administration students volunteered with the Make a Difference Day in April and built eight raised beds. Jackie Rawlings from Landscaping helped design the garden and secure materials. Children’s Center programs hosted students from numerous academic departments; had America Reads volunteers work with children twice weekly; and had collaborative meetings with Andersen Library staff and students from Latinos Unidos.

An ongoing need is for Center renovation, and discussions continue to identify ways to improve the overall health and safety of current spaces. Demand for program far exceeds the current usable space, and, in addition to indoor space, work is being done to find funding to design and create an outdoor learning environment.

Office of Student Life

It was with deep sadness that our University community experienced several student deaths this year. Among them were: Amy Krueger, Matthew Zastrow, Scott Meylink, and Tyler Slak. In all of these tragic events, Mary Beth Mackin demonstrated deep sensitivity and gracefulness in working with students' families and the University community to honor the memory and contributions of our students.

As for this past year, one major accomplishment was the conceptual development and successful funding plan for our UW-Whitewater Campus Assessment, Response and Evaluation (CARE) team. Comprised of numerous University stakeholders, this behavioral intervention team (1) conducts threat assessment functions when warranted, (2) conducts sex offender assessment as mandated by the UW System, (3) shares information among team members regarding troubled/troubling persons and, (4) monitors/assesses campus trends or events which may negatively impact campus safety. To accommodate the CARE team functioning, a position was created for an AODA Education Specialist/Case Manager, as well as bolstering counselor hours within the UHCS for AODA interventions and mandated assessments.

Work was completed this year on a revised staffing and response plan for the Sexual Assault Response Team (SART). Additionally, a new non-academic misconduct code was adopted by UW System, and work has been started to integrate new code components to the Maxient conduct database, information prepared to inform campus of the changes, and interviews arranged with the Royal Purple to answer common student questions.

University Health & Counseling Services (UHCS)

The UHCS had numerous goals for the year — foremost among them increasing the utilization rates of freshmen. Toward that end, a UHCS Open House attracted 250 students, faculty and staff members to learn more about their services. The majority of the students were recruited via New Student Seminar classes. Additionally, UHCS' involvement in Hawkfest resulted in distributing over 1,000 promotional items to freshmen students. As a percentage of overall utilization, the freshmen rate rose from the previous year's percentage of 3.2 to this year's 4.8%. In absolute numbers, freshman utilization was 231 students this year versus 135 students last year.

One significant accomplishment was The Working for Whitewater's Wellness (W3) Project. By capitalizing on the resources, talents, and passions of the Whitewater community, the W3 Project seeks to create a network of cooperation, innovation, and opportunity to promote wellness at multiple levels: Physical Activity, Obesity and Chronic Disease Prevention, Improved Nutrition, Mental Health, Spirituality, Purposefulness, and Social

Connectivity. An information session resulted in the formation of a participant database containing over 80 members, a steering committee that represents university, city and community leaders, and five content-specific committees to help implement a variety of interventions towards wellness. The steering committee is also working on two grants to help fund this community coalition.

UHCS played a critical leadership role in the UW-Whitewater pandemic response (H1N1). This included consultations with Chancellor's staff, implementing communications strategies with Marketing and Media Relations, developing campus-wide isolation policies, collaborating with faculty senate, coordinating with local and municipal agencies, and much more. The UHCS held 4 immunization clinics with a total of 1,111 immunizations administered, and coordinated the creation and distribution of ILI packets that helped prevent the spread of H1N1.

Numerous educational outreach efforts were employed: Student Health 101, presentations to New Student Seminars and Personal Health and Fitness Classes, a "Self Check In" found on the Admissions website, and more.

The UHCS experienced an increase of utilization related to mental health conditions. The number of appointments seen in Counseling Services has increased 30% over the past five years. The number of emergency sessions has increased by 146% in the past five years. The number of Health Services appointments related to depression and anxiety has increased by over 28% in the same time period.

Bookstore Services

Bookstore services worked to comply with requirements of the Higher Education Opportunity Act (HEOA) as they relate to textbook provisions. Specifically, they increased efforts to provide students with accurate course material information including ISBN and retail price when available and practicable for each course listed in the institution's course schedule. Additionally, they disseminated information to students on campus-based initiatives to reduce costs such as used books, guaranteed buyback, rental programs, e-books, print-on-demand, etc.

Bookstore services partnered with constituencies to serve our community: with Alumni Center and Alumni Advisory Board to create unique apparel designs for Alumni Golf Classic and other events; selling merchandise at Perkins Stadium with shared proceeds going to football program; providing "survival kits" for parents; providing graduation sashes for students; selling NCAA Football Championship commemorative books for Athletics; and much more.

Terri Meinel, Director of Bookstore Services, was selected to the National Association of College Stores (NACS) as Trustee Midwest, and serves on the Education Committee and Textbook Rental Taskforce.

Division Goals for 2010 - 2011

Student Affairs departments identified their unit goals for the coming year. In addition, through focused conversations held during Spring 2010, our Leadership Group developed Divisional goals that build upon and pull together departmental goals. These Divisional goals will be ongoing — not merely confined to the 2010 - 2011 academic year. Perhaps more than goals, they represent an “intellectual direction” for us. They connect and overlap with each other, and inherently include working with our University at large. They are:

Making Meaning: Helping Students to Connect (Integrate) Learning to Their Lives

Cultivating Depth: Prompting Campus-wide Conversations to Understand the Shared Educational Mission

Making Meaning

As the Leadership Group examined multiple documents related to our University’s future (i.e, the Baccalaureate Learning Outcomes, the Liberal Education America’s Promise [LEAP], the UWW Growth Agenda, and the SPBC goals), one word was common to them all: **integration**.

In her visit to the UW-Whitewater campus last Fall, Dr. Lee Knefelkamp spoke of universities’ liberal learning goals for students, and how the greatest challenge for institutions is in helping students to pull together (integrate) all of their disparate learning — in other words, helping students to make meaning of their experiences.

Furthermore, as stated by educator and researcher, Marcia Baxter-Magolda, “If learners are unsure of who they are or what they believe, they will find it difficult to pursue intellectual inquiry.” Thus, identity development is a fundamental prerequisite to student learning and students making meaning of their university experience.

While this work of “meaning making” occurs to some extent around campus already, our goals in relation to it include:

- identifying how meaning making occurs currently on campus and amplifying that work
- inviting students in dialogues on their learning and co-creating learning environments
- learning more about the concept of “self-authorship” and promoting its use throughout the Division/University
- helping students to capitalize on the learning benefits of diversity, and relating it to students’ self-identity

This work requires us to be co-learners with colleagues and students. Most importantly, this work helps us to embed meaning making approaches in students’ lives.

Cultivating Depth

The Student Affairs Work Group deliberations this year revealed several hungers by staff: a hunger for devoted time to reflection; a hunger for relationship outside of one’s department; and a hunger to understand more fully the work of colleagues — both within the Division and outside of it.

Accordingly, we will build upon these hungers in very intentional ways:

Liberal Education and America’s Promise (LEAP)

This past year, the UW-Whitewater Committee on Baccalaureate Learning Outcomes adopted the American Association of Colleges & Universities goals for liberal education — commonly referred to as LEAP.

To better understand LEAP as it relates to the work emanating from Student Affairs, we will:

- audit what we already do — how we contribute to LEAP
- build staff capacity for conducting assessment and align these efforts with understanding students’ lived experiences — as they relate to LEAP
- begin discussions with areas within Academic Affairs to develop collaborative assessment projects toward a comprehensive understanding of student learning and campus environments

Understanding Colleagues’ Work — Bridging Agendas

At UW-Whitewater, people are doing great work. Many of these individuals never call attention to themselves. To find and learn deeply about them and their work requires time, effort, and most importantly, a desire to do so. No agenda. No desire to pilfer their work. Just the desire to know and learn. We will adopt this approach to amplifying the work of others, to champion them — to represent others’ interests — to increase our worldview and to bridge multiple agendas.

Pictures by Numbers

UW-Whitewater Co-curricular Community Service Summary 2009-10 Academic Year						
Sponsoring Organizations:	Total Projects	Total Students	Total Hours	Total Agencies Served	Total Donations	Primary Other Donations
Student Organizations	59	950	7,264	41	\$41,324	Student Organizations collectively donated 91 lbs of food, and 1,500 lbs of clothes. Greek chapters collected 3,100 soda tabs; 1,013 lbs of food; and 278 lbs of clothes.
Greek Community	271	1,455	14,098	104	\$5,137	
America Reads	1	161	2,239	1	na	
Center for Students with Disabilities	1	68	695	1	na	na
Children's Center	1	38	800	1	na	na
Make a Difference Day	1	470	1,410	1	na	na
Residence Life, LIT, RHA, Jitters	30	940	2,835	na	\$9,345	Food & Clothing Donations
Student Conduct	1	39	1,270	na	na	na
SEAL Community Service Events	3	416	338	3	\$38,585	10,404 plastic bags; 88 Toys for Tots
Warhawk Ambassadors	1	24	100	1	na	na
2009-10 Totals	369	4,561	31,049	153	\$94,391	
Annual Comparison						
2001-02 *	178	2,112	19,619	68	\$33,838.90	<i>38 of 187 (20%) of the recognized student organizations & Greek chapters participated in service to community during 2009-10.</i>
2002-03 *	174	2,253	56,564	78	\$40,561	
2003-04 *	123	2,137	20,067	107	\$19,852	
2004-05	261	5,197	20,731	127	\$39,107.70	
2005-06	369	5,169	24,293	152	\$61,454.88	
2006-07	225	4,335	19,782	na	\$39,327.00	
2007-08 **	231	4,411	30,383	84	\$78,144.94	
2008-09	208	4,059	24,993	133	\$97,640.80	
2009-10	369	4,561	31,049	153	\$94,391	
* Did not include data from Residence Halls and Student Conduct.						
** New data reported in 2007-08. Volunteer data was added for the Children's Center, Center for Students with Disabilities, and the Warhawk Ambassador Program						

University Benchmark Data 2009-10 Student Participation Data		
Undergraduate Participation in Co-Curricular Programs		
2009-10 Benchmark Goal: 8,000 Students		
	2009-10 Student Participation	2008-09 Student Participation
Co-Curricular Involvement Category:		
<i>Student Organization Membership</i>	6,059	4,870
<i>Intercollegiate Athletics</i>	589	591
<i>Arts (Music, Theatre/Dance, Art, and Young Auditorium)</i>	1,368	1,279
<i>University Programs (Leadership Program, Spirit Program, Wheelchair Athletics, University Programs, & Governance)</i>	<u>1,931</u>	<u>1,854</u>
Total Student Participation:	9,947	8,594
Hours of Co-Curricular Community Service by Students		
2009-10 Benchmark Goal: 25,000 Hours of Service		
Academic Year:	Total Hours	
2003-2004	20,067	
2004-2005	20,731	
2005-2006	24,293	
2007-2008	30,383	
2008-2009	24,993	
2009-2010	31,049	

Pictures by Numbers

UHCS - Health Services Utilization						
	2006 - '07	2007 - '08	2008 - '09	2009 - '11		
Freshman	119	172	135	231		
Sophomore	287	318	664	1316		
Junior	215	491	814	879		
Senior	2743	2632	2083	1655		
Graduate	453	366	282	289		
Other	143	106	89	107		
Staff/not indicated	171	157	152	339		
TOTAL	4131	4242	4219	4816		
Freshman utilization as a percentage of overall utilization	2.88%	4.05%	3.20%	4.80%		

UHCS - Counseling Services Utilization				
Frequency Count of:	2006 - '07	2007 - '08	2008 - '09	2009 - '11
Students Seen	607	611	691	659
Counseling Sessions	2661	2572	2696	2712
Emergency Sessions	79	76	110	101
Psychiatric Visits	95	95	43	97
Medical appointments for depression and/or anxiety	454	489	431	513

Center for Students with Disabilities 2009 - 2010		
Disability Category:		Students
Visual		11
Hearing		12
Mobility		60
ADD/ADHD		93
Learning Disability		208
Psychiatric Disability		39
Asperger's/Autism		37
Traumatic Brain Injury		15
Other Head Injury		90
Temporary Disability		7
TOTAL		572

CSD Services:

- proctored 1,581 individual exams
- Adaptive Transportation provided 4,410 rides
- Alternative media served 188 students:
 - 655 textbooks were requested and converted
 - 296 textbooks
- In-class aides were provided to 15 students
- 2,192 hours of services were provided
- 129 students used note taking services

Summer Transition Program

- 100% retention Fall to Spring
- 83% retention from first year to second year

Number of students in Project ASSIST: 89
provided 4,854 hours of tutoring

- CSD employed 149 student employees
- 701 volunteer hours were provided to CSD by 98 students

CSD provided targeted tutoring for developmental course work to 40 freshman/sophomore students

Course	Hours of Tutoring	Passed	Failed
Math	950	35	17
English	798	55	3
Business	379	6	1

Pictures by Numbers

University Report on Underrepresented Student Involvement in Activities — 2009 - 2010 Academic Year

University Programs Involvement Participation Summary for 2009-10 Academic Year						
		Gender		Ethnicity		Total Participants
		Female	Male	Students of Color		
				White	White	
SEAL Executives		8	3	1	10	11
Homecoming Steering Committee		25	4	3	26	29
Resource Centers Staff		8	5	9	4	13
Hawk Squad		5	5	1	9	10
Peer Mentors		62	30	2	90	92
Arts		803	565	176	1192	1368
TOTALS:	2000-01	122	81	12	165	183
	2001-02	141	85	29	197	228
	2002-03	393	314	93	604	707
	2003-04	442	294	129	607	736
	2004-05	466	323	111	678	789
	2005-06	438	314	88	686	754
	2006-07	494	323	75	742	817
	2007-08	526	398	99	820	1,559
	2008-09	nr	nr	nr	nr	1,525
	2009-10	911	612	192	1,331	1,523

Recognized Student Organizations Participation Summary for 2009-10							
		Gender		Ethnicity		Total Participation	
		Female	Male	Students of Color			
				White	White		
TOTALS:	2000-01	149 orgs	2,896	1,922	782	3,722	4,511
	2001-02	155 orgs	2,380	2,976	576	4,780	5,356
	2002-03	160 orgs	2,364	2,151	805	3,732	5,030
	2003-04	164 orgs	2,966	1,914	1,019	3,861	4,880
	2004-05	170 orgs	2,931	2,294	1,009	4,206	5,215
	2005-06	171 orgs	2,744	2,321	1,065	4,000	5,065
	2006-07	170 orgs	2,853	1,984	894	3,943	4,837
	2007-08	167 orgs	3,008	2,452	1,028	4,432	5,460
	2008-09	189 orgs	2,528	2,352	999	3,871	4,870
	2009-10	187 orgs	3,231	2,826	1,176	4,883	6,059

Community Service Involvement Participation Summary for 2009-10 Academic Year						
		Gender		Ethnicity		Total Participants
		Female	Male	Students of Color		
				White	White	
America Reads		-	-	-	-	161
Children's Center		-	-	-	-	38
Center for Students w/Disabilities		-	-	-	-	68
Make A Difference Day		-	-	-	-	470
Residence Life Service		-	-	-	-	940
SEAL		-	-	-	-	418
Student Conduct		-	-	-	-	39
Student/Greek Organizations		-	-	-	-	2,405
Warhawk Ambassadors		-	-	-	-	24
TOTALS:	2001-02	-	-	-	-	2,448
	2002-03	-	-	-	-	1,997
	2003-04	-	-	-	-	2,386
	2004-05	-	-	-	-	5,218
	2005-06	-	-	-	-	5,192
	2006-07	-	-	-	-	4,399
	2007-08	-	-	-	-	4,411
	2008-09	-	-	-	-	4,059
	2009-10	nr	nr	nr	nr	4,561

Recreation Sports Involvement Participation Summary for 2009-10 Academic Year						
		Gender		Ethnicity		Total Participation
		Female	Male	Students of Color		
				White	White	
Memberships:						
TOTALS:	2002-03	-	-	-	-	3,840
	2003-04	1,979	1,902	230	3,851	3,881
	2004-05	2,245	1,997	339	3,903	4,242
	2005-06	2,185	2,520	361	4,344	4,705
	2006-07	2,228	2,677	418	4,487	4,905
	2007-08	2,315	2,798	428	4,882	5,110
	2008-09	2,574	3,267	432	5,409	5,841
	2009-10	2,410	3,331	413	5,338	5,741
Headcounts						
	University Fitness	11,850	15,478	nr	nr	27,328
	Weight Room	27,500	61,684	nr	nr	89,184
	Group Fitness	7,216	2,036	nr	nr	9,252
	Pool	4,832	6,848	nr	nr	11,680
	Open Recreation	11,216	42,126	nr	nr	53,342
	Intramurals	392	3,918	nr	nr	4,310
	Club Sports	225	337	31	531	562
	Wheelchair Athletics	138	290	40	388	428
	Spirit Program	16	49	1	64	65
TOTALS:	2002-03	79,083	108,641	nr	nr	187,924
	2003-04	75,588	103,621	nr	nr	179,209
	2004-05	71,530	116,552	361	5,185	188,082
	2005-06	67,859	105,375	383	5,323	173,234
	2006-07	80,857	88,697	50	384	175,151
	2007-08	59,052	122,558	nr	nr	181,608
	2008-09	66,007	120,240	nr	nr	186,247
	2009-10	63,385	132,766	nr	nr	196,151

Leadership Program Involvement Participation Summary for 2009-10 Academic Year						
		Gender		Ethnicity		Total Participants
		Female	Male	Students of Color		
				White	White	
Bookstore Managers		1	3	0	4	4
Diversity Advocates		3	3	2	4	8
Greek Leadership Training		nr	nr	nr	nr	225
RA Staff		55	55	14	96	110
U LEAD		51	26	12	85	77
Leadership Assistants		8	5	9	4	13
Leadership Conference		nr	nr	nr	nr	358
Leadership Education Program		nr	nr	nr	nr	240
Warhawk Ambassadors		14	10	5	19	24
TOTALS:	2000-01	166	97	17	247	283
	2001-02	143	90	30	203	233
	2002-03	125	84	26	183	209
	2003-04	109	74	21	162	183
	2004-05	172	72	23	221	244
	2005-06	112	75	29	158	352
	2006-07	134	82	35	181	216
	2007-08	190	107	44	253	757
	2008-09	-	-	-	-	835
	2009-10	nr	nr	nr	nr	1,057

On-Campus Student Employees Participation Summary for 2009-10 Academic Year						
		Gender		Ethnicity		Total Participation
		Female	Male	Students of Color		
				White	White	
On-Campus Stu. Employment						
TOTALS:	2001-02	1,444	916	301	2,059	2,360
	2002-03	936	882	178	1,420	1,598
	2003-04	1,224	897	293	1,828	2,121
	2004-05	991	751	221	1,521	1,742
	2005-06	1,112	839	255	1,896	1,951
	2006-07	1,119	879	263	1,735	1,998
	2007-08	1,055	844	283	1,616	1,899
	2008-09	1,037	904	232	1,337	2,002
	2009-10	962	749	244	1,467	1,711
Chartwells Student Employment						
TOTALS:	2001-02	162	136	48	250	298
	2002-03	145	133	42	236	278
	2003-04	171	129	45	255	300
	2004-05	85	76	30	131	161
	2005-06	85	103	48	140	188
	2006-07	71	82	38	115	153
	2007-08	89	90	29	150	179
	2008-09	112	110	39	183	222
	2009-10	123	118	45	196	241
Total On-Campus Student Employment						
	2009-10	1,208	1,616	289	1,663	1,952

University Governance/Committee Involvement Participation Summary for 2009-10 Academic Year						
		Gender		Ethnicity		Total Participants
		Female	Male	Students of Color		
				White	White	
Res Hall Conduct Board		7	8	4	11	15
Whitewater Student Government		9	14	3	20	23
Leadership Involvement Team		80	36	15	81	96
Residence Hall Association		32	17	3	46	49
Greek Governing Councils		15	11	5	21	26
SUFAC		4	5	1	8	9
University Center Board		6	2	1	7	8
TOTALS:	2000-01	82	65	17	130	147
	2001-02	78	90	18	150	168
	2002-03	74	74	19	129	148
	2003-04	75	58	17	116	133
	2004-05	79	69	27	121	148
	2005-06	55	75	17	113	130
	2006-07	63	70	21	112	133
	2007-08	128	95	26	191	217
	2008-09	203	127	47	283	330
	2009-10	133	92	30	195	226

Intercollegiate Athletics Involvement Participation Summary for 2009-10 Academic Year						
		Gender		Ethnicity		Total Participants
		Female	Male	Students of Color		
				White	White	
TOTALS:	2000-01	213	288	32	469	501
	2001-02	228	297	38	487	525
	2002-03	219	295	38	476	514
	2003-04	226	301	39	488	527
	2004-05	230	279	48	461	509
	2005-06	229	307	47	489	536
	2006-07	290	269	46	513	559
	2007-08	286	310	47	549	596
	2008-09	274	317	62	520	591
	2009-10	270	319	63	525	589