

Higher Learning Commission
Self-Study Questionnaire/Report for Non-Instructional Units

Non-Instructional Unit: Office of Student Life

Individual(s) Completing the Questionnaire/Report: Tisa Mason

BACKGROUND INFORMATION

1. Describe in a paragraph or two what your unit does (i.e., the services it provides).

The Office of Student Life is responsible for making connections with faculty and staff that relate to student learning and success. The staff of the Student Life area brings people together to address the student learning environment. They encourage students, faculty and staff to get actively involved in their University and the community, and to become engaged in their teaching/learning in the classroom, through service opportunities, in out-of-class activities, and in student employment.

Specific areas of responsibility include coordinating commencement ceremonies, advising the Whitewater Student Government, providing critical incident stress debriefing, processing medical withdrawals, serving as an ombuds function, responding to student death or other student tragedies, reporting and responding to sexual assault, implementing a student conduct program, providing records checks, reporting federal and state crime statistics, overseeing parental notification, supervising the student assistance program and alcohol and drug education efforts.

2. Who is/are the constituency/ies you serve, and approximately how many of each constituency do you serve annually? (e.g., students, academic departments, classified staff, etc.)
 - Students – 5,000
 - Students' families – 2,250
 - Faculty/staff - 375
 - Community - 100

3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by answering the questions below:

Human Resources

Evaluate the general adequacy of the human resources (i.e., the # of employees (including student help) and their skills) relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (**completely inadequate**) to "9" (**completely satisfies needs**).

1-9

Human Resources for Student Life: 6

The Office of Student Life is staffed adequately to meet minimum areas of responsibility.

Physical Resources

Evaluate the general adequacy of the physical resources (e.g., office and storage space, supporting technology, other equipment) allocated to the unit relative to the unit's ability to serve the constituencies

identified above and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

1-9

Physical Resources for Student Life: 5

Physical resources are adequate. The UC project is designed to merge the physical space of Student Life and New Student Programs. This merger will improve our physical space.

Fiscal Resources

While recognizing that every unit would benefit from a larger budget, evaluate the general adequacy of fiscal resources allocated to the unit to serve its constituencies and achieve other programmatic goals by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

1-9

Fiscal resources for Student Life: 6

The Office of Student Life is funded adequately to meet minimum areas of responsibility.

4. In a paragraph or two, overview significant changes made in your unit since 1996 (i.e., the last North Central Association Accreditation Visit). (e.g., re-organized, key staff changes, change in purposes, etc.)

The Office of Student Life was created in 1998 to integrate functions within the Division of Student Affairs and with key units across campus, for the purpose of enhancing student learning and success.

MISSION & PLANNING

5. In a paragraph or two, describing any significant projects/initiatives that your unit is planning or currently has underway, but has not yet completed.

Completing the installation of a comprehensive judicial data base
Working with the student government to develop a graduate gift program
Revisiting the UWW Guide for Citizenship to evaluate alignment with the UWW mission statement and core values
Collecting base-line data on alcohol and drug arrests
Developing an alcohol and drug peer educator program
Establishing community partnerships with area sexual assault/domestic violence service providers

6. Below are five "core values" the University identifies as central to its purposes and operation. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your unit (i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your unit receiving more points).

Core Value	Importance (100 points)
Commitment to the pursuit of knowledge and understanding	5
Development of the individual	30
Personal and professional integrity	30
Commitment to serve	5
Commitment to develop a sense of community, respect for diversity, and global perspectives	30
Total=	100 points

7. Each and every academic and non-academic unit engages in planning for the future. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your unit (i.e., take a hypothetical 100 points and distribute them among the planning variables listed below, with those variables playing the larger role in your unit’s planning efforts receiving more points)

Planning Variables	Importance (100 points)
The mission of the university or the unit	10
Academic assessment data/information relevant to student performance against learning outcomes	15
Other data/information gathered relevant to performance (e.g., Audit & Review feedback)	20
Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)	10
Campus trends (e.g., changes in university-initiated needs and demands)	20
Technology trends (e.g., technology developments that affect delivery of service)	2
Professional trends (e.g., changes evident at other universities/colleges)	15
Available human resources (e.g., # of employees, talents, etc.) within the unit	2
Available financial resources (e.g., budget, available and accessible \$)	5
Available physical resources (e.g., space, existing technology, etc.)	1
Other:	
Total=	100 points

8. Does your unit have a mission statement?

Yes

If you answered “yes,” please list the mission statement here. or, if your mission statement can be accessed on the web, please list the URL here.

The Office of Student Life is responsible for making connections with faculty and staff that relate to student learning and success. The staff of the Student Life area brings people together to address the student learning environment. They encourage students, faculty and staff to get actively involved in their University and the community, and to become engaged in their teaching/learning in the classroom, through service opportunities, in out-of-class activities, and in student employment.

If you answered “yes,” please describe how, if at all, this mission statement plays a role in your unit’s planning and/or decision-making.

New initiatives are evaluated against the Department, Division, and University mission statements to ensure alignment.

OPERATION AND PERFORMANCE

9. What are the major or measurable objectives of the unit?

➤ Establishing initiatives focused on fostering student learning

- Designing initiatives to promote student success by identifying the intersections, interactions, and feedback between students and the multiple components of their environment
- Intentionally developing opportunities for students to engage in an educationally purposeful community
- Establishing and sustaining effective supervision of Student Life Departments (Career Services, Center for Students with Disabilities, Leadership Development, New Student Programs, Project Assist, and University Health and Counseling Services)

10. What outcome measures (i.e., data, information) provide evidence that your unit's objectives are being met?

The objectives directly relate to the Office of Student Life's primary responsibilities and services as outlined below.

- Managing student behavior issues and providing educationally based sanctions through judicial services
- Assisting faculty in managing academic misconduct and class room disruption issues
- Providing ombuds service to students and families
- Intervening in suicide threats, alcohol and drug abuse/overdose, sexual assaults, and other significant student mental health issues
- Responding to student deaths, crises, and incidents
- Coordinating medical withdrawals
- Providing critical incident stress debriefing services
- Overseeing key interdepartmental priorities such as Orientation, First Year Experience, and Integrated Programming
- Coordinating commencement
- Fulfilling federal and state reporting mandates
- Implementing the parental notification process
- Ensuring the alignment of all student life departments with the major objectives of the Office of Student Life
- Facilitating effective staff development, budget development, and outcomes assessment for all student life departments

Data collected in support of the outcomes includes:

Judicial Complaints Handled

	1999-2000	2000-01	2001-02	2002-03	2003-04
UWS Complaints Against Individual Students	219	224	228	250	290
Complaints Against Student Organizations	5	16	5	7	5

Ombuds Work – Number of Student Contacts

1999-2000	2000-01	2001-02	2002-03	2003-04
130	220	226	201	212

Student Deaths

1999-2000	2000-01	2001-02	2002-03	2003-04
5	1	3	7	5

Medical Withdrawals Granted

	1999-2000	2000-01	2001-02	2002-03	2003-04
Summer	3	0	2	2	3
Fall	21	12	31	36	24
Spring	31	24	23	30	16
Total	55	36*	56**	68	43

*Six additional medical withdrawals were granted retroactively (three for the fall and 3 for the spring)

**Five additional medical withdrawals were granted retroactively (two for the fall and three for the spring)

Commencement Statistics

May commencement includes summer graduates

Ceremonies	Total # of Graduates
December 1999	624
May 2000	1293
December 2000	636
May 2001	1184
December 2001	640
May 2002	1146
December 2002	757
May 2003	1237
December 2003	634
May 2004	1314

Sexual Assaults Reported to the Office of Student Life

1999	12
2000	15
2001	7
2002	20
2003	15

11. Related to question #10, does the unit regularly collect data/information to evaluate how effectively it serves its constituency(ies)? (This might include surveys of constituencies.)

Yes

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

- See Charts above
 - Surveys conducted as part of the OPR
 - Additional Student Life assessments are being designed include an AODA study, a medical withdrawal survey, and a judicial survey
 - Student Life is also participating in division wide data collection including: preparing inventories of community partnerships, professional development activities, programs/services utilized by the community, multicultural artwork and products available, and collaborative programs; reporting on the involvement of underrepresented students in activities; reporting on changes made to enhance safety and security; and providing retention rates for student employees
12. In a paragraph or two, describe specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in the preceding questions. Please be specific.
- Purchasing the comprehensive judicial data base
 - Developing a judicial services survey
 - Developing a medical withdrawal survey
13. Please provide a list of services, if any, that your unit provides for constituencies that are external to the university.
- Critical Incident Stress Debriefing
14. Please list any partnerships your unit has developed with the community (external to the campus, at the local, national, or global-level).
- Various emergency services in Jefferson and Walworth Counties
 - Fort Atkinson Memorial Health Services
 - Association for the Prevention of Family Violence (Walworth County)
 - Several members of the community serve on the AODA Coalition
 - Several members of the community serve in the Critical Incident Stress Debriefing Team

STUDENT LEARNING (COMPLETE THIS SECTION ONLY IF YOUR UNIT HAS AS PART OF ITS MISSION OR PURPOSES THE DEVELOPMENT OF STUDENTS)

15. If your unit serves students as its primary constituency, does the unit have learning or development-related objectives relevant to its work with students? That is, does your unit expect that students will acquire certain knowledge or skill sets as a direct result of working with your unit or its programming?

Yes

If "yes," please list these outcomes/objectives.

- **Judicial:** Gain an understanding of University expectations and develop the ability to identify and make alternative decisions
- **AODA:** Increase knowledge of alcohol and other drugs and gain the ability to make healthy life decisions
- **Student death/tragedies** – effectively manage the grieving process
- **WSG** – be able to identify student issues and compare and contrast opposing arguments for solutions to those issues

16. Does the unit use data/information to evaluate the extent to which these learning or development-related objectives are, or are not being met?

Assessment instruments are currently being developed to better evaluate these outcomes

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

17. What specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in question #15? Please be specific.

An alcohol and drug education model was developed for the New Student Seminar
The creation of a counseling bereavement group

SELF-EVALUATION

Strengths

18. List and prioritize no more than three primary strengths that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your unit do very well? What good things do people say about your unit? How has your unit aided the campus in meeting its mission? In what ways has your unit "gone beyond the call of duty?"

After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

1. Specific Strength: [Coordination of commencement ceremonies](#)
 - Supporting Evidence: [adapted to field house venue to accommodate more participants, streamlined procedures, cut costs, purchased projector and screen to reduce rental fees, improved sound](#)
2. Specific Strength: [Response to student death/tragedies](#)
 - Supporting Evidence: [Receipt of notes of gratification from family and friends of the deceased](#)
3. Specific Strength: [Parental notification](#)
 - Supporting Evidence: [Comments from parents](#)

Concerns

19. List and prioritize no more than three primary concerns that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a unit, avoid doing, even though we know it's important?

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your unit has already begun, actions being planned, or preliminary thinking about how to address the area of concern.

1. Specific Concern: [Lack of benchmarking data for judicial services](#)
 - Supporting Evidence: [Lack of data](#)
 - Recommended Actions: [Purchase and installation of a comprehensive judicial data base](#)
2. Specific Concern: [Efforts in working with student issues tend to rely upon re-active measures](#)
 - Supporting Evidence: [Lack of data regarding student issues and campus trends that may impact services, programs, and general student life](#)
 - Recommended Actions: [Convene a team to meet regularly to discuss student issues, behaviors, and campus trends; compile data annually; develop initiatives](#)
3. Specific Concern: [Lack of awareness of services provided by the Office of Student Life](#)
 - Supporting Evidence: [Student Life OPR](#)
 - Recommended Actions: [Increase the visibility of the dean; expand collaborative efforts aimed at student success; merge physical space of the Student Life office and New Student Programs; increase marketing and educational efforts](#)

