

## Division of Student Affairs Annual Report Executive Summary

At the end of each fiscal year, DSA requires all units to submit an annual report that makes note of utilization numbers, major accomplishments, challenges, future goals, and other relevant information. This year, units were asked to report on contributions to the Marquette's Strategic Plan as well. A summary of these contributions, accomplishments, challenges, and goals follows. In order to be brief, not all units' Strategic Plan contributions are documented in this summary. The Division of Student Affairs full annual report can be requested through the Office of Student Affairs.

### Challenges

One of the greatest challenges facing Student Affairs is that of shrinking budgets. Student needs have increased over time but the funding needed to meet these demands has not kept pace. In fact, there have been no overall spending increases in over 15 years. This is putting a strain on the division's ability to deliver first rate programs and services and may eventually lead to some efforts being abandoned altogether.

Space is another area of challenge for departments in Student Affairs. The Counseling Center, Medical Clinic, Rec Center, and O'Donnell Hall all are not ADA compliant, and bringing the facilities up to code is beyond our fiscal resources. Additionally, given the Strategic Plan's emphasis on diversity and inclusion, space needs for the Center for Intercultural Engagement should be re-evaluated. Based on student focus groups and physical space evaluation, there is a high demand for student organization meeting space, tutoring space, resource library, study space, technology space, program assistant work space, staff conference room, staff lounge, and programming space. The volume of students visiting the Center and using its services has drastically increased in the last year. The Center services over 60 students a day on average. This number does not account for evening and late night meetings/ events held by cultural student organizations. With the HSI institutional goal, we can anticipate a higher volume of Hispanic students utilizing our programs and services.

Staffing in the Counseling Center was also a challenge this year. Although there was a slight increase in the number of students seen (2.9%), the amount of service declined somewhat (e.g., average session amount declined to 4.0 from 4.5). This change is likely due to the departure of 3 staff members. Staff left for different reasons but one common issue is the limited salaries offered, especially for 10 month positions. Mental health workers are typically able to double their salary by seeking employment outside the university. This exiting of staff could have severely impacted the delivery of service to students, and did become quite burdensome for administrative staff. Staff, student and faculty also are affected by the loss of trusted relationships with counselors built up over the years. The literature is clear that counseling helps to improve academics and retain students. A 2012 National Alliance on Mental Illness study found that 63% of students who dropped out of college cite a mental health concern as the reason for dropping out. The Counseling Center's outcome data demonstrate that roughly 47% of students made significant improvement in their levels of distress.

### Future Plans

Many of the objectives and tactics outlined by Marquette's Strategic Plan are academically oriented. Student Affairs units fulfill student service and support roles that assist students in their academic pursuits. The division plans to revisit its strategic plan in FY17 in order to align it more closely with the objectives and tactics outlined by the university's plan.

## Strategic Plan Alignment

### Theme 1: Pursuit of academic excellence for human well-being

#### **Objective: Enhance the quality and rigor of our undergraduate and our graduate programs**

#### **Tactic: Continue to assess and improve the quality of our academic programs through a comprehensive program review process**

- ▶ The Division of Student Affairs has a regular cycle of program review for functional areas within the purview of the Division. The year-long review process consists of a self-study, campus review, and external review. Following the review, the self-study team creates an action plan in response to campus and external review reports and engages in a 1-year follow up with Divisional leadership to monitor progress and challenges in implementing the action plan. Two functional area reviews are completed annually. During AY15-16, both the Alumni Memorial Union and Office of Residence Life were reviewed. Final reports and action plans are anticipated to be completed during the Fall 2016. Previous years reviews included: Orientation Programs in

2014-15, Catholic Mission in Student Affairs in 2014-15, alcohol/other drug programming (AODP) in 2013-14, Recreational Sports in 2012-13, and the Counseling Center in 2012-13. Reports are available at [marquette.edu/dsa/assessment/program-review.shtml](http://marquette.edu/dsa/assessment/program-review.shtml).

**Tactic: Identify the needs of and ensure academic support opportunities for students, especially higher-at-risk, first-generation and underrepresented students**

- ▶ The AMU made updates to the Commuter Student Lounge as well as other areas of the building to allow for more study space.
- ▶ Marquette University Medical Clinic (MUMC) provided alcohol and other drug intervention programs to high-risk students.
  - BASICS: 107 students were referred to one on one alcohol brief motivational interviewing occurring over two sessions.
  - CHOICES: 127 students were referred to a group alcohol intervention program occurring over one 90-minute session.
  - CASICS: 11 students were referred to one on one drug brief motivational interviewing occurring over two sessions.
  - Bystander intervention training: 81 students were referred to one conduct/complicity-focused training session lasting 60 minutes.

Challenges: Individual and group level interventions are critical. Yet too many MU students drink to excess, which results in significant academic, social, financial and physical consequences. Strategies to reduce student high-risk alcohol use will require bold and creative strategies and a commitment by the administration to change the university culture and provide the necessary resources to impact change.

- ▶ The conduct process continues to take advantage of its unique form of interaction with students, who at times may be higher-risk, to identify and ensure they have the adequate support to be successful, both academically and otherwise.
- ▶ The Campus Assessment Response and Education (CARE) Team serves to provide early intervention so that students can obtain the necessary resources and treatment needed in order to enhance their academic success at Marquette University.
- ▶ In AY15-16, the Title IX Sexual Harassment, Discrimination and Sexual Misconduct Policy was revised and implemented. The new Policy reflects best practices in Title IX complaint investigation, complaint resolution and appeals processes. Title IX Policy training was also extended across the university. As a result of the new policy, training, and expanded reporting options, over 50 individuals have come forward to report alleged harassment, discrimination or sexual misconduct. Some explanation is warranted here. This number does not represent all the individuals who engaged in advocacy services (93). Comparing this number to last year is somewhat difficult because reporting was much different. Last year, there were 76 reports that were shared with Student Affairs that fell within harassment, discrimination or sexual misconduct categories. Because our reporting will not change in AY16-17, we will be able to compare these numbers more appropriately and better assess our methods. Other goals include extending Title IX training to the Greek community, implementing a year-round sexual assault prevention education curriculum for incoming students, and creating a curriculum for juniors and seniors.
- ▶ In collaboration with various departments, Intercultural Engagement provides educational panels and one-on-one mentoring related to graduate school, graduate assistantships, service abroad. Representatives from agencies such as College Possible, City Year, Teach for America, and others visit the Center for Intercultural Engagement to talk to students. Additionally, Intercultural Engagement coordinates a textbook borrowing program for students who may struggle with the cost of textbooks.

**Objective: Engage students in high-impact educational experiences**

**Tactic: Develop scaffolding opportunities for high-impact educational experiences, beginning with a first-year learning seminar and living/learning communities, evolving to opportunities for study abroad, service learning, undergraduate research, internships and, where appropriate, capstone experiences**

- ▶ Learning communities are among high-impact practices. The Office of Residence Life houses eight living-learning communities: The Global Village, Nursing, Engineering, Dorothy Day Social Justice, Spanish Language and Cultures, First and Second Year Honors, and Inclusive Leadership CommUNITY, which in and of itself incorporates three high impact practices (it is a first-year experience it is a learning community, and it is a diversity/global learning program). Of these, CommUNITY and Dorothy Day Social Justice have a distinct classroom component. During AY15-16 programs were expanded to offer a Sophomore Honors community and, in partnership with the Spanish department, a Spanish Language and Cultures community. Despite adding two LLPs aimed at sophomore students, there is still a relatively low percentage of MU students who know about or participate in LLPs. LLPs need greater support from the academic side of campus along with greater long-range plans and marketing from the Student Affairs/Residence Life side.
- ▶ The Office of Student Development delivered the SERVE program to 20 first-year students providing a justice-focused framework for service, space for personal reflection, connections to future service opportunities, and a community of service-minded peers. Additionally, the STAR freshmen leadership program is offered fall and spring, and Companions in Leadership program is offered to juniors and seniors in spring semester.
- ▶ A first-year experience course is being piloted in fall 2016. Curriculum will include content on transitions to college, academic success, and other factors known to affect student retention and persistence.

**Tactic: Develop frameworks for students to leverage, document and intentionally integrate their high-impact educational experiences within the trajectory of their chosen careers and to develop lives of meaning**

- ▶ DSA Assessment Committee members were involved in a collaborative project with faculty and students within Marquette's Master of Education in Student Affairs Higher Education program. Graduate students conducted analysis of the divisional surveys (AMU Assessment-2015) and presented results as a class project.
- ▶ MUMC employed 9 students as Wellness Peer Educators (WPE), who developed and implemented programs emphasizing areas of wellness (topics that were indicated by Marquette students as areas of interest). The WPE facilitated 60 programs in the residence hall during the academic year focused on mind, body and spirit, and covering the following topics: sleep, nutrition, stress management/anxiety reduction, bystander intervention, self-defense, sexual health, mindfulness/meditation, alcohol and other drugs. Additionally, stress reduction methods in the form of yoga and meditation are two preventive measures used by MUMC to prevent or at least ameliorate the effects of chronic stress on human physiology. During the academic year a total of 442 unique MU students participated in yoga and meditation classes offered by MUMC.
- ▶ Sexual Violence Prevention and Advocacy Services developed a plan and an opportunity for students to participate in structured prevention education in the 2016-17 academic year as trained Peer Educators.
- ▶ Under the guidance of the Office of Student Development, several Greek organizations have established Academic Support Plans that include providing support through study hours, holding workshops for members related to academic topics like study abroad, major selection, study tips, internship opportunities, and career path.

**Theme III: A culture of inclusion**

**Objective: Foster a community culture that values, respects, welcomes, and promotes a sense of belonging**

**Tactic: Engage all members of the campus community in dialog with one another on topics that promote a community culture that values, respects and promotes a sense of belonging**

- ▶ The AMU's Spring Student Manager Training, themed "Invitation," focused on elements of the Climate Study and how students/departments can create a sense of belonging by encouraging elements of invitation for others to be part of their area or activities
- ▶ This year the Community Standards meeting, held by all RAs in the first few weeks of the fall semester, was redesigned with the specific intent to address issues of inclusivity and create a sense of belonging among floor communities. Each RA was responsible for facilitating the activities/discussions on their individual floors. The challenges of this model are that RAs have varying levels of comfort or understanding of these important issues.

Additionally, each student is coming into the discussion with different perspectives and basis of understanding that shapes the quality of the conversation in the hall. Despite these challenges, we received positive feedback from both staff and residents on this more structured experience. Future directions include further training to increase RAs' and Residence Hall Directors' comfort facilitating discussions and promoting a dialogue around issues of inclusion and diversity.

- ▶ The Office of Student Development collaborates with student organizations such as African Student Association and Sigma Lambda Beta to host events alongside MUSG and Late Night Marquette that engage the Marquette community in fostering an environment of cultural understanding and awareness.
- ▶ Sexual Violence Prevention and Advocacy Services engaged the Marquette Community in events and conversations during October and April to raise awareness about sexual violence, including poster campaigns, awareness displays, film screenings and talkback discussions.

**Tactic: Provide opportunities and encourage all members of the campus community to further develop their cultural, multicultural and intercultural competencies**

- ▶ An LGBTQ Resource Center opened on the first floor of the AMU in fall 2015. The creation of center was a development that came out of a difficult campus community situation the previous academic year, when a student-painted mural was removed from the former Gender and Sexuality Resource Center and the GSRC reorganized. In order to engage the issue of the mural and GSRC, Student Affairs participated in discussions with many campus constituents to create the new center and partnered with MUSG in listening sessions and dialogue dinners to give people the opportunity to share their narratives and move forward in shaping what campus looks like. Future plan include partnering with Academic Affairs and MUSG to sponsor a series of film showings and discussions on race in America throughout the coming academic year.
- ▶ Additionally, the AMU added a plaque with explanation of the Marquette seal and the Miami tribe's involvement as guides with Father Marquette's exploration, included the State of Palestine flag in the 2nd floor international flag collection representing countries of origin where students and staff are either from, or currently studying abroad, and an all gender restroom is being installed over summer 2016.

**Tactic: Encourage growth of student chapters of professional organizations, particularly those focused on underrepresented student populations that enhance student engagement, student success and student-professional networking**

- ▶ The programs and services of Intercultural Engagement include all student populations, but particularly historically underrepresented groups who have struggled to achieve in higher education. Programming promotes identity development, cross-cultural connections, a sense of belonging, and respect for diversity. Our monthly programming is designed for audiences who can strengthen their sense of belonging, but also for those who lack cultural competency. We advise and mentor mostly underrepresented student organizations and provide financial support for diverse students to attend identity development conferences such as the Indigenous QPOC Midwest Conference, USHIL, Black Solidarity Conference, and others. One challenge is the need to come together as a campus and create a diversity calendar to avoid repetition. Additionally, diversity offices and some of the diverse campus advisors need to work in collaboration to resolve student issues together as a campus community. Some diversity areas have become somewhat territorial.
- ▶ Coordinated primarily by Student Affairs, Diversity Advocates training has been offered for students, staff and faculty to increase the environment of cultural sensitivity. (About 85 staff and faculty attended the DA training last year.)
- ▶ A number of new student organizations were recognized this year: Caribbean (and surrounding islands) Club, Association of Women in Math, Golden Eagles for Israel, Korean Club, and Hindu Study Group.

**Objective: Engage diverse communities beyond the boundaries of our campus**

**Tactic: Through community groups, such as the Near West Side Partners (NWSP), and other initiatives, such as Promoting Assets and Reducing Crime (PARC), strengthen partnerships that enhance our neighborhoods and communities**

- ▶ Intercultural Engagement has partnered with the Southeastern Oneida Tribal Services, Mexican Fiesta, Boys & Girls Club, College Possible, and a couple of other organizations to enhance the community.

- ▶ On July 21 the Conference Services interns will lend a hand at United Way's annual Intern Day of Action, an initiative that provides college student interns from the broader Milwaukee area the chance to get involved in local volunteer experiences impacting the local community.
- ▶ Five MUMC staff members provided bystander intervention training in January 2016 to 100 staff and students at Pulaski High School in Pulaski, WI. The all-day training provided leadership and skill development for prevention programming to elementary through high school age students. Challenges include finding time and resources to conduct external training is challenging. There are goals to provide similar external training in Milwaukee Public Schools and Boys & Girls Clubs of Greater Milwaukee.
- ▶ The Office of Student Development engaged student volunteers in neighborhood initiatives through Urban Connection, Hunger Clean-Up, Adopt-a-Block, and Make a Difference Day; developed "New Neighbors Walking Tours" to introduce incoming students to the many assets in their new neighborhood; advised the new MUSG Community Engagement Committee which will continue to build partnerships in the neighborhood; engaged diverse local speakers in sharing their personal stories in the Meet Milwaukee series, including the Urban Connection keynote speaker and stand-alone events focused on homelessness and healthcare access; and collaborated with NWSP and PARC to raise awareness about sexual violence and increase support for sexual violence survivors/victims through a poster campaign and involvement with the Near West Side block meetings.

### **Theme IV: Social responsibility and community engagement**

#### **Objective: Address key community issues through outreach, service, innovation and the scholarship of engagement**

##### **Tactic: Encourage grant proposals that provide innovative approaches to addressing key community issues**

- ▶ MUMC secured a \$10,000 grant from the Great Play Foundation, MillerCoors. The grant was applied towards implementation of the Red Watch Band bystander intervention program to address acute intoxication on Marquette's campus.
- ▶ The Aurora Better Together Fund Grant was also received this year, which provided for a 1.0 FTE Advocate, awareness raising campaigns, a regional prevention education (Bringing in the Bystander) training, professional development opportunities for staff (NASPA Strategies Conference) and a Graduate Assistant starting Fall 2016. Additionally, a grant of \$50,000 from the Charles E. Benidt Foundation was received to support the salary of a full time Victim Advocate Coordinator.

#### **Objective: Promote justice, ethics, and service as key elements of the Marquette experience locally, nationally and globally**

##### **Tactic: Expand the number of, as well as the quality of, opportunities for more members of the Marquette community to be engaged in outreach and service to the local Milwaukee community and broader national and global communities**

- ▶ The Center for Community Service Provided opportunities for 2000+ Marquette students to serve at Milwaukee nonprofits through one-day service events (Urban Connection, Make a Difference Day, Hunger Clean-Up), Marquette Volunteer Corps weekly service, the SERVE program, service organizations, one-on-one advising, and open recruitment of volunteers through community service fairs and the Community Press newsletter.
- ▶ This is the second year of the Community Connections Program between the Community Programming Councils (CPC), Center for Community Service and various off-campus service partners. This program was designed to help direct and focus some of the service initiatives from the halls. Each hall is paired with a different service site in the community with the intent of focusing the majority of services projects (philanthropy, service hours, awareness) to that one site instead of working with various organizations throughout the year.
- ▶ Student Development partnered with MUSG to offer "New Neighbors Walking Tour" as part of New Student Orientation; designed with the intent to familiarize students to the assets of the near-Marquette neighborhood.

##### **Tactic: Enhance intercultural competencies among all members of the Marquette campus community to advance culturally sensitive and authentic engagements as men and women for and with others**

- ▶ Intercultural Engagement provides opportunities for staff, faculty, and students to enhance cultural competencies.

| Intercultural Engagement 2015-2016 Annual Program Report |                  |             |                |
|--|------------------|-------------|----------------|
| Category   | Number of Events | Attendance  | Collaborations |
| Monthly Diversity Programs                               | 50               | 2809        | 81             |
| Group Student Support                                    | 25               | 825         | 14             |
| One-one-One Student Support                              |                  | 261         |                |
| Cross-cultural Events                                    | 55               | 2419        | 73             |
| Admissions Support Events                                | 3                | 150         | 4              |
| <b>TOTAL</b>   | <b>133</b>       | <b>6464</b> | <b>172</b>     |

**Theme V: Formation of the mind and heart**

**Objective: Create a Marquette experience that is demonstrably transformational for students, faculty, and staff**

**Tactic: Expand outreach to students, faculty, and staff to engage the Catholic intellectual tradition as a dialogue partner in their intellectual development**

- ▶ The residence hall Community Development Model is currently in its second year. Based on Ignatian Pedagogy, it has three main components: reflective individual conversations, weekly traditions to create dialogue and join in community, and participation with residents in experiences that allow students to attend campus programs regularly. The RAs are trained on how to help students have reflective conversations to create contemplatives in actions as they experience success, conflict, struggle, etc. during their time at Marquette.

**Tactic: Challenge faculty, staff, and students to higher standards of personal behavior and responsibility through the formation of character and choices that show respect for self and others**

- ▶ Utilizing a train-the-trainer model with 65 resident assistants and 17 graduate students in the CSPA program, sophomore residential students were educated on bystander intervention skills, communication, and application. Ninety percent of the sophomore class were trained in bystander intervention in October 2015. An article was submitted reviewing this program and success to the *Journal of College Student Character*.
- ▶ Six, one-hour Red Watch Band bystander intervention programs were offered in the spring 2016 semester to address acute intoxication on Marquette’s campus. 369 members of the Greek community completed the training, a 75% participation rate. In addition, to the one-hour training, over 100 students were trained in adult CPR.
- ▶ “Who Will You Be at Marquette?” is mandatory program during New Student Orientation that challenges incoming students to examine their values and consider how they will contribute to the development of a positive campus community at Marquette. Includes live interactive polling for audience feedback/social norming, and a peer-led discussion on social issues follows formal presentation.
- ▶ Under Title IX requirements, posters outlining Marquette’s statement on Sexual harassment, discrimination and sexual misconduct procedures and options was placed in every academic and student service building on campus, in university owned apartments, and on every floor of each residence hall.

**Objective: Form men and women in the Ignatian tradition of faith, social justice, and service for and with others**

**Tactic: Increase student participation in domestic and international immersion experiences with increased focus on enhancing students’ cultural competencies, reflective practices, and awareness grounded in Catholic social teaching**

- ▶ Intercultural Engagement has the following immersion trips to help students be more culturally sensitive: Civil Rights Pilgrimage, Border Awareness Trip, Oneida Tribe Immersion Trip.
- ▶ Student Development approached all service programming with a reflective, justice-oriented, and kinship-based perspective and prioritized ongoing, relationship-based service opportunities like Marquette Volunteer Corps over one-day service. Reflection opportunities within Marquette Volunteer Corps, SERVE program, Make a Difference Day, Urban Connection, and Hunger Clean-Up Committee Members were particularly improved.

**Objective: Integrate the mission of the university more deeply with the Society of Jesus, its works and its heritage**

**Tactic: In cooperation with our AJCU partners, integrate a self-assessment of Marquette's Jesuit identity into our current assessment procedures**

- ▶ All student affairs units completed a program review of all Student Affairs Departments and Campus Ministry using the *Principles of Good Practice for Student Affairs at Catholic Colleges and Universities* (2010). The review demonstrated strong integration of Ignatian practices and alignments, but less articulate understandings of how our Catholic Identity informs our work. A number of recommendations were made to enhance the formation of staff with regard to our Jesuit Catholic Mission.

**Theme VI: Sustainability of valuable resources**

**Objective: Ensure Marquette is positioned to thrive in the competitive landscape of higher education**

**Tactic: Identify infrastructure enhancements that support enrollment growth, contribute to the student experience, enhance academic excellence and research growth**

- ▶ Within the AMU space usage was assessed with a few areas shifting their operations. Student Educational Services' move to t Coughlin Hall enabled Event Management to add room 305 and 313 back into the reservation system and opened space for Summer Conferences on the 4th floor. The LGBTQ Resource Center moved from the 4th floor to a much more visible location on the 1st floor. Division of Student Affairs Marketing, moved to AMU 151. Additionally, an all gender restroom is being constructed and will be open in fall 2016, and enhancements have been made to other AMU facilities.
- ▶ Humphrey Hall was successfully converted from an apartment building to a residence hall. Project details included lighting, carpeting, and paint updates in the halls and apartments, new furniture, and the replacement of over 250 windows deemed to be in fair or poor condition. Unique Milwaukee and Marquette themed art is displayed in mural form in each floor's elevator lobby and in the ground floor recreation room. The auditorium was also updated and spaces previously used for storage or mechanical areas were converted to a conference room, kitchenette, and an RA meeting room. McCabe Hall was then transitioned to an apartment building.
- ▶ MUMC's Sports medicine services were enhanced with the addition of certified athletic trainers to provide event coverage and patient care to club and intramural sport athletes. Athletic trainers provided care four afternoons per week at MUMC resulting in 337 visits.
- ▶ The Third Floor Office of Student Development office was able to add additional offices for professional staff, establish a conference room and expand lounge and sitting space for guests. The conference room in particular serves as a permanent location for the Student Conduct Board Hearings. Continued attention will need to be focused on the First floor space, with the expansion of the Center for Intercultural Engagement.
- ▶ As part of the Master Planning process, the building of two new residence halls was approved. Student Affairs will work with Master Plan consultants in order to design structures that will be innovative and sustainable.