

# Adjusting to UW-Madison Campus Life No Matter Where You're From



**Division of Student Life**  
UNIVERSITY OF WISCONSIN-MADISON

# Outcomes for today

- Overview of Student Populations at UW and those we serve
- Overview of Traditional Issues Student Face
  - Intersection of identity that may play a role
- Overview of Dean of Students Office and Services
  - How to consult and connect to campus resources
  - How to support students in crisis
  - How to identify concerns you see in students
- Case Study

# UW-Madison Demographics

| Category   | 2016-2017    |
|--|--------------|
| <b>Total Enrolled Student<br/>(Undergrad/ Grad/ Special/ Professional)</b> | 43,814       |
| <b>Asian American</b>  | 3067 (7%)    |
| <b>Black</b>   | 1314 (3%)    |
| <b>International</b>   | 5695 (13%)   |
| <b>Latinx</b>  | 2190 (5%)    |
| <b>Native American</b>   | 438 (1%)     |
| <b>Native Hawaiian</b>   | >1%          |
| <b>Unknown</b>   | 12,706 (29%) |
| <b>White</b>   | 30,232 (69%) |

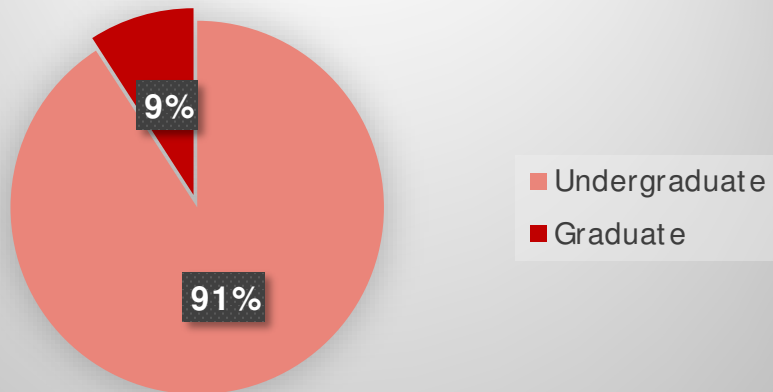
\*Information collected from Office of Registrar

# Who do we serve in DoSO?

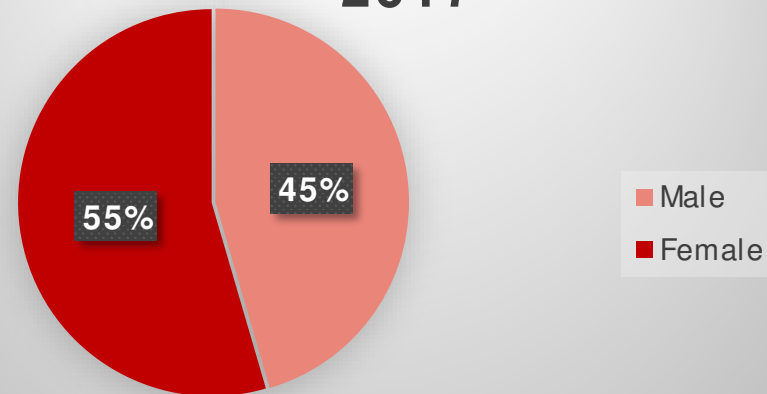
| Category  | 2016-2017  |
|---|------------|
| <b>Number of Students</b>                             | 1315       |
| <b>Undergraduate Students</b> (Enrolled: 31,710, 73%) | 1195 (91%) |
| <b>Graduate Students</b> (Enrolled: 11,626, 27%)      | 120 (9%)   |
| <b>Male</b> (Enrolled: 21,320, 49%)                   | 598 (45%)  |
| <b>Female</b> (Enrolled: 22,016, 51%)                 | 717 (55%)  |
| <b>Domestic</b> (Enrolled: 37,730, 87%)               | 1182 (90%) |
| <b>International</b> (Enrolled: 5,606, 13%)           | 133 (10%)  |

# DoSO Demographics

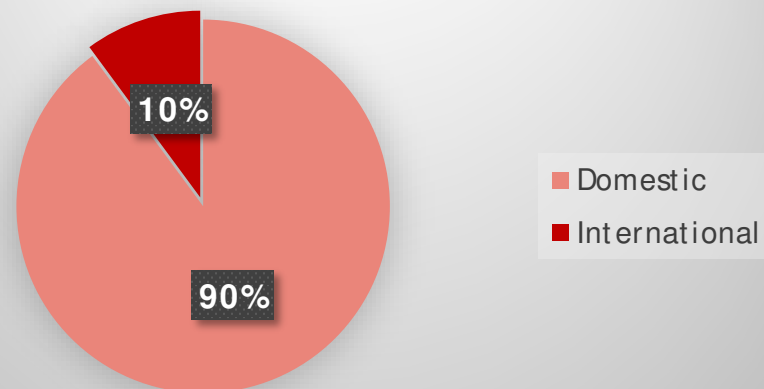
## Undergraduate/Graduate Ratio 2016-2017



## Male/Female Ratio 2016-2017

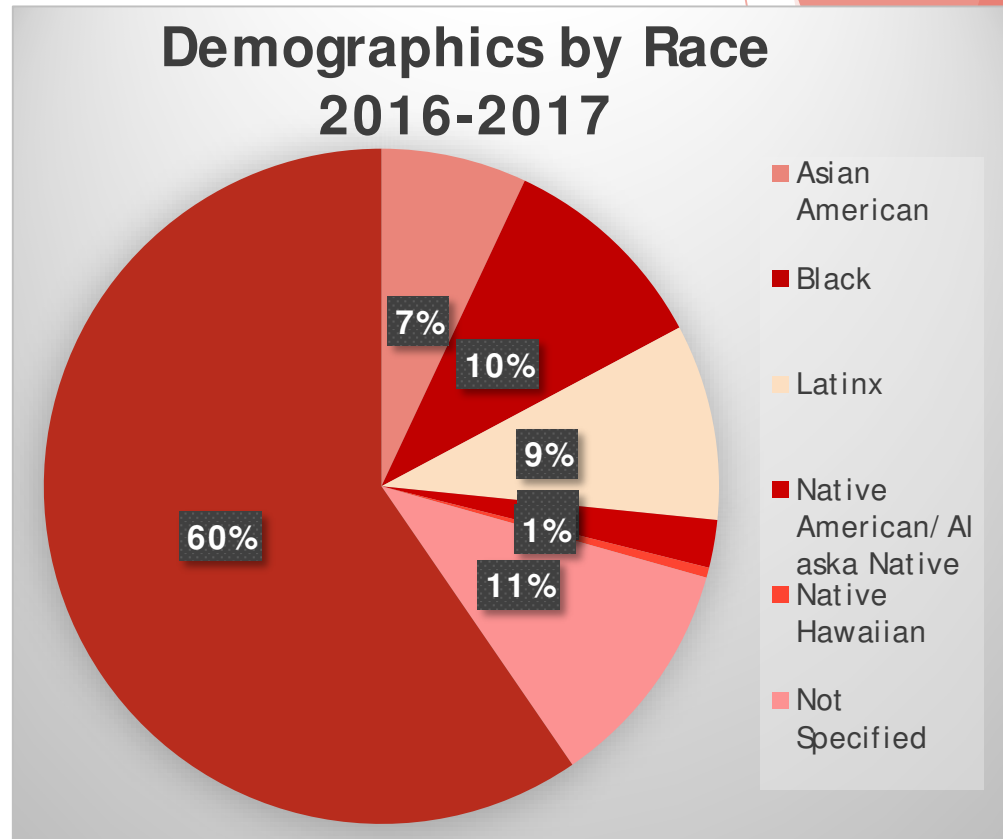


## Domestic/International Ratio 2016-2017



# DoSO Demographic by race

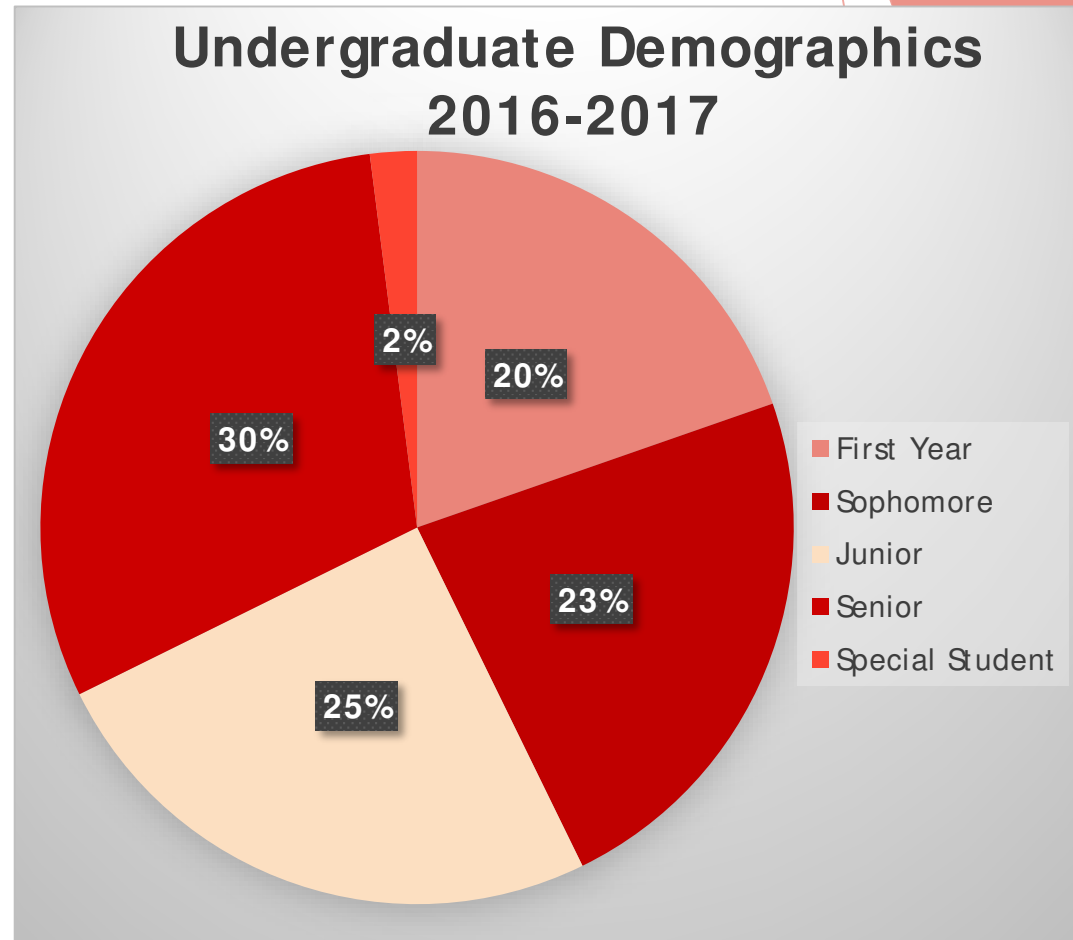
| Category                       | 2016-2017 |
|--------------------------------|-----------|
| Number of Students             | 1315      |
| Number of High Level Cases*    | 831       |
| Asian American                 | 58 (7%)   |
| Black                          | 85 (10%)  |
| Latinx                         | 78 (9%)   |
| Native American/ Alaska Native | 19 (2%)   |
| Native Hawaiian                | 4 (>1%)   |
| Not Specified                  | 92 (11%)  |
| White                          | 495 (60%) |



\* High Level Cases: more complex, multiple touch points, interfacing with multiple areas, higher need.

# DoSO Undergraduate Demographics

| Category                             | 2016-2017 |
|--------------------------------------|-----------|
| First Year (Enrolled: 4,880, 15%)    | 235 (20%) |
| Sophomore (Enrolled: 6,272, 20%)     | 276 (23%) |
| Junior (Enrolled: 7,746, 24%)        | 298 (25%) |
| Senior (Enrolled: 10,658, 34%)       | 362 (30%) |
| Special Student (Enrolled: 2174, 7%) | 24 (2%)   |



# Dimension of Assistance in DoSO

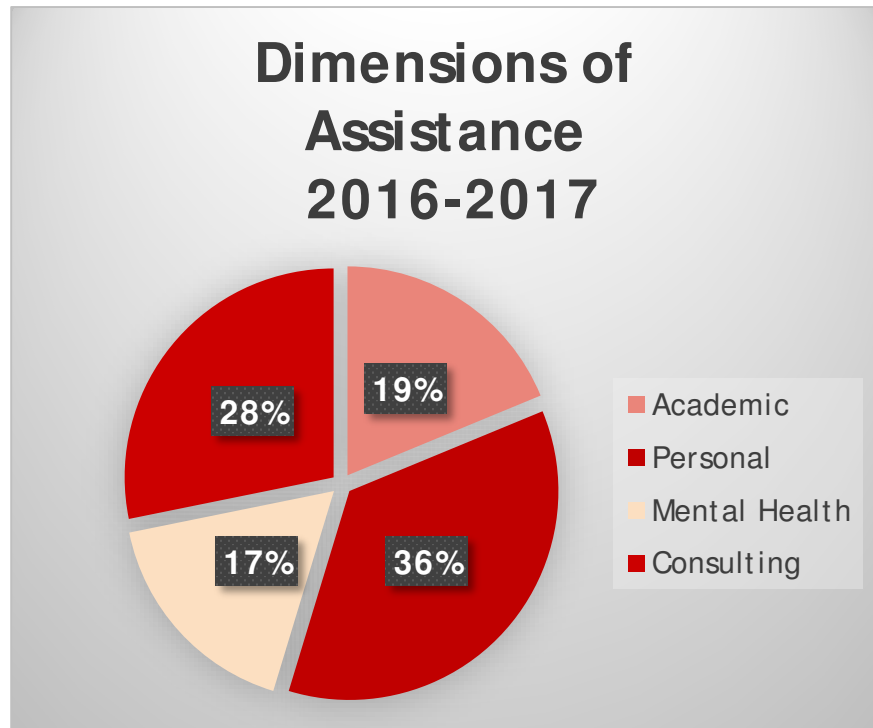
| Category      | 2016-2017 |
|---------------|-----------|
| Academic      | 468 (19%) |
| Personal      | 896 (36%) |
| Mental Health | 427 (17%) |
| Consulting    | 703 (28%) |

**Academic:** academic process, class attendance, grievance w/ faculty/ staff, classroom management

**Personal:** family issue/ emergency, financial issue, health issue, student of concern, housing/ relationship/ roommate issue, homeless/ food insecurity, victim of a crime, other(student death)

**Mental Health:** Anxiety/ Panic Attack, Depression, Mental Health Concern/ Possibility, Suicide Ideation, other(eating disorder)

**Consulting:** Conduct process/ records, information seeking, legal concerns





# Questions to Ponder...

- Why do students struggle?
- How do these struggles play out for various communities?
- How can we support students through the lens of intersectionality?

# Student Development Theory

- Tinto Retention Theory
  - Students bring experiences with them and those experiences shape who they are as a student
  - Student depart colleges/ universities without earning a degree because of the nature and quality of their interaction with the college or university.
- The Seven Vectors (Chickering)
  - Developing Competence
  - Managing emotions
  - Moving through autonomy toward interdependence
  - Developing mature interpersonal relationships
  - Establishing identity
  - Developing purpose
  - Developing integrity

# Identity Threats

## Types:

- Stereotypes and stigma
  - Negative impact to identity and can impair academic performance
  - Suggests to students that group membership is central to their engagement, treatment, and success.
- Belonging
  - Absence of those who share their identity
  - Absence of visual material that depicts identity
- Authenticity
  - Can you be yourself in the setting
    - Feelings of inauthentic or “fake”
  - Are you asked to represent your group within the setting

# Identity Threat Continued

- Trust and Fairness
  - Ambiguous assignments and evaluation procedures
  - Grading criteria not clear
  - General college networking
- Discrimination and Devaluation
  - Bias and Hate incidents
    - Personal safety on campus
- Marginalized and Social Exclusion
  - Beliefs, values, and practice don't seem "mainstream"

# Themes Specific to UW Madison

## Why do students struggle?

- Mental Health Concerns
- Financial Concerns
- Academic Concerns
- Bias/ Campus Climate

# Mental Health

| Category                                 | 2016-2017 |
|--|-----------|
| <b>Anxiety/Panic Attack</b>              | 46 (11%)  |
| <b>Depression</b>                        | 58 (14%)  |
| <b>Mental Health Concern/Possibility</b> | 216 (53%) |
| <b>Suicide Ideation</b>                  | 51 (13%)  |
| <b>Other (i.e. eating disorder)</b>      | 34 (9%)   |

## Barriers to Treatment:

- Acculturation
- Cognitive Barriers
- Affective Barriers
- Value Orientation Barriers
- Physical and Structural Barriers

## Campus Resources:

- UHS Mental Health Services
- Student Health Insurance (SHIP)
- Counseling Psychology Clinic
- Dean of Students Office

# Financial Concerns

| Category                       | 2016-2017 |
|--------------------------------|-----------|
| <b>Crisis Loan</b>             | 65 (5%)   |
| <b>Financial Issue/No Loan</b> | 47 (4%)   |

## Concerns

- Knowledge of how system works
- Family Obligations
- Employment
- Food/ Housing Insecurity

## Resources

- Financial Literacy Programs
- SALT- money management, budgeting tools, personalized student loan help, outside scholarship opportunities
- Short Term Loans- DoSO and other academic programs
- Work Study Jobs
- Open Seat
- Badger FARE

# Academic Concerns

| Category   | 2016-2017 |
|--|-----------|
| <b>Academic Process (i.e. how to drop, transcript questions, withdrawal process)</b> | 274 (59%) |
| <b>Class Attendance (i.e. issues with attendance)</b>                                | 123 (26%) |
| <b>Grievance w/ Faculty/ Staff</b>   | 43 (9%)   |
| <b>Other (i.e. class management)</b>   | 28 (6%)   |
| <b>Student of Concern Reports*</b>   | 95 (7%)   |

## Concerns

- College Readiness
  - Core Academic Preparation
  - Curriculum comparison
  - Rigor/ Expectations
  - Faculty
- Resilience

## Resources

- Academic Advisor
- Academic Deans Office
- Build Relationships
- College Readiness Program
- Dean of Students Office
- Orientation
- GUTS- Tutoring services
- Writing Center

\* Student of Concern Reports received via online reporting form



Despite distinctive, often numerous obstacles, a growing number of students with intersecting identities attain college success with a combination of college readiness, college culture assimilation, family support, and personal characteristics. Through interventions initiated by colleges and high schools, students can find resources to develop these attributes and overcome their challenges.

\* <https://www.league.org/innovation-showcase/breaking-down-barriers-first-generation-college-students-and-college-success>

# Dean of Students Office

**Mission Statement:** To support student success, we create a culture of caring on campus.

**Vision Statement:** When students need help everyone knows, DoSO is the place to go.

# What we do....

- WE serve the university by being a catch all for student issues that do not have a place to go
- WE support the academic mission of the university
- WE help students outside the classroom with life skills
- WE aid in community relationships
- WE respond to Bias Incidents reported and support parties involved
- WE manage the student death protocol

**Student Success is our goal!**

# What you need to know!

- Drop-in Staff member available M-F from 8:30-4:00pm for walk-in, phone, email and chat responses
- Bascom 70, 608.263.5700, dean@studentlife.wisc.edu
- On-Line Student of Concern Report
- On-Line Bias Incident Report
- Short Term Loans up to \$500 for short term emergencies
- Badger FARE



*Remember!*

**OUR GOAL IS STUDENT SUCCESS**

# Resources

- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3574791/>
- <https://tcf.org/content/report/promoting-inclusion-identity-safety-support-college-success/>
- [https://sharepoint.louisville.edu/sites/SIGS/Documents/P\\_student-dev-theory-01-21-2011.pdf](https://sharepoint.louisville.edu/sites/SIGS/Documents/P_student-dev-theory-01-21-2011.pdf)
- <https://www.league.org/innovation-showcase/breaking-down-barriers-first-generation-college-students-and-college-success>

# Case Study

**Questions?**