



## **Part I: Follow-up Assessment Report Template**

**Date of Follow-up Report Submission:** November 2, 2020

**Name of Department / Unit:** Dean of Students Office, Division of Student Affairs

**Name of Contact Person:** Ellen Herion Fingado

**Name of Person(s) Completing Follow-up Report:** Ellen Herion Fingado

### **I. Follow-Up on Last Year's Assessment Report Recommendations**

The 2018-2019 assessment project involved the areas represented in Core Function three led by each of the directors (Center for Students with Disabilities, Dean of Students Office, Health Promotion and Wellness, Residential Education and University Counseling Services). Although UCS and HPW provided a majority of the student leader training for the summer 2020, the Dean of Students Office worked collaboratively with those areas on specific trainings as to which we were involved. In addition to providing an overview of the offices, staff intentionally discussed how to work with students in distress and provided an overview of the continuum of stress (stress → distress → crisis). Training also included time to discuss self-care and strategies for students to debrief critical incidents with their supervisors. UCS and HPW continued training with other areas of the division to provide ongoing support to student leaders throughout the year.

One action plan item from last year's project was to assist with planning the Fall Professional Development Symposium regarding triage and crisis response. The symposium focused on providing information and skills for Divisional staff when working with students of concern but also supporting student leaders (whom they may supervise) who work on the front lines of providing student support. The symposium received overall positive feedback from participants.



## Part II: Annual Assessment Report Template: Alternative Reflection

Academic Year: 2019-2020

**Date of Report Submission:** November 2, 2020

**Name of Department / Unit:** Dean of Students Office, Division of Student Affairs

**Name of Contact Person:** Ellen Herion Fingado

**Name of Person(s) completing report or contributing to the project:** Ellen Herion Fingado

### I. Reflection on Student-facing Program-areas

#### Providing holistic care and intervention:

The DOS office saw a significant increase in Student Emergency Assistance Fund requests and awards for the 19-20 year. During the Spring term alone the office saw 852 requests and disbursed over \$570,000 to 595 individual students. The team pulled together within a matter of days to implement a new application process through Maxient to increase efficiency and collaborated with Student Accounts to create Zelle payments to decrease the time of award notification to actual money in the student's pocket. Although the demand on the team was significant, we were proud to meet the mission of the University by serving our student's most urgent needs during a global crisis.

Excluding SEAF requests, the team saw a 67.8% increase in wellness/support cases from the previous academic year. These cases include working closely with students on issues including but not limited medical and mental health concerns to food and housing insecurity.

#### Developing and maintaining community standards:

The DOS office saw a 46% decrease in student conduct cases from the previous year. It is possible that not having students on campus during the Spring term resulted in a decline in student conduct cases reported. Furthermore, zero DMCA infringements were reported from Information Security for the months of April through July.

Case Type	19-20	18-19	17-18	16-17	15-16
Conduct	151	283	316	153	124
Absence Notifications	1587	1994	1930	1690	1586
Administrative Withdrawals	362	404	479	478	479
University-Initiated Temporary Medical Withdrawal	1	3	2	0	2
SEAF assistance	627	42	42	29	34
Dean Certifications	1843	2057	1445	1650	unknown
Student Death/Notifications	11	16	9	5	3
Dean on Call	36	67	66	43	50
Wellness/Support (excluding SEAF cases)	881	525	384	404	*pre-

The Dean of Students Office continues to engage in many student development meetings (i.e. “Dean’s Meetings” as noted in the PAM) for incidents involving speech & expression. Many of the incidents occurred over social media forums. Staff are consistent in sharing with students that University processes are intended to address student concerns in an equitable manner. Procedures and staff are centered on supporting students’ rights and responsibilities within the context of our entire community’s well-being. This continues to be challenging in an environment where our office holds both the importance of student activism, advocacy and care in tension with upholding policies and procedures.

Final reflection:

In reflecting on the end of the 2019-2020 academic year, as a department we remain concerned for the mental health, financial and subsequent academic impact of the pandemic on our students. As we close in on this election year, issues of campus climate, speech & expression will continue to rise particularly as students are engaging more online and working in a remote environment.

Continued challenges include

- Effectively responding to incidents of racism, discrimination and harassment
  - The needs of the department continue to center on training for faculty and staff (i.e soft skills in student support) and empowering the community to uplift civility and humanity on our campus while preserving our guiding principles for speech and expression.
- Sustainability of emergency financial assistance for students while the pandemic continues

Given the continued virtual environment of our direct student services, our area would be interested in a “best practices” forum on virtual support for students. Similar to the DOTS training provided to staff, our area would be interested in hearing of innovative and effective ways student support areas have been working with students. It would be prudent to set ourselves up for success in this regard as when the pandemic ends there may be many components to the virtual environment that would remain for sustainability and accessibility for students. It would seem important to not only plan for when the pandemic is over and hope to get back on campus but to plan for our current environment and learn from this situation to best position ourselves moving forward.