

Division of Student Affairs

Experience **GOLD**



WESTERN MICHIGAN UNIVERSITY
Student Affairs

www.wmich.edu/studentaffairs

2015-2016
OUTCOMES AND IMPACT REPORT

INTRODUCTION



The Western Michigan University (WMU) Student Affairs Division Strategic Plan stems from the overall mission of the university and supports the WMU Strategic Plan. Goals, objectives, and strategies are carried out in the context of the Student Affairs vision, mission and core values. Annually, the student affairs leadership team, under the direction of a steering committee chaired by Dr. Diane Anderson, vice president of student affairs, reviews and determines strategic objectives and strategies that reflect a broad array of student learning and development outcomes, as well as a spectrum of operational excellence initiatives in keeping with the standards of excellence in our field. **This report summarizes the outcomes and impact for key objectives and strategies in the 2015 - 2016 Student Affairs Division Strategic Plan.**

Experience **GOLD**

MISSION

Student Affairs fosters involvement, growth and development in safe, healthy and inclusive learning environments.

VISION

To be a premier, learning-oriented student affairs division.

CORE VALUES

- Responsible and ethical decision-making
- Proactive, innovative, and responsive programs and policies
- Collaboration and communication
- Effective planning and use of resources

GOAL ONE



Cultivate Learning and Development

1

Cultivating learning and development is a primary purpose in Student Affairs. All departments engage in programs, services, and one-on-one interactions that promote and support learning, primarily for students, but also for staff, faculty, families, and other community members.



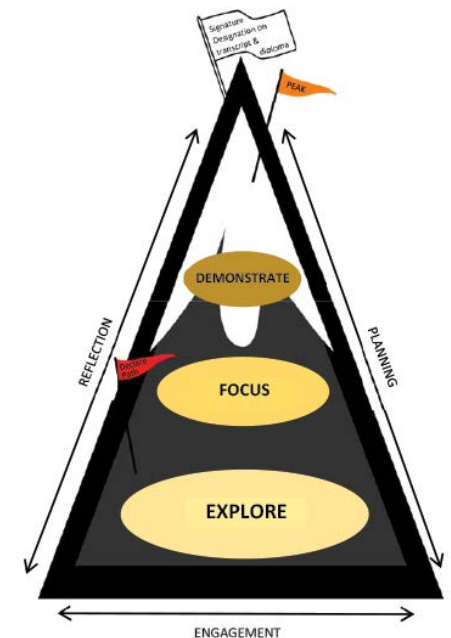
This report emphasizes the following strategic objectives in **GOAL ONE:**

- Implementation of the CampusLabs Collegiatelink Curriculum's module, branded as [Experience WMU](#), to track, monitor, and report on student engagement and involvement in Student Affairs;
- Launch of the [WMU Signature Program](#) that offers each undergraduate and graduate student a personalized pathway to become learning-centered, discovery-driven and globally-engaged;
- Increased participation in [Leadership Programs](#);
- Increased participation in the [WMU Family Connection](#);
- The integration of learning outcomes into the hearing outcome form in the [Office of Student Conduct](#) to tie conduct violation sanctioning to learning;
- Participation in the national [Interfaith Diversity Experiences and Attitudes Longitudinal Survey](#) (IDEALS);
- The integration of Intercultural Competence initiatives and assessment into departments in the division of Student Affairs;
- Collection of quality career and post-graduation activity outcomes for WMU graduates; and
- A re-envisioning of new employee orientation in [Dining Services](#).



WMU Signature

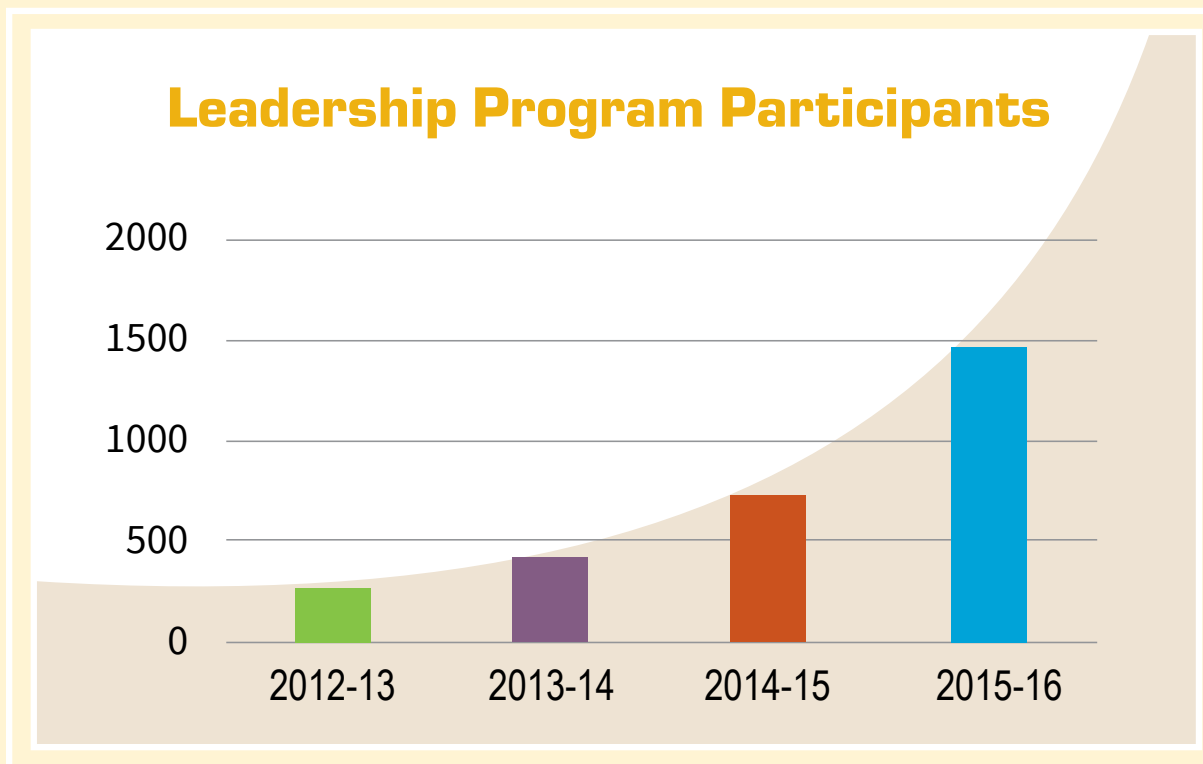
The [WMU Signature](#) offers each undergraduate and graduate student a personalized pathway to become learning-centered, discovery-driven and globally engaged. 2015 - 2016 was the planning year; accomplishments included selection of a Steering Committee; coordination with other campus areas to ensure inclusion and avoid duplication; creation of the Signature criteria; and hiring of Kelly Reed as Signature Program Manager. In conjunction with the Student Activities and Leadership Programs, the CampusLabs Collegiatelink portal was rebranded as [Experience WMU](#). The portal will be used to advertise events, track progress on Signature and other engagement opportunities, and import student participation data through the use of swipe technology.





Leadership Programs

Through recruitment, marketing and changes in programmatic formats, [Leadership Programs](#) sponsored by the [Office of Student Activities and Leadership Programs](#) (SALP) made positive movement toward a **5 year goal of having 7% of main campus students attend leadership programs.**



WESTERN MICHIGAN UNIVERSITY

**Student Activities and
Leadership Programs**



WESTERN MICHIGAN UNIVERSITY

Student Activities and Leadership Programs

[Experience WMU](#), the online engagement and involvement portal, was used this year for SALP's Bronze, Silver and Gold Leadership Certificate Programs. **Approximately 100 students pilot tested the process** by swiping their Bronco ID Cards into events and writing reflections on their experiences.





WESTERN MICHIGAN UNIVERSITY
Parent and Family Programs



Parent and Family Programs

Family Connection

The [Office of Parent and Family Programs](#) increased participation in the [Family Connection](#), a way to receive news and information of interest to parents and family members, and invitations to special seminars, activities and events. With **808 new users** since January 2016, **10,661 family members** are now in the Family Connection.





Student Conduct Learning Outcomes

[The Office of Student Conduct](#) developed learning outcomes to use during the sanctioning process for violations of the [WMU Student Conduct Code](#).

Learning Outcomes include:

- Content knowledge
- Self-reflection
- Effect on others
- Effect on university community or society
- Effect on personal well-being and future
- Increased self-awareness to prevent future violations
- Knowledge of campus resources

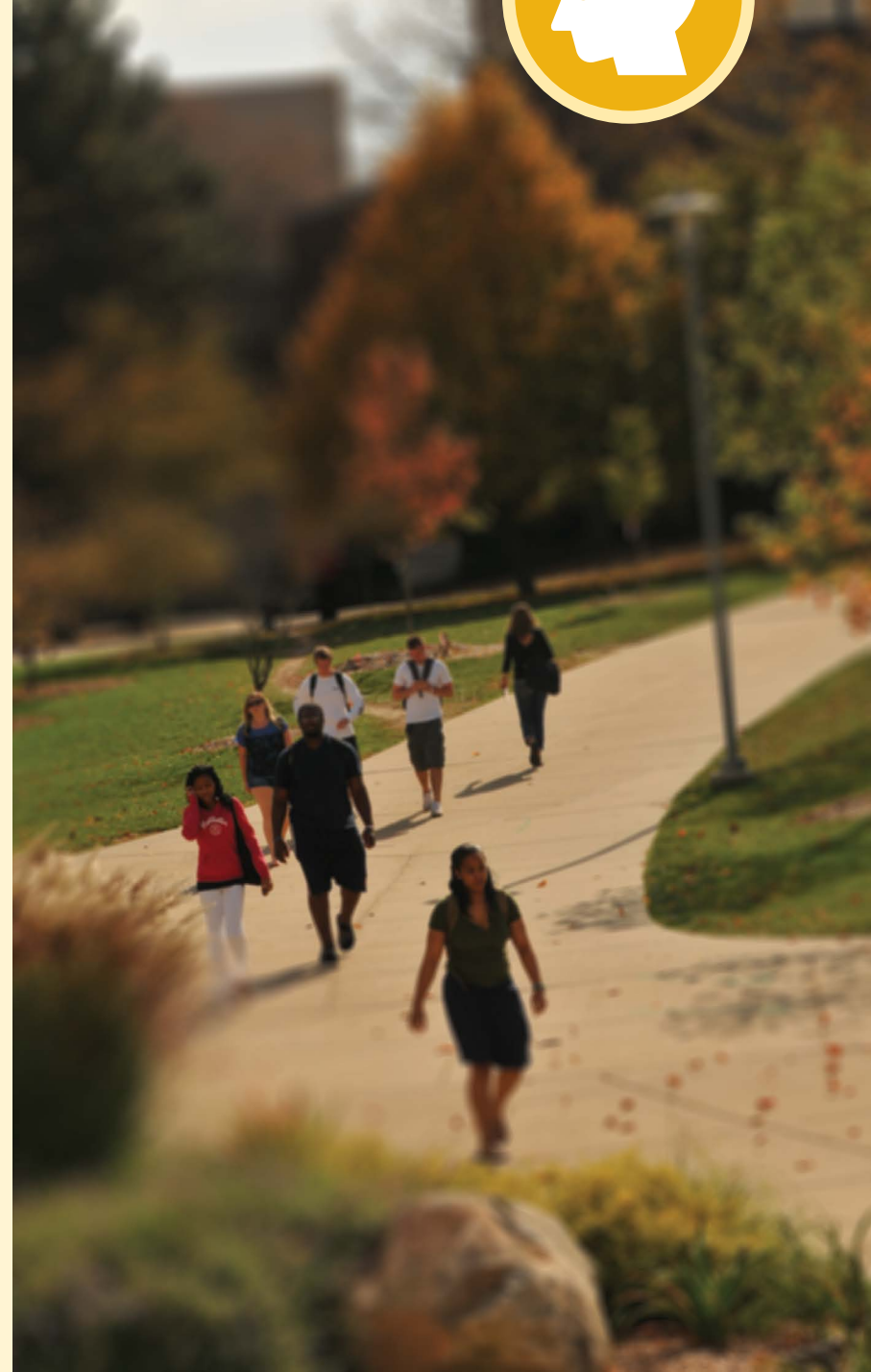


Flickr photo credit Maria Morri



Student Conduct Ethical Decision-Making Program

OSC created an Ethical Decision-Making Program to be used as a sanctioning option for violations of the Student Conduct Code. Hearing Officers were trained on the implementation of the new sanction option in August 2015. Since that time, **96 students were sanctioned to the program** and OSC has held more than **15 sessions** with excellent feedback from participants.





Interfaith Diversity, Experiences and Attitudes Survey (IDEALS)

According to the [Interfaith Youth Core](#) (IFYC), the United States is a religiously diverse nation and the most religiously devout in the world. Recent studies show that **global religious tension is at a six-year high**. Equipping a generation of leaders to engage such diversity constructively has never been more important.

The [Interfaith Diversity Experiences and Attitudes Longitudinal Survey](#) (IDEALS) seeks to better understand student encounters with religious, spiritual and worldview diversity across the spectrum of American higher education.

In the spring of 2015, **292 WMU students** along with **20,436 students at other institutions** responded to the IDEALS longitudinal study <https://www.ifyc.org/ideals>.



IDEALS Findings

Self-Authored Worldview - the degree to which students reflect upon and consider worldviews other than their own.



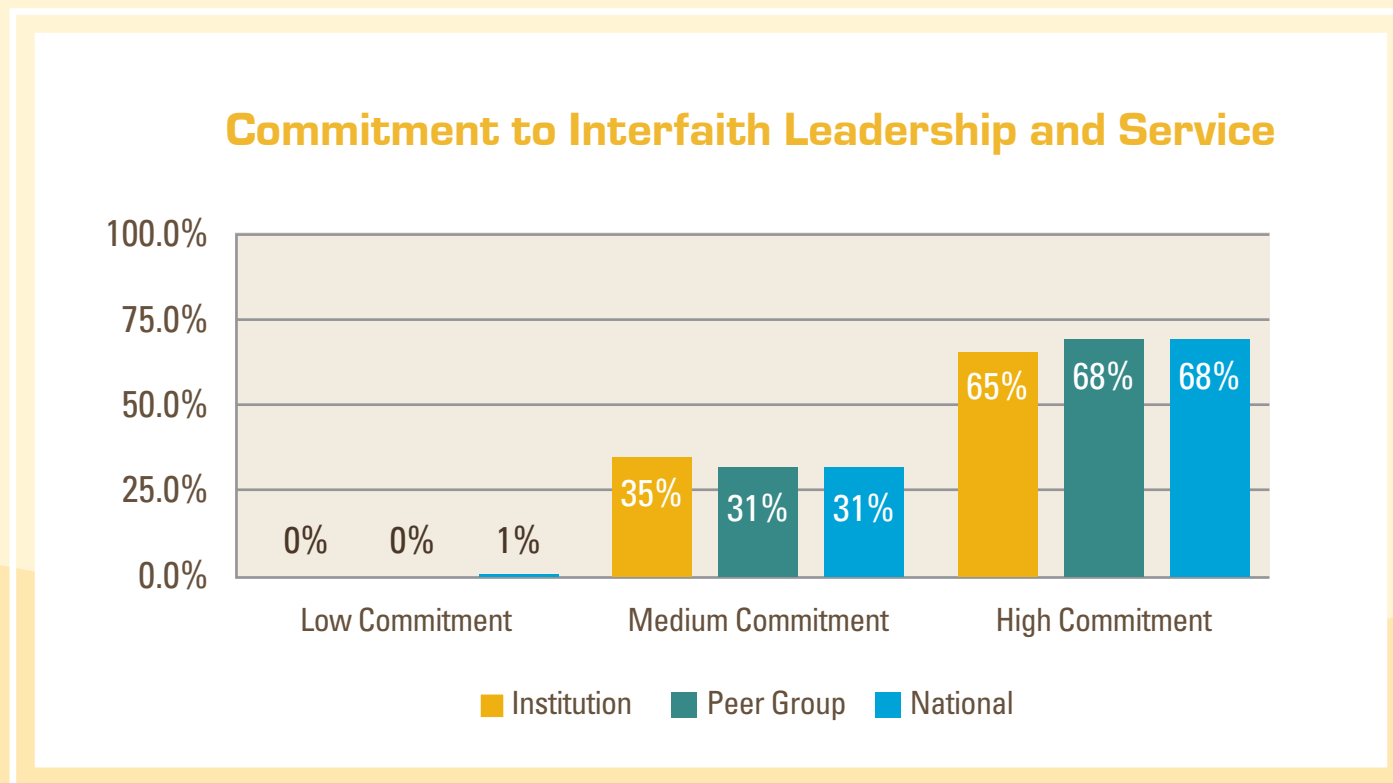


IDEALS Findings

Goodwill toward others - the extent to which students feel respect, admiration, and/or benevolence toward individuals of different worldviews.

Appreciation of worldview commonalities and differences - the degree to which students embrace shared values and distinct differences between worldviews.

Commitment to interfaith leadership and service – students' commitments to working with individuals across different perspectives.





Intercultural Competence

The division of Student Affairs is focused on increasing intercultural competence for students and for staff in the division. After a pilot project with Residence Life, departments worked in 2015 - 2106 to integrate intercultural competence into their programs, services and professional development. This year, **an additional five staff** participated in [Intercultural Development Inventory](#) (IDI) Qualifying Seminar in Baltimore to become [Qualified Administrators](#), bringing the **total number of IDI QAs on staff to thirteen.**

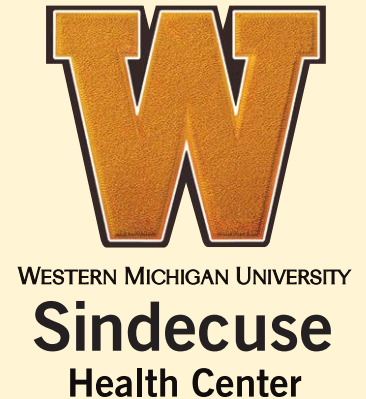




Intercultural Competence

Highlight: Sindecuse Health Center

[Sindecuse Health Center](#) used W. K. Kellogg Racial Healing grant project funding to conduct assessment on the environment at Sindecuse. Assessment included a patient exit survey, employee survey, and focus groups. Key findings were:



- #1:** Patients are satisfied with the services they receive at Sindecuse Health Center.
- #2:** Images, marketing materials, magazines, seasonal and wall decorations lack diversity.
- #3:** Ethnicity of employees did not have a significant influence on patient satisfaction.
- #4:** Most employees may over-estimate their abilities in dealing with issues of diversity and inclusion.
- #5:** Aesthetics of environment of care, including accessibility, waiting room design, furniture (style, color and comfort level), signage of bathrooms and departments, symbols promoting support of a diverse community were identified as barriers of care.



Intercultural Competence

Highlight: Sindecuse Health Center

Based on the results, Sindecuse Health Center made significant improvements to create a more welcoming environment for a diverse population. A sample of changes includes:

- Bathroom signs throughout health center changed from male/female to “unisex.”
- Added diverse publications to waiting rooms and removed magazines that put forth limited views of personhood.
- Added diverse student photos to enhance environment.
- Purchased furniture to improve accessibility, allowing for a variety of shapes and sizes to be comfortable.
- **All staff members completed the Intercultural Development Inventory (IDI)** with **more than half of the employees** taking the opportunity to receive individualized feedback.
- Modified patient information forms to reflect more inclusive language and identities.
- Painted clinic wall to provide calmer, more welcoming space for mental health inclusion.



WESTERN MICHIGAN UNIVERSITY
Career and Student
Employment Services

Career and Post-Graduation Activity for WMU Graduates

2015 - 2016 will be the **third year** that Career and Student Employment Services has **systematically collected post-graduation data**. That data is reported in the [Post-Graduation Activity Report](#).

An additional way to showcase the impact of the WMU experience is the [Bronco Spotlights](#) that show individual post-graduation stories.





W POST GRADUATION SUCCESS FACT SHEET

Data Source: 2014-15 Post Graduation Activity Report available at wmich.edu/career/planning

CAREER OUTCOMES

88%
EMPLOYED OR IN
GRADUATE SCHOOL

JOB SATISFACTION

93%
ARE SATISFIED
WITH THEIR JOB

JOB RELATED TO DEGREE

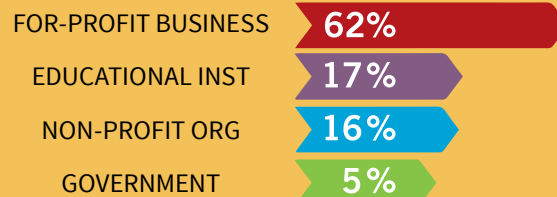
87%
HAVE JOBS RELATED
TO THEIR MAJOR

STARTING MEDIAN SALARY

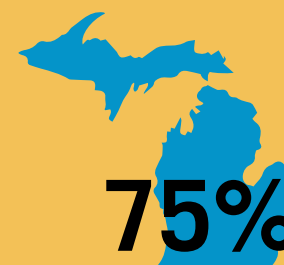
40K-45K



TYPES OF EMPLOYERS



JOB LOCATION



We empower students to develop the skills necessary for reaching their career goals.



Based on needs identified through surveys, customer feedback and observation of managers, **100% of new [AFSCME](#) benefits eligible Dining employees participated in a redesigned orientation program** that included an introduction to [Dining Services](#), food safety training, and Dining Services policies and procedures. The training also included “Right to Know” training provided and required by WMU Environmental Health and Safety.

GOAL TWO



Enhance Infrastructure
to Provide Excellent Learning
and Service Delivery

2



Enhance Infrastructure to Provide Excellent Learning and Service Delivery

The places and spaces where students live, work, and socialize are important to their academic success as well as their integration into the WMU community.





W The *NEXT* Generation of University Living

This report emphasizes the following strategic objectives in **GOAL TWO**:

- The opening of Western Heights, WMU's **first new residence hall in over 40 years**;
- Exploration of graduate student housing opportunities in collaboration with the Graduate College;
- The development of a LBGT learning community in the residence halls;
- The development of the Housing and Dining Master Plan for 2020;
- The **construction of the Valley Dining Center**;
- The vision and program for a self-sustaining, award-winning student center, known for its vibrancy, responsiveness and aesthetic appeal.





RESIDENTIAL NEIGHBORHOODS

Valley

Residence halls
Goldsworth Valley Apartments
Valley Dining Center

Center

Residence halls
and Western Heights
Hoekje/Bigelow Dining

South

Residence halls
Elmwood Apartments
Burnham Dining Center
Draper Carryout
Bistro3 Dining

West

Western View Apartments

New Housing Opportunities

- The Western Michigan University campus is made up of four predominantly [residential neighborhoods](#), comprised of a variety of housing and dining options. Each neighborhood has distinctive features with a combination of residence halls, apartments, dining facilities, academic services and cultural resources.
- Living on campus is the best way for new and returning students to become engaged in college life, form diverse social networks and participate in learning activities.





Western Heights

The design for [Western Heights](#), a state of the art facility, came from Skyfactor EBI assessment data, focus groups and interviews with students, and benchmarking best practices in campus housing.

From start to finish, WMU Residence Life worked closely with Facilities Management, Public Safety, IT, the architectural firm and contractors and many others to open the **first new residence halls in over 40 years.** Careful planning by the Student Affairs Integrated Planning and Budget team meant that Western Heights was **open on time and within the \$48 million dollar budget.**



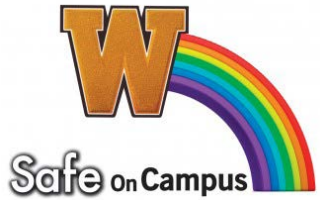
[Watch our video](#)





Graduate Student Housing

Data collected by the Graduate College indicated that there was a need for campus housing suited specifically to the unique needs of graduate students. **Seven graduate students signed up for a pilot project in Ackley Hall**, where they could have a single room at a double room rate or an entire suite for a double room rate. Student feedback indicated that while the experience was adequate, they sought housing options other than in a traditional residence hall setting. The [Stadium Drive](#) apartment building has been identified as a location for graduate-exclusive housing that will be available in the fall of 2016. Interviews and focus groups in 2016 with graduate students will help Residence Life determine how best to meet the needs of graduate students through campus housing options.



Lesbian, Bisexual, Gay and Transgender (LBGT) Housing

In 2015 - 2016, Residence Life, working closely with WMU's [Lesbian, Bisexual, Gay and Transgender Student Services Office](#), researched how other institutions implemented gender inclusive housing. As a result of research into gender inclusive housing, Residence Life changed its "transgender housing policy" to a [Gender Inclusive Policy](#) that is more supportive and inclusive. Based on the identified need at WMU and best practices at other campuses, the plan for the Spectrum House Learning Community located in Britton Hall, was designed. Britton/Hadley staff will welcome new residents in Fall 2016. They will also do Safe Space training for Resident Assistants, Learning Community Associates, desk staff and office managers. Programming will be designed with flexibility to meet the needs of the new residents.



New Valley Dining Center

Construction for the iconic [Valley Dining Center](#) began in 2015. The **61,000 square foot facility** opened with Fall Welcome on August 30, 2016. Located in the Valley Residential Neighborhood, the new dining center is situated between Goldsworth Valley pond and the Valley III residence halls. The state-of-the-art, silver-level LEED certified facility includes a living wall on the building exterior, a sustainable rain garden for storm water management and new energy efficient equipment. WMU images and symbols are incorporated throughout the decor in the dining and seating areas.



[Watch our video](#)



New Valley Dining Center

Offering **nine micro-restaurants** serving a wide variety of on-trend flavorful and healthy options:

Blazin' Bronco

Traditional and contemporary grill menu with a wings bar.

Cilantro's

Latin American tastes with fresh baked tortillas, burritos and wraps.

Fresh Creations

Fresh salad bar and fruit station, deli counter, subs and hot soup selections.

My Pantry

Allergy-free zone for students with food allergies or individual dietary needs.

Pacific Plate

Asian cuisine including fresh stir-fry, sushi and appetizers.

Pastaria

Italian inspired pasta choices, calzones and pizzas fired in a hearthstone oven.

Sweet Sensations

Full dessert station featuring fresh crêpes prepared to order and s'mores.

Traditions

Home-style classic dishes, carved and smoked meats.

Café 1903

First floor retail café serving beverages, grab-n-go and light meal options.



GOAL THREE



Encourage Healthy, Ethical
and Responsible Behavior

3



Goal Three: Encourage Healthy, Ethical and Responsible Behavior



Health and Wellness are integral to student and employee success. This report emphasizes the following strategic objectives in **GOAL THREE:**

- Coordination of initiatives in the campus-wide Healthy Campus 2020 plan;
- The launch of the Title IX Campus Climate and Sexual Misconduct Survey;
- Update of Health Promotion Programs to incorporate recent changes in Title IX, VAWA, and the WMU Sexual Misconduct Policy; and
- Hosting the Invisible Need food pantry for students.



#BeHealthyWMU

Healthy Campus 2020

- [Healthy Campus 2020](#) is a national framework sponsored by the American College Health Association (ACHA). WMU participates in the ACHA survey every other year in order to gain an understanding of the current health status of our students. A collaborative team from student affairs and across campus has been working together to focus the Healthy Campus 2020 initiatives at WMU around 3 key areas: **student mental health, substance abuse and violence prevention.**
- The Title IX Committee developed a new brochure with educational messages, support resources, reporting procedures, and policy information which was distributed to students, faculty and staff.



#BeHealthyWMU

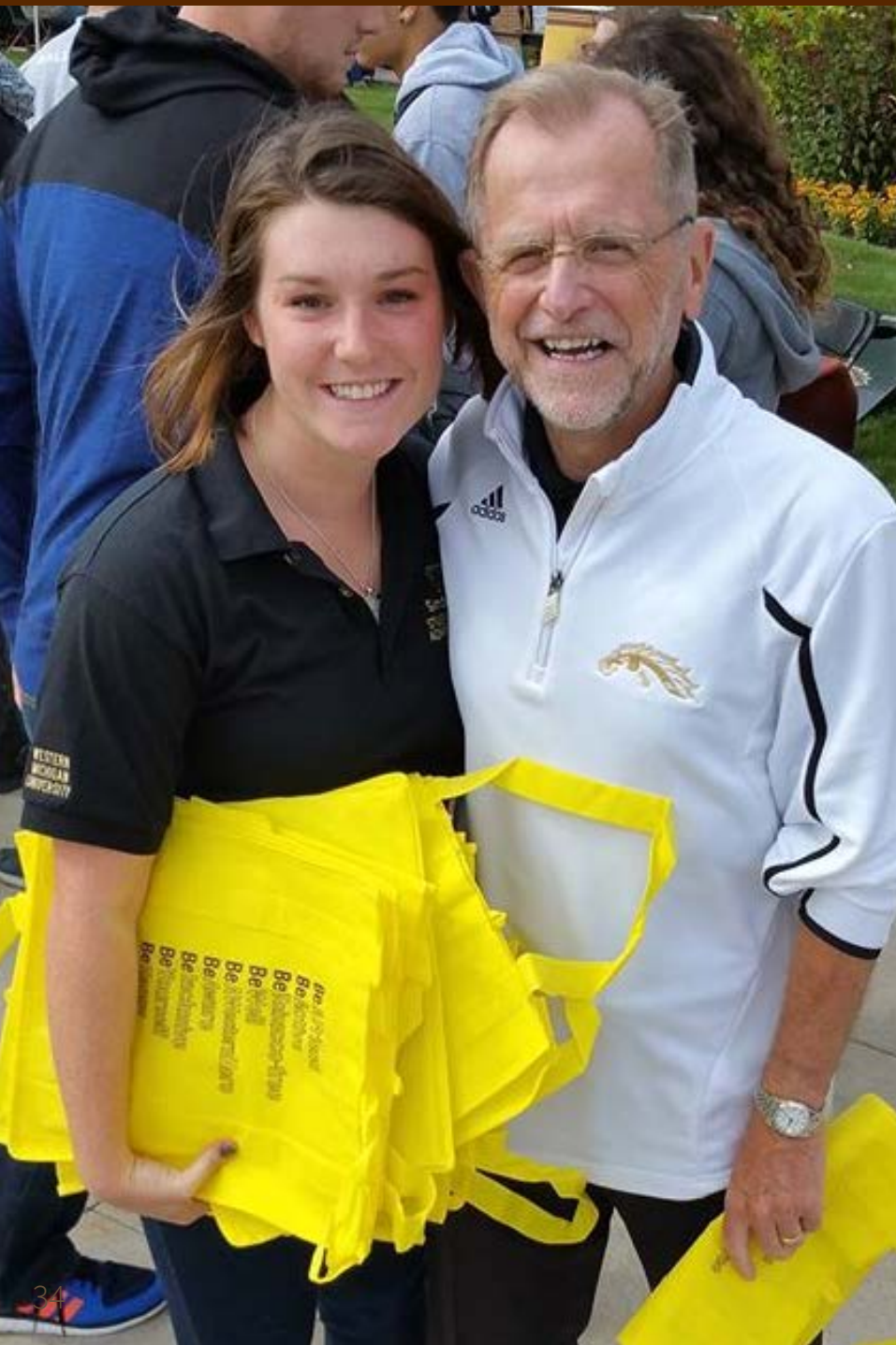
- **\$25,000 in state grant funding** was secured from First Lady Sue Snyder's Campus Sexual Assault Program for the collaborative project between Health Promotion and Education and Student Activities and Leadership Programs, "Engaging male leadership to prevent sexual violence at Western Michigan University." The Gentlemen United program was developed.
- **Two new collaborative projects** were developed related to screening and brief intervention. The first is a grant project at Behavioral Health Services to provide training to healthcare providers. Student Conduct, Residence Life and Sindecuse Health Center developed a new educational intervention program for sanctions to be implemented Fall 2016.
- Significant progress was made on developing a resource for increasing access to mental health support after hours.



Healthy Campus 2020



Courtney Afton,
junior from Newaygo majoring
in Dietetics and Student Health
Advisory Council activities
chair, shared a reusable
#BeHealthyWMU shopping
bag with Dr. Dunn at Bronco
Bash 2015.





ADVOCATE. SUPPORT.

Title IX Campus Climate and Sexual Misconduct Survey

Western Michigan University encourages all members of our community to participate in the process of creating a safe, welcoming and respectful environment on campus. With the [Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures](#), we affirm the commitment of the university and our community to the values of transparency and timely communication, and accountable and responsible behavior within an ethical, compassionate, diverse and respectful environment.



Title IX Campus Climate and Sexual Misconduct Survey

WMU participated in the [Educational Advisory Board](#) (EAB) Campus Climate Survey along with **33 other institutions**. The purpose of the Title IX Sexual Misconduct and Safety Survey was to understand the scope and nature of sexual violence at Western Michigan University (WMU) including student attitudes about and behaviors toward sexual violence and students' knowledge of sexual misconduct policies and reporting procedures. This information is critical to tailoring sexual violence prevention education programming and to improving the campus response.

The survey, which **collected data from 274,781** students across the country, was administered online from March 21 – April 8, 2016 to undergraduate and graduate students. Key results from the survey will be published online in September 2016.





Health Promotion and Education Programs

Updated to Reflect Changes in Title IX, VAWA and the WMU Sexual Misconduct Policy

During 2015-2016, staff in [Health Promotion and Education](#) worked to align sexual assault prevention and education programs with federal guidelines and the newly approved WMU [Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures](#).

Other actions included:

- Increased focus on bystander intervention skills, and cultural relevance and inclusion of diverse communities and identities
- Increased cross-training between [Sexual Health Peer Educators](#), [FIRE peer educators](#), and [Theatre for Community Health](#) peer educators on sexual assault, consent and healthy relationships.
- Developed and implemented new wellness workshop focused solely on consent.





Employee Wellness

The long-standing Western Wellness Program was updated in 2014 with an employee incentive and revised programming.

The mission statement was also updated:

to promote and improve the wellness of the campus community by empowering each employee to adopt and maintain healthy behaviors and by creating a healthy culture.





Western Wellness

Empowering Employees



Strategic Goals for 2015 - 2016:

- **100% of employees** will have access to the Western Wellness Program
- **75% of employees** will complete the Wellness Incentive Criteria annually and know their key health indicators
- **70% of employees** who complete the annual Wellness Incentive Criteria will be characterized as “low risk”
- **40% of employees** who complete the annual Wellness Incentive Criteria will be characterized as “no cardiovascular disease risk”



Invisible Need Food Pantry

Three staff members and a graduate student presented the Invisible Need Project proposal to the University leadership in 2014 to launch an initiative to meet students' unmet needs. One component of the Invisible Need Project was opening a food pantry for our students. The Invisible Need Project Food Pantry opened on September 15, 2014.

Students facing food insecurity began using the pantry located in Faunce Student Services building from the first day it opened.





September 2015 - June 6, 2016 statistics

171 students have used the food pantry year-to-date
112 undergraduate students
19 graduate students
12 international students
27 students did not disclose this information
550 total visits to the pantry
65 one-time users
73 students used the pantry between 2-5 times
27 students used the pantry between 6-10 times
6 students used the food pantry 11 times or more
1 student used the pantry 17 times

65
one-time
USERS

171
students
SERVED

550
total VISITS



The Food Pantry has 29 active collection sites located in buildings around campus.



As of May 20, 11,011 pounds of food have been donated to the pantry.



WESTERN MICHIGAN UNIVERSITY
Student Affairs

2015 - 2016 Student Affairs Outcomes Report Summary and Next Steps

Student Affairs continuously supports WMU's vision to be learner-centered, discovery driven and globally engaged. Our strategies in 2015-2016 are in keeping with our mission to foster involvement, growth and development in safe, healthy and inclusive environments. Using the outcomes from assessment in 2015 - 2016, we are shaping the division's **2020 Strategic Plan**. We remain focused on supporting student success by planning programs and services that prepare students for engagement at WMU and beyond, as well as concentrate on designing and enhancing facilities that create an ideal campus experience for our students.

2020



