Division of Student Affairs

2018
The Division of Student Affairs has a broad reach and deep student impact. This year, we opened a new residence hall on central campus, launched phase one of the residential learning community program, supported SGA and the Provost’s Office to develop a faculty advising award, expanded the conversation about students’ mental health and led searches for two key leadership positions: the Director of Student Life and the Davis Center and UVM’s new Executive Director for the Center for Health and Wellbeing and Chief Public Health Officer.

RENEWED COMMITMENT

We are renewed in our commitment to formalizing the assessment of our programs and services and our data collection that provides insight into this work and examples of how we focus on students’ long-term success.

The Division of Student Affairs values the critical role that co- and extra-curricular experiences have on student learning and development. To this end, we have adopted a set of Divisional Learning Domains. These outcomes were created by the Council for the Advancement of Standards in Higher Education (CAS), a professional organization that is comprised of content experts with the intent to promote standards in student affairs. These Domains were designed to encompass the most salient types of learning in co-curricular settings:

- Gaining Knowledge
- Critical Thinking
- Working with Others
- Self-Development
- Civic Engagement
- Life Skills

With this framework and focus, we aim to deliver a student experience that provides students a set of skills and knowledge that they will use in their college experience and beyond.

View our departmental learning outcomes:
go.uvm.edu/studentlearning

FAREWELL, FARMER BROWN.

After 39 years of service to the University, Pat Brown had a final “Mahalo” in June. Pat sat down with Vermont Quarterly to reflect on finding the sweet spot between guidance and empowerment.

As alumni and colleagues shared thoughts about Pat this spring, many mentioned his humor, wisdom, patience, and skill at gently opening minds, nudging a think and a re-think. Seth Moeller ‘89 put it simply, “Pat was one of the first people to treat me as an adult.”

"The work that we do in our office, we can put all kinds of names to it...We’re all teachers. We’re educators... I think that UVM is a pretty cool environment for putting a lot of expectations on students, asking them to respond at a level that is sometimes really challenging, but hopefully they are going to learn from that." 

PAT BROWN

UPWARD BOUND WINS $1.4 MILLION GRANT

UVM TRIO Upward Bound receives a 5 year, 1.4 million federal grant to support academic success and access to college for local high school students.

During the school year, Upward Bound provides weekly, individualized school visits to review academic progress, help set challenging academic goals, assist with career exploration and complete the college search process. Student participants come from Burlington and Winooski high schools, and are from limited/low-income backgrounds, and/or would be the first in their family to attend college. In return, participants are expected to complete a rigorous high school curriculum and maintain at least a 2.5 grade point average.

looking ahead:

In 2018-19 UVM’s Upward Bound (UB) program was awarded an additional $40,000 grant to develop innovative STEM education for participants. UB students will work with UVM faculty and staff using advanced technology, like the work of Jarlath O’Neil-Dunne in UVM’s Spatial Analysis Lab.

DAPHNE WELLS

Daphne Wells is a UVM alumna, she graduated from the University’s Higher Education Student Affairs program in 2006 and took over the reigns at Student Life on July 16, 2018. With over 13 years experience, Daphne is an experienced student affairs professional and will bring a skillful approach to building an inclusive campus.
33% Decline in High-Risk Drinking

Six years ago, UVM made a commitment to changing our culture around high-risk drinking. We achieved this goal through the leadership of the President and the President’s Commission on Alcohol and Other Drugs, on- and off-campus collaborations, and a data-driven approach to changing student behavior and the perception of use on campus.

**DECLINE IN STUDENT CONDUCT**

In addition to interventions such as the revised academic calendar and the launch of the Wellness Environment, the Center for Student Conduct has led the way on revising the conduct and sanctioning process. The overall decline in alcohol, cannabis and other drug violations over six years is 52%.

**DECLINE IN OFF-CAMPUS CALLS FOR SERVICE**

The Office of Student and Community Relations has partnered with University Relations, the Burlington Police Department, Burlington Code Enforcement and the Office of the Mayor to collect, analyze, and respond to data in the C-Area adjacent to campus. Their strategic interventions have resulted in a 43% decline in calls for service over 6 years and a 63% decrease in municipal violations since 2012.

We hosted 48 Discovery Kitchen cooking classes engaging with over 300 students in Central Campus Dining Hall. Exploration Station, where students cook with a chef coaching them, averaged 120 meals per day in Central Campus Dining Hall.

From September to May we purchased 5,397 gallons of ice cream from Wilcox Creamery headquartered in East Arlington, VT.

The Division is leading the way in exploring thoughtful, student-centered, and medically-sound best practices in meeting the escalating demand for students’ mental health services.
looking ahead:

The Division of Student Affairs is formalizing the assessment of student learning across departments and exploring new ways to collaborate in order to deliver more meaningful learning experiences.

STUDENT LIFE

What started as a vision for a campus living room has transformed into a robust hub for student involvement. UVM routinely outshines its comparator schools in this area—86% vs. 73% of first-year students are involved in co-curricular activities (source: NSSE 2017). Housing the Student Government Association and Student Life, the Davis Center helps sustain over 200 clubs and organizations and approximately 1,700 student programs per year.

DAVIS CENTER TURNS 10

10 Years Later

IT HELPS STUDENTS TRANSITION.

Our Fall 2017 First Six Weeks Survey shows that first-year students who spend at least one hour per week participating in co-curricular experiences compared to first-year students who do not were more likely to agree to the following:
1. I have been able to make friends at UVM. (91% vs. 80%)
2. I belong at UVM. (90% vs. 83%)
3. How satisfied are you with your decision to attend UVM? (94% vs. 88%)

AND, INVOLVEMENT HELPS STUDENTS LEARN.

Students who are more deeply involved led to higher self-assessed skills in these areas:
1. Teamwork
2. Decision Making
3. Problem Solving
4. Planning, Organizing & Prioritizing Work
5. Developing knowledge related to future career

WHY INVOLVEMENT MATTERS:

GROWTH MINDSET

Growth Mindset is a way of thinking that gets people to step away from their perceived limitations (a.k.a. a “fixed mindset”) and understand that their basic intelligence has room to grow. When students approach their learning with a growth mindset, research shows they are more likely to seek challenges and ask for help resulting in better academic performance. UVM is participating in a study out of Stanford University that is assessing our students’ growth mindset. This year 1,462 students completed the Growth Mindset for College Students Program and we found that students reported a stronger growth mindset about learning following the program.

FIRST YEAR EXPERIENCE

GROWTH MINDSET

PERCENTAGE OF STUDENTS THINKING WITH A GROWTH MINDSET BEFORE AND AFTER THE PROGRAM.

38% BEFORE PROGRAM
70% AFTER PROGRAM

This data was collected from students immediately after the completion of the College Students Program.
Learn Where You Live

It’s a recipe for success—students benefit when they share a common purpose, have meaningful connections with faculty and staff and are engaged in active learning. The residential learning community model embodies and takes this theory to practice.

Learning Communities have been collaboratively created to optimize student wellness and emphasize both academic success and community engagement through a student’s four years and beyond. Community themes reflect our University values and several of our core academic strengths.

Active engagement within Learning Communities includes a first-year course envisioned by a faculty director, community-wide programs, peer mentoring, and opportunities for experiential learning and connections with faculty and staff through presentations and informal advising.

‘17-'18 LEARNING COMMUNITY THEMES:
- Honors College
- First Year Interest Groups
- Deans Signature Programs (now: Liberal Arts Scholars)
- Arts Initiative (now: Arts + Creativity)
- Global Village (now: Cultural Crossroads)
- Sustainability
- Leadership for Social Change
- Outdoor Experience
- Wellness Environment

+ new in 2018-19: Innovation & Entrepreneurship

Participation:
- 68% of first-year students chose to live in a learning community in ’17-'18
- 86% of first-year students chose to live in a learning community in ’18-'19

Outcomes: The initial retention data points to student success—88.33% of FA17 learning community first years were retained in FA18 as compared to the institution’s 86.7%.

Looking Ahead:
Next year, 100% of incoming first-year students will be affiliated with a learning community.

Career Center
It’s all in a Handshake! Moving to a new software platform, Handshake, now makes it easy for UVM students to search for jobs and internships, build their resume and make career in-person counseling appointments all in one place. And, students have jumped on board. In its first year of “full adoption”:

52% of undergraduate students used the tool
11,000 jobs posted
3,400 internship opportunities posted

Handshake is just the beginning. Looking ahead, the Career Center’s strategic planning process has brought new partners and perspectives to career development at UVM.
The Division of Student Affairs uses student feedback to enhance our programs and services. Through various forms of feedback (surveys, focus groups, etc.) the division has found ways to improve. The “You Said, We Acted” campaign was inspired by UNC Wilmington and aims to show stakeholders across campus some of the enhancements that were made as a result of this feedback.

### Budget, Human Resources and Facilities

**FY18 ALL INCLUSIVE OPERATING BUDGETS (UNDuplicated)**

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<th>Department</th>
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**Division of Student Affairs Total**

$6,168,289 $78,940,994 $2,163,621 $507,805 $87,780,709

**Department Staffing**

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The Division of Student Affairs employs 1,439 students.

In spring 2018, the University of Vermont was named among the “Most Promising Places to Work in Student Affairs” by Diverse: Issues in Higher Education. Once again, the Center for Inclusion, Diversity & Academic Success (IDEAS) collaborated with the American College Personnel Association (ACPA) for this national study. This national recognition celebrates student affairs workplaces that are vibrant, diverse, supportive and committed to staff work-life balance, professional development and inclusive excellence.