



Board of Regents

1860 Van Hise Hall
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Madison, Wisconsin 53706
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website: <http://www.uwsa.edu>

DATE: March 28, 2019
TO: Members of the Board of Regents
FROM: Jess Lathrop, Executive Director and Corporate Secretary

PUBLIC MEETING NOTICE
Meeting of the UW System Board of Regents
to be held at Van Hise Hall
1220 Linden Drive, Madison, Wisconsin
on April 4-5, 2019

Thursday, April 4, 2019

9:00 a.m. – 10:15 a.m. Capital Planning and Budget Committee – 1820 Van Hise Hall
9:00 a.m. – 10:15 a.m. Audit Committee – 1920 Van Hise Hall

10:30 a.m. – 12:00 p.m. Education Committee – 1820 Van Hise Hall
10:30 a.m. – 12:00 p.m. Business and Finance Committee – 1920 Van Hise Hall

12:15 p.m. All Regents—1820 Van Hise Hall

1. Calling of the roll
2. Closed Session
Move into closed session to: (a) consider personal histories related to a UW-Eau Claire honorary degree nomination, as permitted by s. 19.85(1)(f), Wis. Stats.; (b) consider personal histories related to a UW-Green Bay honorary degree nomination, as permitted by s. 19.85(1)(f), Wis. Stats.; (c) consider a student request for review of UW-Madison disciplinary decision, as permitted by s. 19.85(1)(a), (f), and (g), Wis. Stats.; and (d) confer with legal counsel regarding pending litigation (A.R. v. Board of Regents) as permitted by s. 19.85(1)(g), Wis. Stats.

1:15 p.m. All Regents—1820 Van Hise Hall

3. Updates and introductions
4. Presentation and panel discussion: Student Behavioral Health – Crisis and Opportunity
5. Update on Restructuring of UW Colleges and UW-Extension

6. Presentation and panel discussion: UW System High Impact Practices – President Cross’s 2020FWD Strategies in Action
7. Optional closed session

6:00 p.m. – 8:30 p.m. Reception hosted by President Cross

6010 Old Sauk Road, Madison

Event is by invitation only. Please contact jlathrop@uwsa.edu for more information.

A quorum of the Board of Regents may be present; no Board business will be conducted.

The closed session agenda also may be considered on Friday, April 5, 2019, as the Board’s needs may dictate. In addition, the Board may reconvene in open session regarding matters taken up in the closed session, including voting, where applicable.

Information about agenda items can be found during the week of the meeting at <https://www.wisconsin.edu/regents/meetings/> or may be obtained from Jess Lathrop, Executive Director, Office of the Board of Regents, 1860 Van Hise Hall, Madison, WI 53706, (608)262-2324. Persons with disabilities requesting an accommodation to attend are asked to contact Jess Lathrop in advance of the meeting. The meeting will be webcast at <http://www.wisconsin.edu/regents/board-of-regents-video-streaming/> on Thursday, April 4, 2019, from 1:15 p.m. to approximately 3:30 p.m. and on Friday, April 5, 2019, from 9:00 a.m. to approximately 11:30 a.m.

STUDENT BEHAVIORAL HEALTH – CRISIS AND OPPORTUNITY

BACKGROUND

For more than a century, colleges and universities have provided behavioral health services seeking not only to ensure the well-being and safety of their students but their overall academic success. Over the course of the last decade, the demand for collegiate behavioral health services has seemingly skyrocketed. According to the most recent survey of the American College Health Association National College Health Assessment (ACHA-NCHA), the longest-running study of college student health, college students today increasingly report significant struggles with anxiety, depression, and suicide. Consider the following statistics from the 2018 ACHA-NCHA spring report which summarized the major behavioral health concerns of college students over the course of the last twelve months:

- 87 percent of college students felt overwhelmed by all they had to do;
- 69 percent felt sad;
- 63 percent of college students felt overwhelming anxiety;
- 63 percent also felt very lonely;
- 42 percent reported feeling so depressed it was difficult to function; and
- 12 percent of college students contemplated suicide.

Rationales for this increase vary considerably. Some of the most prevalent assumptions include the decreased stigma surrounding behavioral health issues; greater numbers of high school students with behavioral health issues transitioning to college; expansions in behavioral health services available to students; increases in trauma and stress affecting particular student groups including veterans or LGBTQ+ students; and widespread use of technology like smartphones, which some researchers believe encourage isolation and impair the healthy development of relationships.

Whatever the cause, the impact is the same: more college students are seeking behavioral health services and support than ever before. Without the appropriate supports in place, students are less likely to flourish academically. Establishing a robust approach to ensuring the behavioral health and well-being of its college students is therefore a critical component of an institution's student success agenda.

Today's presentation is intended to provide the Board of Regents with a multifaceted view of student behavioral health in the UW System. A series of panels comprised of current UW students, Senior Student Affairs Officers, and academic leadership will outline some of the major behavioral health issues facing students today, how these issues affect the classroom, and address the challenges of meeting the demand for more supports and services. The presentation will close with a discussion of potential strategies, directions, and actions that may be pursued in the future to ensure the behavioral health and academic success of all UW students.

REQUESTED ACTION

No action is required; this item is for information only.

DISCUSSION

The University of Wisconsin (UW) System has conducted several surveys over the past several years to measure student health, well-being, and safety as part of a national movement to better serve students and provide a safe and healthy environment for learning. The UW System has recently participated in four such surveys including the following:

- National College Health Assessment-II (NCHA, Spring 2018);
- Center for Collegiate Mental Health (2010-2018);
- UW System Counseling Impact Assessment Project (2011-2018); and
- Wisconsin Youth Risk Behavior Survey (YRBA, 2017)

Dr. John A. Achter, Associate Dean of Students, University of Wisconsin-Stout will open today's interactive presentation with information and findings associated with these surveys as they pertain specifically to UW students. Dr. Achter's presentation will be followed by a small panel of UW Senior Student Affairs Officers including UW-Parkside's Dr. Tammy McGuckin and UW-Green Bay's Dr. Eric Arneson, who will provide first-hand perspectives of the challenges inherent in meeting the increased demand for behavioral health services at a comprehensive institution as well as among branch campuses.

Following these presentations, Dr. Betsy Morgan, Provost, UW-La Crosse will open a discussion of how behavioral health issues impact learning and the classroom environment. A panel of UW students will then provide their personal perspectives on the importance of providing behavioral health services for students and the impact these services have on student academic success and wellbeing. The panel includes Sage Lefebvre, University of Wisconsin-Stevens Point, Anjali Holmes, University of Wisconsin-Parkside, and Manasi Mohan, University of Wisconsin-Madison.

The day's presentation will close with a discussion led by Sandra Scott Duex, Dean of Students, University of Wisconsin-Stout and Harry Anderson, Dean of Students, UW-Superior as to potential new strategies and approaches the UW System might take in the future.

RELATED REGENT AND UW SYSTEM POLICIES

Regent Policy Document 23-1: Basic Health Module

Regent Policy Document 23-2: Health, Safety, and Security at UW System Institutions

SUMMARY REPORT

2017

WISCONSIN YOUTH RISK BEHAVIOR SURVEY



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

This work was made possible by the Centers for Disease Control and Prevention. Special thanks are also due to the University of Wisconsin Survey Center, the State and local health departments, Mental Health America of Wisconsin, the Wisconsin Safe and Healthy Schools Center, and especially the districts and schools who participated in the survey.

Suggested Citation:

McCoy, Katherine. 2017 Wisconsin Youth Risk Behavior Summary Report. Madison: Wisconsin Department of Public Instruction, 2018.

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March 2018

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Printed on recycled paper

SUMMARY REPORT

2017 Wisconsin Youth Risk Behavior Survey

Developed by
Katherine McCoy, Ph.D.
Evaluation Consultant



Wisconsin Department of Public Instruction

Tony Evers, PhD, State Superintendent

Madison, Wisconsin



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WHAT IS THE YRBS?

This report provides an overview of the 2017 Wisconsin Youth Risk Behavior Survey (YRBS). The 2017 Wisconsin Youth Risk Behavior Survey was conducted as part of a national effort by the U.S. Centers for Disease Control and Prevention to monitor health risk behaviors of the nation’s high school students.

The Wisconsin Department of Public Instruction (DPI) has administered the YRBS every two years beginning with 1993. The 2015 survey failed to secure the target response rate, thus making 2013 the most recent dataset prior to the success of this 2017 survey.

The YRBS is a self-administered, anonymous, 99-item questionnaire that students take in a proctored environment during the school day. Survey procedures were designed to protect the privacy of students by allowing anonymous and voluntary participation. Local parent permission procedures were followed before administration, including informing parents that their child’s participation was voluntary. The 2017 questionnaire is available on the DPI website.

Results from the Youth Risk Behavior Survey are representative of all public high school students in Wisconsin.¹ The 2017 survey was completed by 2,067 students in 43 public, charter, and alternative high schools in Wisconsin during the spring of 2017. The school response rate was 88%, the student response rate was 88%, and the overall response rate was 77%. The weighted demographic characteristics of the sample are as follows:

Gender	
Female	48.70%
Male	51.30%

Grade Level	
9th grade	25.40%
10th grade	25.10%
11th grade	25.10%
12th grade	24.30%
Other	0.10%

Race/Ethnicity	
Asian American	2.30%
Black/African American	8.60%
Hispanic/Latino	10.20%
White	73.90%
All other races	1.00%
Multiple races	4.10%

¹Completion of the survey depends on a student’s ability to read and complete a 99-question survey. Thus, students with very limited reading skills or significant intellectual or learning disabilities, may not be adequately represented in this data.

KEY FINDINGS

In line with national trends, Wisconsin's 2017 YRBS shows a notable, continuing decrease in key risk behaviors such as use of tobacco, alcohol and drugs, and sexual behavior. Depressive symptoms and suicidal ideation are on the rise, and anxiety is high. Students report greater use of screens, less sleep, and poorer self-reported health. These may be related: young people appear to be spending less time out engaging in risks, and more time online and interacting virtually.²

Indicators of school belonging remained high and steady. In general, white straight males reported the highest levels of belonging, whereas other groups reported a lower sense of belonging and higher risks of mental health concerns. The following types of students generally report higher rates of victimization, fewer supports, and more distress:

- Females³
- Students of Color
- Students with disabilities
- LGBT students⁴
- Students with D's or F's

Students who have several of these identities have added risks. However, a student's history and identity are not destiny: even students with many risk factors do better when they have a high sense of belonging and social support. Additional 2017 YRBS reports will provide more detailed information on such high risk groups, as well as special topics such as suicide and bullying.

The information provided here is only a start: it should spark deeper community conversations about why we see these numbers. For instance, the YRBS shows that students who get less sleep also get lower grades. But YRBS data doesn't explain what's keeping these students from sleeping more: Online entertainment? Poor housing conditions? Texts from suicidal friends? Anxiety? Trauma? There is evidence for all of these possibilities. The answer to this kind of question informs what we do about a problem, and how we treat our young people. Those answers can only come from conversations with young people and their communities.

²See e.g. Twenge, Jean. iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy--and Completely Unprepared for Adulthood--and What That Means for the Rest of Us (2017).

³Females do have high rates of supports.

⁴LGBT estimates are calculated based on one question about sexual orientation and another question about gender identity. Only students who selected a lesbian, gay, bisexual or transgender category are represented here. Students who answered "Not sure" are not included.

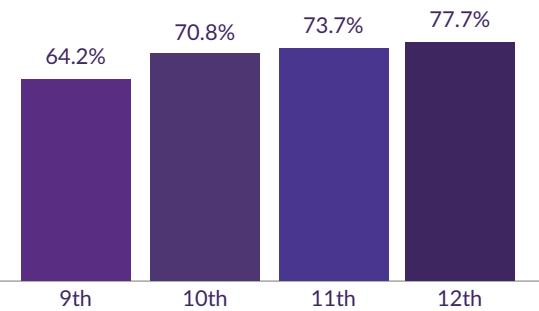
PROTECTIVE FACTORS

Positive influences have been described as assets, or protective factors. These assets have the power to protect youth from risk behaviors and some forms of victimization, as well as promote health behaviors and general well-being. Historically, Wisconsin high school students have reported high levels of assets. In 2017, students reported high levels of social support and belonging.

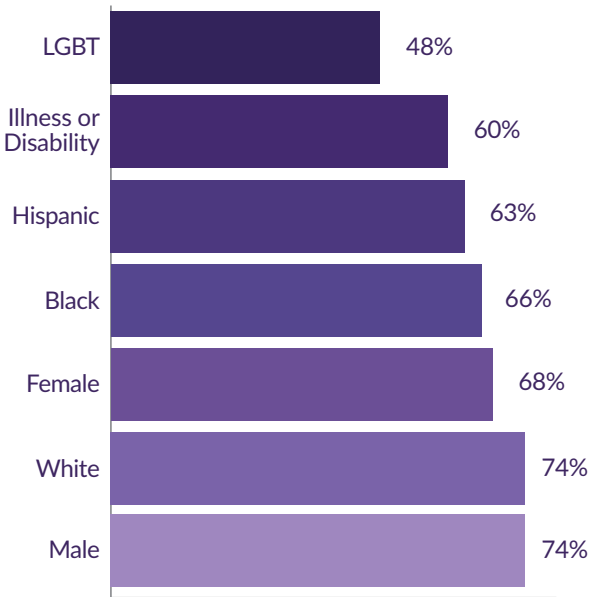
Generally, students who report having strong family and teacher support, as well as high levels of school belonging, are less likely to engage in risk behaviors (e.g., physical fights, carrying a weapon, alcohol and drug use, risky sexual behavior) and more likely to report positive mental health and higher grades.

- 71.6% of students reported having at least one teacher or other adult at school they could talk to.
- Older students are most likely to have a teacher to talk to (see below).
- At 57.8%, LGBT students are the least likely group to have a teacher to talk to.

Percent of Students Who Have at Least One Teacher They Can Talk to About a Problem, by Grade



Sense of Belonging at School



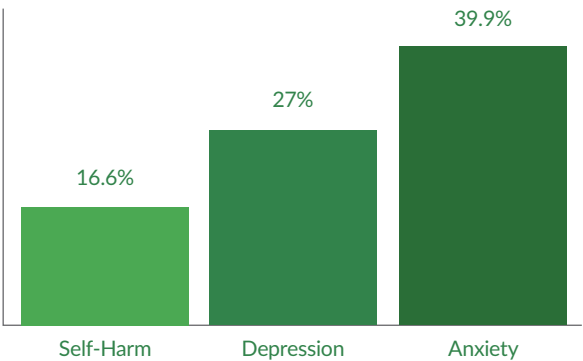
Students were also asked about whether they feel they belong at their school.

- Overall, 70.8% of students agreed or strongly agreed that they belong at their school.
- A student's race, gender, and sexual orientation play a big role in whether they belong. The graph above shows all of these as distinct categories, but the combinations also hold true: e.g., white males report a higher sense of belonging (77.7%) than males from other races (64.7%).

MENTAL HEALTH

There is a growing understanding among educators that mental and emotional well-being are paramount to school success. School environments can also contribute to a student’s positive or negative mental health. The 2017 YRBS included questions related to depression, anxiety, self-harm, and help-seeking. This was the first time students were asked about anxiety.

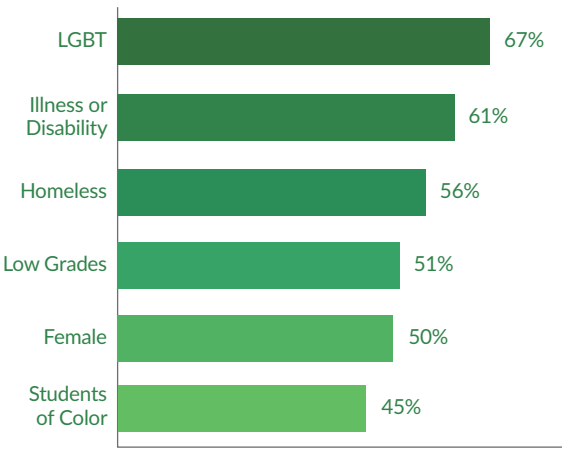
Self-Reported Rates of Anxiety, Depression, and Self-Harm



- Almost 40% of students indicated high levels of anxiety.
- There was a clear gender component to anxiety, with nearly half of female students reporting anxiety, vs. approximately 30% of male students.

- Some groups had extremely high rates of anxiety, including LGBT students, students with physical disabilities or chronic health conditions, students who are homeless or “doubled up” with friends or relatives due to eviction or economic hardship, students with low grades, females and students of color (see below).
- Depression rates (27%) were lower than anxiety, but had a similar breakdown in terms of high risk groups.
- One in six students (16.6%) indicated that they had engaged in self-harm. Overall, one in four females engaged in self-harm. Among 9th grade girls, a history of self-harm is almost as common as eating breakfast every day (30% vs. 32%).
- In terms of trends, depression is significantly up; self-harm is steady. There is no trend data yet on anxiety.

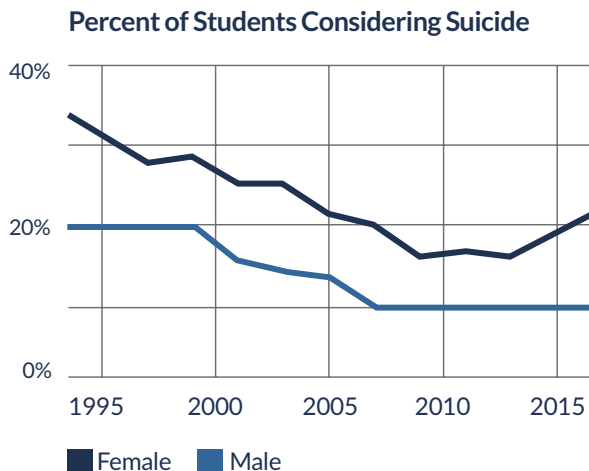
Self-Reported Anxiety Among Highest Risk Groups



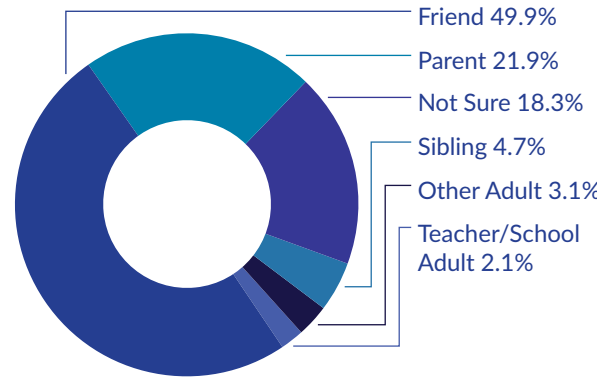
SUICIDE AND HELP SEEKING

At the extreme of emotional distress is suicidal ideation.

- 16.4% have considered suicide.
- 15.0% made a plan.
- 7.8% actually attempted suicide.
- Suicidal ideation decreased through the early 2000s, but appears to be increasing.
- The increase is most notable for females.
- Considering suicide is highest among students who are LGBT (41%), have disabilities (35%), lack stable housing (31%), or get mostly D's or F's (28%).
- Rates are also higher for students who report experiences of violence or bullying.
- About half of the students who are considering suicide also report having made an attempt. Thus, students' talk of suicide should not be taken lightly.



Who Do Students Talk to When Upset?



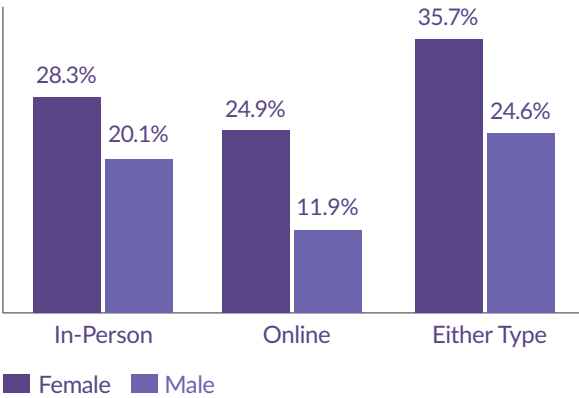
Seeking and finding help is an important component of mental health. Students were asked whether they got the kind of help they needed when they felt distressed. Only 28.1% of students replied that they got the help they needed. On the other hand, students were also asked who they turned to when they were sad, hopeless, anxious, or otherwise distressed.

- Of the students who reported having such feelings, over 80% indicated that they do have someone who they were likely to talk to.
- Approximately half of the students listed friends as their most likely confidantes.
- Just over one in five listed a parent.
- Only 2% of students listed a teacher or other adult at school.
- Altogether, students were twice as likely to mention a peer (e.g. friend or sibling) as an adult (e.g. parent, teacher or other adult).

BULLYING

Bullying is a concern for students, educators, and families. Wisconsin’s YRBS began tracking in-person bullying in 2009, and cyber bullying in 2011. During that time, there has been no statistically significant increase in high school bullying.

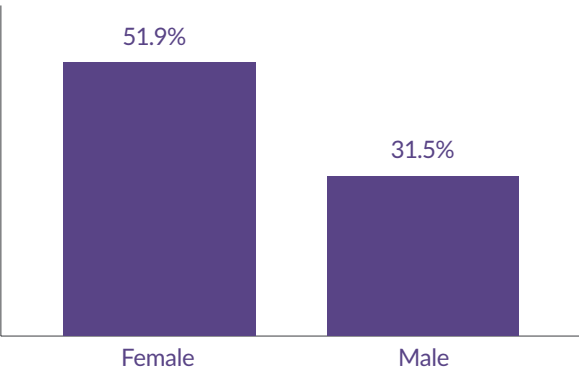
Experiences of Different Types of Bullying, by Sex



- In-person bullying (24.2%) is still more common than electronic bullying (18.6%).
- Girls, LGBT students, and those with a disability are bullied at higher rates.
- Two out of three students who report online bullying also report being bullied in person.

- Over a third of girls and a quarter of boys report experiencing one of these types of bullying.
- Four out of ten students (41.7%) report that bullying is a problem at their school. Females are more likely than males to say that bullying is a problem (52% vs. 32%).
- Students who report being bullied also report higher rates of experiencing other types of violence, either currently or in the past. They are also more likely to report poor mental health and suicidality.
- Bullying is a significant risk factor for suicide. At the same time, it’s important to remember that most students who report being bullied do not report being suicidal.

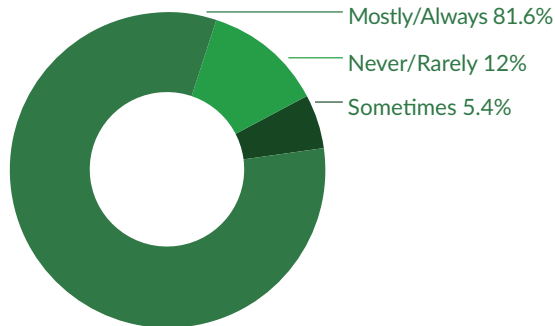
Percent of Students Who Think Bullying is a Problem, by Sex



SCHOOL SAFETY

The vast majority of students feel safe at school and go through school without being hurt or threatened, and the overall trend is towards greater school safety.

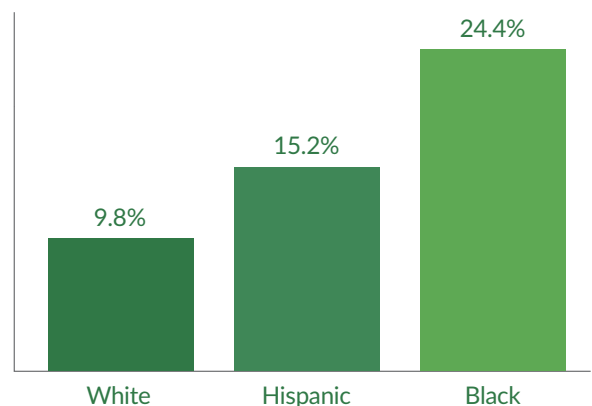
How Often Students Feel Safe at School



- Four out of five students (81.6%) feel safe at school “Most of the Time” or “Always.”
- A very low percent of students carry weapons at school (5.2%), are threatened with weapons at school (6.9%), or skip school due to safety concerns (6.3%).
- There are decreasing numbers of students who have been in a fight anywhere (20%), a fight on school property (7.3%), threatened or injured with a weapon at school (6.9%), or physically hurt in any way at school (15%).

- In line with those trends, fewer students than in the past (17.1%) agreed that violence was a problem at their school.
- At the same time, not all students feel safe. Interestingly, since 2007 there has been an increase in the percent of students who feel unsafe at school: currently 12%.
- Students from marginalized groups (e.g., racial and sexual minorities) are more likely to feel unsafe at school and to report that violence is a problem at their school. For instance, nearly one in four Black students feel unsafe from physical harm at school, vs. one in 10 white students.
- Students who reported feeling unsafe at school were twice as likely to report fighting at school (13.2% vs. 6.2%). They are also more likely to report other forms of victimization.

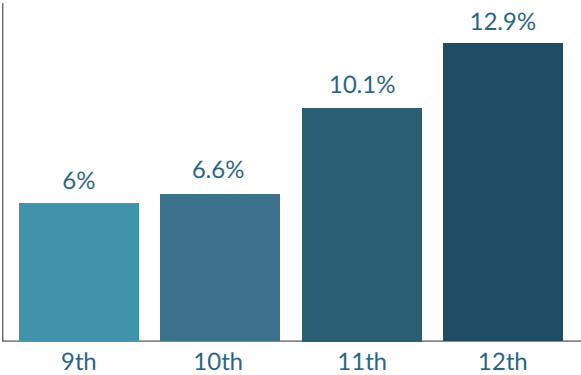
Percent of Students Who Feel Unsafe at School, by Race/Ethnicity



SEXUAL AND DATING VIOLENCE

The YRBS includes some safety and victimization questions that are not restricted to the school setting. These include questions on whether a student has ever experienced rape, physical dating violence, or sexual dating violence.

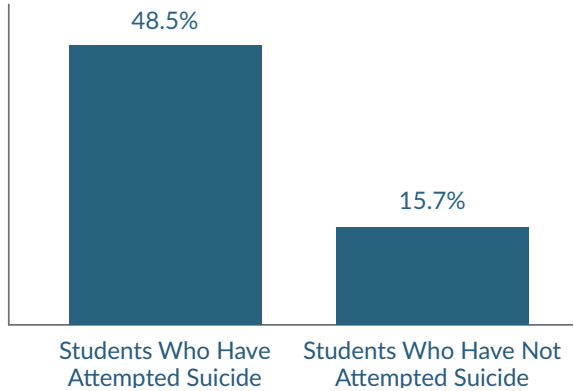
Percent of Females Who Have Been Raped, by Grade



- Overall, 7.2% of students report having ever been raped. The rate for males is 5.1% and 8.9% for females.
- More broadly, 10.2% of students report having been forced into any sexual activity: 5.0% of males and 15.0% of females. That is almost one in every seven female students.
- 6.9% of students report having experienced physical dating violence: 4.5% of males and 8.8% of females.

- There are differences by grade level. By the time females hit 12th grade, 12.9% have been raped, 19.1% have experienced any form of sexual violence, and 10.1% have experienced physical dating violence.
- Students who have experienced rape or sexual or physical dating violence are much more likely to be anxious, depressed, and suicidal. For instance, nearly half of students who attempted suicide have experienced such violence. This is three times more than their peers.
- Rates of sexual and dating violence are particularly high for students with physical disabilities or health issues and LGBT students. For instance, almost one in five such students has been raped (18% of students with disabilities and 17.4% of LGBT students).

Experience of Sexual or Dating Violence Among Students Who Have vs. Have Not Attempted Suicide

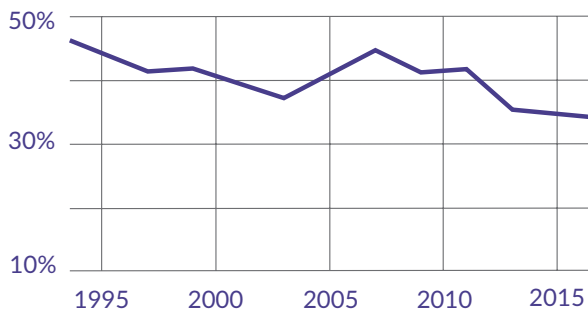


SEXUAL BEHAVIORS

In line with national trends, Wisconsin students are less likely to have sex than in the past.

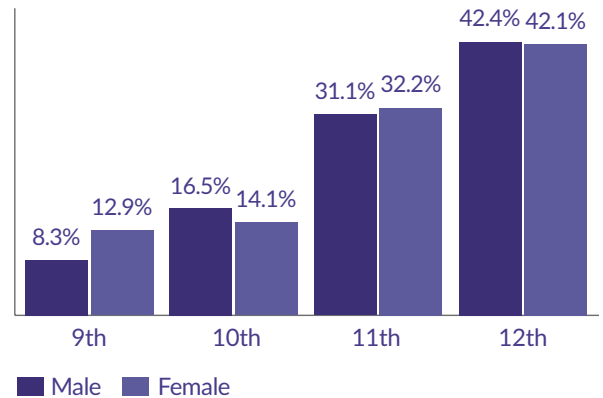
- In 2017 approximately one in three students (33.6%) reported having ever had sex, vs. almost one in two (47%) in 1993.
- Similar percentages of male (34.9%) and female (32.1%) students report ever having had sex.
- Among students who have had sex, the most common age to start was 15 for males and 16 for females.
- Only 2.9% of students reported having had sexual intercourse before age 13. This is down from 7.3% in 1993.
- Students are having sex with fewer partners. In 2017, 7.2% of students reported having 4 or more partners; this is half the 1993 rate.

Percent of Students Who Have Ever Had Sex



- Among students who had sex, approximately 45% had only had one partner; 67% reported between one and two partners.
- The percent of students who are sexually active (i.e., reported having sex in the last three months) has decreased from a high of 32.5% in 1993 to the current rate of 24.9%. The gender and grade level breakdown is shown in the graph below.

Percent of Students Who Are Sexually Active, by Sex and Grade



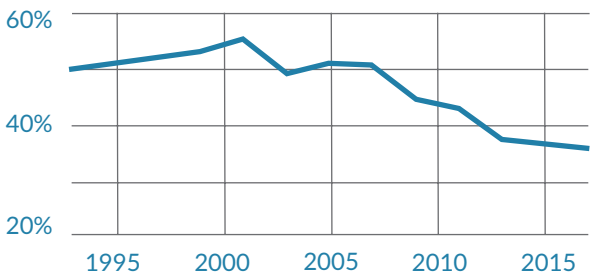
- When students do have sex, they are more likely to use protection. Almost 2/3 (62.8%) used a condom during last sexual intercourse.
- Sexually active students are less likely to be drunk or high. Approximately 17% of sexually active students were under the influence of alcohol or drugs during their last sexual intercourse. This is a decrease from the past.

ALCOHOL AND OTHER DRUGS

The 2017 YRBS showed a continued, notable decline in teen alcohol and drug use. For instance:

- Alcohol use was at its lowest rate ever, with 30.4% of students reporting that they currently drink and 64.5% reporting ever having had a drink. Only 16.4% of students report binge drinking; down from a high of 34.4%.

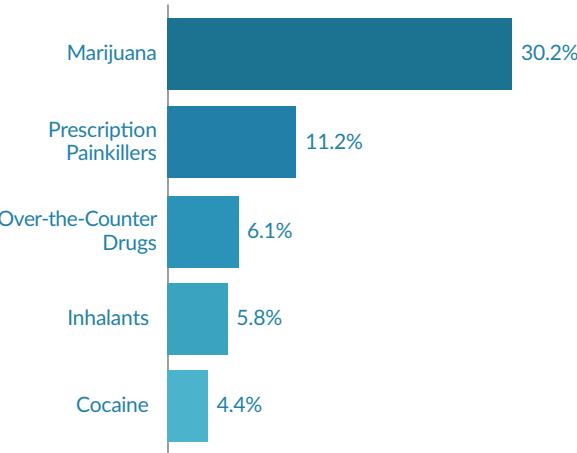
Percent of Students Who Have Had Alcohol in the Past 30 Days



- Decreasing numbers of students have ever used cocaine (4.4%), inhalants (5.8%), or abused over-the-counter drugs (6.1%).
- The 2017 survey was the first time students were asked about abuse of prescription painkillers: 11.2% of students reported unauthorized use of such medications.
- The vast majority of students (over 80%) have never used any of the drugs previously described.

- Marijuana use has decreased since 1999. In 2017, 30.2% of students had ever used marijuana (vs. a high of 42.7%) and only 16% currently use it (vs. a high of 25.1%).
- Students who do use alcohol and drugs are starting later than in the past, with only 5.4% of students reporting marijuana use before age 13 and 15.5% reporting first alcohol use before age 13. These rates are approximately half of what they were at their highest.
- Fewer students than in the past (18.4%) have ever been offered or sold drugs at school.
- The downward trends in alcohol and drug use hold for males and females and for all racial and ethnic groups⁵.

Percent of Students Who Have Used the Following Substances to Get High

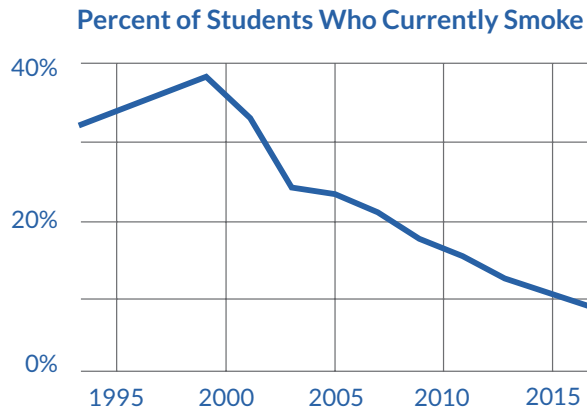


⁵The raw usage numbers are down across all racial groups. Not all of the decreases are statistically significant; however, this may be due to the relatively small sample size of some racial minority groups.

TOBACCO

As with alcohol and other drugs, tobacco use has declined precipitously. For instance:

- Only 7.8% of students currently smoke cigarettes at all, and only 2.3% smoke frequently.

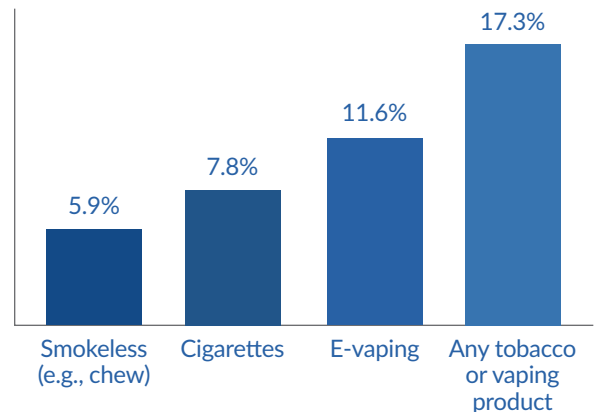


- The 2017 survey was the first time students were asked about electronic vaping products: 11.6% of students reported such use. That is comparable to the rate of cigarette smoking in 2013 (the high of cigarette smoking was 38.1%).

- Vaping was highest for whites, males, and older students. For instance, almost a quarter (22.7%) of 12th grade males vape, vs. only 6.1% of 9th grade males and 5.1% of 9th grade females.
- 17.3% of students currently use any tobacco or vaping product (e.g., chew, cigars, cigarettes or e-vaping products).

In general, tobacco, alcohol, and drug use are higher among students who report traumatic experiences or marginalized status. This is in line with national research indicating that drug and alcohol use is one common response to trauma and toxic stress.

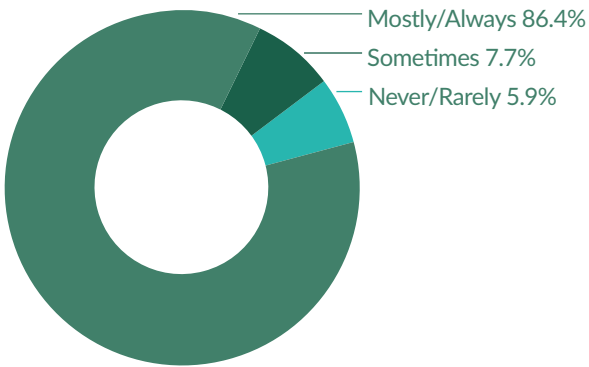
Percent of Students Who Currently Use Tobacco or Nicotine Products



TRAFFIC SAFETY

Both national data and Wisconsin’s YRBS show positive trends with regard to traffic safety. While traffic deaths are down in part due to fewer young people spending time behind the wheel, it’s also true that when young people do drive, they are better at taking certain precautions.

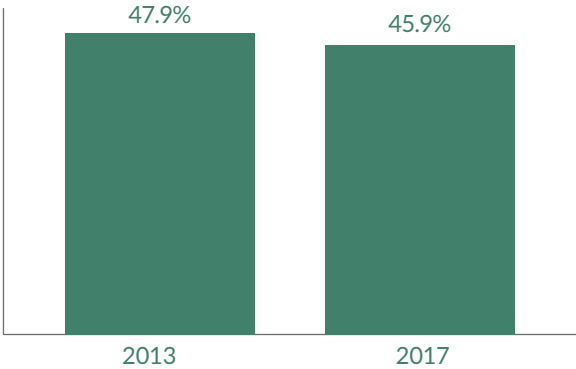
How Often Students Wear Seat Belts



- More than 4 out of 5 students (86.4%) use seat belts most of the time or always.
- Seat belt use does vary by race and ethnicity: students of color are more than two-and-a-half times as likely to say that they rarely or never wear seatbelts (10.8% vs. 4.1%).
- 17.4% of students reported having ridden in a car with a driver (of any age) who had been drinking.

- Only 5.5% of students reported having driven under the influence of alcohol.
- Males in 12th grade reported the highest rates of driving under the influence (13.9%).
- Just under half (45.7%) of student drivers reported texting or emailing while behind the wheel.
- Rates were highest for older students: among 12th graders, 60% of males and 63% of females reported texting or emailing while driving.
- Texting while driving rates have remained almost the same since the question was first asked in 2013.

Percent of Student Drivers Who Text While Driving

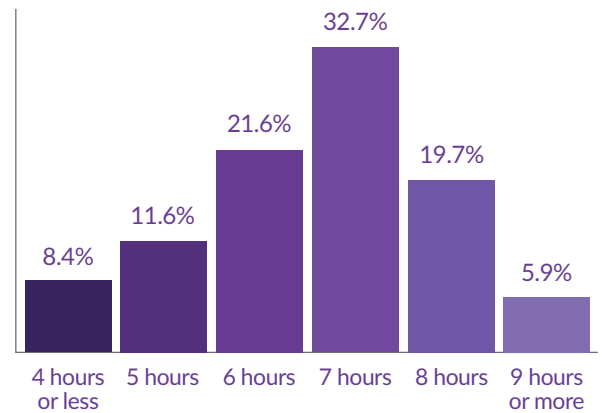


PHYSICAL HEALTH

Despite some improvements in nutrition and alcohol and drug use, fewer students report feeling healthy. This may be related to decreased sleep, increased screen time, and decreased mental health. Compared to the past:

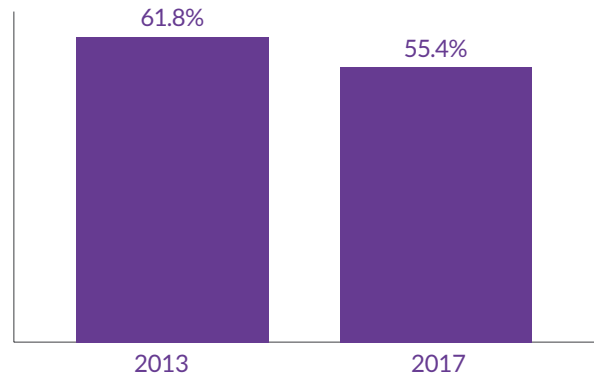
- The number of students attending a physical education class daily (36.9%) or weekly (50.8%) is steady from recent years.
- Students' general activity levels are fairly steady, with only about one in four students (24.7%) reporting an hour of physical activity every day.
- While the number of overweight students remains steady (15.0%), there was a slight increase in the percentage who are obese (13.7%).
- Daily consumption of caffeinated drinks, juices, sodas, and other sugary drinks is fairly low (9%-16%).
- Fewer students report drinking soda or juices than in the past.
- Within a week, 90% of students eat fruit and 93% eat vegetables.
- There has been a slight increase in the number of students who always go without breakfast (14.1%).

**Average Hours of Sleep Per Night
(Percent of Students)**



- One in four (25.6%) of students got eight or more hours of sleep per night. More than 40% sleep six or fewer hours per night.
- 40.3% of students reported three or more hours per day on their phones or other screens.
- Overall, just over half of students (55.4%) report that their health is excellent or good. This is a decrease from previous years.

Students in "Excellent" or "Very Good" Health



WISCONSIN TRENDS SUMMARY (1993-2017)

Below is a summary of key long-term trends, as compiled by CDC⁶. Only questions with statistically significant changes are provided here; others are excluded.

Alcohol

- ↓ Ever drank
- ↓ First drink before age 13
- ↓ Current alcohol use
- ↓ Binge drinking

Tobacco

- ↓ Ever tried
- ↓ Currently smoke

Other Drugs

- ↓ Ever tried marijuana
- ↓ Current use of marijuana
- ↓ Tried marijuana before age 13
- ↓ Ever used cocaine or inhalants
- ↓ Ever abused over-the-counter drugs
- ↓ Were offered, sold or given drugs on school property

Traffic Safety

- ↓ Rode in a car with a driver who had been drinking alcohol
- ↓ Drove a car under the influence of alcohol
- ↑ Seat belt use

Sexual Behaviors

- ↑ Postponing first sexual intercourse
- ↓ Ever had sex
- ↓ Currently sexually active
- ↓ Multiple sexual partners
- ↓ Large age difference between partners
- ↓ Used alcohol or drugs before last sexual intercourse
- ↑ Used a condom

School Safety

- ↓ Threatened or injured with a weapon on school property
- ↓ Physically hurt at school
- ↓ See violence as a problem at school
- ↑ Regularly feel unsafe at school (small but growing group)
- ↓ In a physical fight

Mental Health and Suicide

- ↑ Feeling sad or hopeless (up since 2009)
- ↑ Seriously considered suicide (up since 2011)
- ↑ Made a plan (up since 2007)
- ↓ Attempted (down from 1999, no change since 2007)

Weight and Nutrition

- ↑ Obese (by body mass index)
- ↑ Ate fruit
- ↓ Drank soda
- ↑ Went without breakfast

Other Health Issues

- ↓ Say health is excellent or good
- ↓ Get 8 hours of sleep
- ↓ TV use
- ↑ Other screen time
- ↑ Use sunscreen

⁶See 2017 [YRBS Results WI High School Trend Analysis Report](#). While all of these questions are analyzed in a report dating back to 1993, note that not all questions have been in the survey since 1993.

The background features abstract, wavy shapes in shades of green and blue. A large, light green shape occupies the top half, while the bottom half is divided into a dark blue area and a lighter blue area. The text is positioned on the boundary between the dark blue and light blue sections.

Wisconsin Department of Public Instruction Tony Evers, PhD, State Superintendent

Student Behavioral Health – Crisis and Opportunity

Supplemental Reading:

- **“Counseling Counts”** originally appeared in the December 2018 issue of *Business Officer*, the monthly flagship magazine published by the National Association of College and University Business Officers in Washington, D.C.
<https://www.businessofficermagazine.org/features/counseling-counts/>
- **“Handle With Care”** originally appeared in the December 2018 issue of *Business Officer*, the monthly flagship magazine published by the National Association of College and University Business Officers in Washington, D.C.
<https://www.businessofficermagazine.org/features/handle-with-care/>

UW SYSTEM RESTRUCTURING

EXECUTIVE SUMMARY

BACKGROUND

In November 2017, the UW System Board of Regents approved a plan to restructure UW Colleges and UW-Extension. On July 1, 2018, the 13 two-year campuses formerly known as UW Colleges were joined as branch campuses with seven of the UW System's four-year comprehensive or research institutions. UW-Madison will now administer Broadcasting and Media Innovation (which includes Wisconsin Public Television and Wisconsin Public Radio), as well as Cooperative Extension, UW Conference Centers, and the Department of Labor Education, all formerly part of UW-Extension. UW System Administration will administer the Division of Business and Entrepreneurship; Continuing Education, Outreach and E-Learning (which will incorporate UW Colleges Online); Wisconsin Humanities Council; and the Wisconsin Institute for Public Policy and Service.

The Higher Learning Commission (HLC) approved UW System's application to restructure on June 28, 2018. This transferred accreditation from UW Colleges to the receiving institutions.

The UW System is working closely with UW Colleges, UW-Extension, the four-year UW receiving institutions and the UW institutions to ensure a smooth transition for students and employees. Restructuring is taking place in two phases. During Phase 1 (July 1, 2018 – June 30, 2019), the administrative oversight of the two-year campuses transferred to the receiving institutions. Administrative and student support services are being provided based on the memoranda of understanding with each receiving institution. During Phase 2 (July 1, 2019 – June 30, 2020), the receiving institutions will finalize the integration of the two-year campuses.

Since the Higher Learning Commission's initial approval, the UW System has reached two key milestones:

- After a rigorous six-month review, the HLC in March 2019 upheld the positive review findings by the Commission on restructuring; no further review or reporting is needed. All two-year University of Wisconsin campuses are fully accredited with receiving institutions by the HLC.
- Approval of the UW System Guaranteed Admission Transfer policy continues the policy that had been in place with the former UW Colleges. The policy maintains that students at two-year institutions who meet academic eligibility requirements are guaranteed admission to any four-year institution in the UW System.

REQUESTED ACTION

Information only.

RELATED BOARD OF REGENTS ACTIONS

The Board of Regents adopted Resolution 10956 on November 9, 2017.

**UW SYSTEM HIGH-IMPACT PRACTICES:
PRESIDENT CROSS'S 2020*FWD* STRATEGIES IN ACTION
AT UW-WHITewater**

EXECUTIVE SUMMARY

BACKGROUND

Under President Cross's leadership, the UW System 2020*FWD* strategic plan prioritized expanding undergraduate students' access to high-impact practices (HIPs). Although UW institutions offer HIPs to varying degrees, President Cross's plan calls for proactive examination of the quality, design, and impact HIPs have on student outcomes.

In accordance with 2020*FWD*'s priorities, five UW System institutions participated in a series of national and statewide HIPs convenings: UW-Eau Claire, UW-Green Bay, UW-Milwaukee, UW-Parkside, and UW-Whitewater. The institutions' participation is supported, in part, by the Taking Student Success to Scale grant. This grant is supported by the National Association of System Heads (NASH) and the Lumina Foundation. For this grant, UW System institution teams are focusing on implementing and evaluating two HIPs in order to enhance the quality and assessment of the HIPs. The institutions also seek to provide more high-impact learning opportunities for underrepresented student populations. This work is a key part of UW System's unwavering commitment to closing opportunity and achievement gaps. The participating institutions will pilot the design and use of a taxonomy to define and track student participation in HIPs that eventually may be used systemwide.

REQUESTED ACTION

For information and discussion.

DISCUSSION

HIPs, both inside and outside of the classroom, provide students with extended learning opportunities that require students to demonstrate and apply their learning in authentic settings or contexts. Students engage in public demonstrations of their learning, gain knowledge and skills related to multiple learning outcomes, and come to a greater appreciation of the connections between their learning experiences. HIPs are integrated into institution-wide student success strategies as evidenced by research showing participation in HIPs has a positive impact on underrepresented students.

UW System institutions implement a wide array of HIPs. Many of these HIPs were created as a result of UW institutions' participation in Association of American Colleges & Universities national forums, meetings, institutes, and UW System convenings. Some HIPs, such as study

abroad, internships, and undergraduate research, are longstanding offerings. Others are evolving as practices are reviewed. Under 2020*FWD*'s plan, the UW System will examine current practices to see if the benefits of participating in HIPs are being maximized for all students.

Dr. Carleen Vande Zande, Associate Vice President for Academic Programs and Educational Innovation at UW System, will briefly discuss the characteristics of HIPs and how they are designed across UW System institutions. Her presentation will focus on three areas: the characteristics of HIPs; the type of HIPs offered in the UW System; and UW System participation in the NASH Taking Student Success to Scale grant.

Following Dr. Vane Zande's presentation, a two-person panel from UW-Whitewater will present how their practices are integrated into the student success and retention strategies at the campus. They will also highlight examples of HIPs and give a special overview of a unique HIP created by UW-Whitewater related to student employment.

The UW-Whitewater panel will include:

- Dr. Joan Littlefield Cook, Interim Associate Provost
- Dr. LaVar Charleston, Assistant Vice Chancellor for Student Diversity, Engagement and Success

RELATED REGENT POLICIES

N/A