Message from the Associate Vice President for Student Affairs

I am pleased to present the 2010-2011 Student Affairs annual report. I think it is a strong and accurate reflection of our work, which is done in complement to the learning that takes place elsewhere on campus. Our mission is to serve, support, and challenge our students as individuals and in the context of being responsible global citizens.

The first section of the report is a brief introduction of the departmental missions and the kinds of day-to-day responsibilities that keep us engaged. The second section, “by-the-numbers,” is a quantitative snapshot of Student Affairs over the past year.

The last two sections offer a look at our departmental and strategic goals from the past and upcoming years. As you review this document, please note that the division is values and goals-driven. We are more than a collection of services and events. We value the development, learning, and success of our students.

Student Affairs is entering the fourth year of its five-year strategic plan. Some of the programs identified have been developed to reach our goals related to faculty engagement, diversity, student development, and assessment.

Thank you for taking the time to learn more about Student Affairs at Trinity. We are proud of our University and the role we play in creating an exceptional student experience.

David M. Tuttle
Associate Vice President for Student Affairs
Missions and Ongoing Responsibilities

**Student Affairs**
As educators in the spirit of the liberal arts tradition, the members of the Division of Student Affairs are committed to serving, supporting, and challenging students in their development as individual and as responsible global citizens.

**Campus & Community Involvement (CCI)**
The mission of Campus & Community Involvement is to develop student leaders and facilitate programs that contribute to a vibrant campus life.

Oversee areas related to diversity, fraternity and sorority life, student governance, leadership, community service, and entertainment.

Coordinate large-scale events including the MLK, Jr. march and lecture, Women’s History Month lecture, New Student Orientation and Welcome Week, and Family Weekends.

Advise and assist all student groups.

Advise the student-run campus newspaper and yearbook.

Manage the daily operations of the Coates University Center (CUC), including campus mail operations.

**Career Services**
The mission of Career Services is to provide comprehensive services to students and alumni by supporting learning in and out of the classroom, assisting constituents to answer questions related to career goals and developing strategies for implementing those goals. Career Services facilitates connections with those seeking to recruit Trinity students or graduates by providing and supporting services and programs that promote personal networking, referrals, and job opportunities. The Office will support efforts on the part of faculty and other departments to promote career development.

Provide advising on career and academic major decision-making, and offering planning and coaching to the Trinity community, from newly admitted students to alumni at any point in their career.

Conduct and sponsor programs and workshops through signature programs such as Wine, Dine, & Act Fine; Dress to Impress; Professional Practice Interview Days; and WorldWork.

Collaborate with other Student Affairs departments and academic departments to develop and implement career-related programming.

Organize and promote on-campus information sessions, interview schedules, and other on-campus recruitment by private, government and non-profit sectors for Trinity students and graduates.
Conduct ongoing employer and community relations for the purpose of developing recruiting relationships to benefit students and graduates of the University.

Collaborate with Alumni Relations in the coordination of the Alumni Career Network.

**Chaplaincy**  
The mission of the Trinity University Chaplaincy is to lead those who follow Christ, support those of every faith, and serve all who call Trinity home.

Teach students, faculty, and staff about religion and the dynamics of faith that religion invites.

Provide pastoral counseling.

Lead and/or facilitate worship.

Nurture faith fellowships and engage religious life professionals in the life of the University.

**Counseling Services**  
The mission of Counseling Services is to facilitate the development of Trinity University students personally, interpersonally, culturally, and academically through counseling, consultative, and educational services, and to facilitate the responsive coping of individuals and the campus community during times of turmoil through crisis intervention services.

Provide counseling/psychotherapy for students, which include academic skill development, and referrals off-campus for long-term or specialized care.

Respond in student crisis situations.

Consult with students, faculty, staff, parents, and other mental health professionals to enhance student success.

Conduct outreach programming and training for students, faculty, and staff.

**Dean of Students**  
The mission of the Office of the Dean of Students is to serve students as they manage academic, personal, social, and emotional issues and concerns, represent their legitimate needs to others, and represent the University’s interests to them.

As the senior Student Affairs officer, serve as a member of the University executive staff and represent Student Affairs to the Board of Trustees and the National Alumni Board.

Supervise all departments in the division of Student Affairs and within the division help set the vision and guide the Student Affairs strategic plan.

Oversee divisional budget, calendar, goals, and development.

Coordinate technology and divisional and departmental communications.

Serve students and families to assist students during emergencies and times of difficulty.
Oversee the student conduct process, parent relations, co-advise student government, and co-chair the Student Success and Behavioral Assessment Team.

**Disability Services for Students**
The mission of Disability Services for Students (DSS) is to promote human and intellectual diversity by providing equal access and equal opportunity through fostering an inclusive environment for all students with disabilities within the Trinity community. We strive to ensure all students with disabilities have equal access to University courses, programs, services, activities, and facilities by providing or arranging accommodations, services, training, consultation, and technical assistance. Through collaboration and support of the entire Trinity community, DSS promotes self-understanding and self-advocacy within students with disabilities, disability awareness, and universally accessible design principles so that all people have complete access to the University.

Review documentation, counsel, and arrange accommodations for students.

Acquire and/or produce alternative format texts and arrange note taking services.

Facilitate the development of study skills, time management, and organization techniques.

**Health Services**
The mission of Health Services is to enhance the educational process by modifying or removing health related barriers to learning, and by promoting and empowering students to develop an optimal level of wellness so they can participate fully in academic and extracurricular activities. We acknowledge the wide diversity of our patients, which includes students of color, international students, LGBT students, and students from all socio-economic backgrounds with varying religious and/or spiritual beliefs. We are dedicated to providing accessible, high-quality, culturally-sensitive medical and nursing care to all of our patients.

Develop and implement individual plans of care for student patients, offer physician-directed clinics, and perform laboratory testing.

Plan, organize, execute, and assess health education programs.

Enforce University policy regarding required medical records, immunizations, and health insurance.

Provide for employee health, for example, first aid, courtesy exams, report of injury forms and employment-related vaccinations.

**Residential Life**
The mission of the Residential Life office is to share and promote the value of living on campus as an integral component of the Trinity educational experience, embracing the benefits of a caring, diverse, and dynamic community.

Coordinate selection, training, supervision, evaluation, and development of Residential Life Student Staff.

Manage residential student issues and emergencies.
Plan and coordinate developmental programming specific to three areas (First-Year, Sophomore College, and Upper-class).

Administer housing-related projects (opening/closing residence halls, building maintenance and renovation, releases from residency requirement, room reservation/placement, and occupancy management).
By the Numbers

**Campus & Community Involvement (CCI)**
1,579 student walk-in visits for services or programs offered in CCI

275 Trinity affiliates participated in the MLK, Jr. March

15,000 volunteer hours completed by community service student groups

240 faculty and staff signed the LGBT ad (an advertisement in the *Trinitonian* that welcomes LGBT students to campus)

14 *Trinitonian* newspaper awards received, including second best non-daily college paper in Texas and Oklahoma, from the Society of Professional Journalists

92 active student organizations are a part of CCI

2,932 events and 13,037 events hours hosted in Coates University Center (CUC)

184,789 estimated attendance at events held in CUC

2,731 student organization events held throughout campus

1,334,234 pieces of mail and packages processed by the Mail Center

**Career Services**
4,348 student contacts

8,899 total TigerJobs student logins

11,138 Web page visits

715 resumes reviewed

251 students participating in on-campus interviews

2,460 career event attendance

81 workshops and class presentations

472 employee contacts

**Chaplaincy**
723 Christmas Vespers participants

105 participants in the first “Technology Sabbath” program

36 weddings in the Parker Chapel (25 alumni were wedded)
**Counseling Services**
249 individual clients (10% of undergraduates) were seen for at least one counseling session
63% female and 37% male client demographic

14 after-hours calls to the on-call counselor

26.4% of winter and spring bachelor's graduates had been a Counseling Services client at some point during their Trinity career

**Dean of Students**
100 runners participated in the third annual Dean of Students Half Marathon Challenge

1,100 food items and $650 collected for the San Antonio Food Bank as the charity for the Half Marathon Challenge

10,815 absolute unique visitors made 21,140 visits to the Trinity Dean of Students blog

111 countries and territories represented in visits to the Dean's List blog

**Disability Services for Students**
113 students registered with DSS

6 requests for housing accommodations

**Health Services**
1,354 unique patients served this year, representing 52% of student population

4,738 patient visits to Health Services, a 10% decrease from previous year
34% men, 63% women, 3% employees

1,242 appointments with the physician
105 well woman exams
65 physical exams

**Residential Life**
98.73% fall occupancy (1,795 residents)

98.07% spring occupancy (1,783 residents)

Over 225 programs were offered in the residence halls

Over 100 individual faculty members participated in residence hall programs

103 after-hours incidents required response by Residential Life Coordinators
Review of Completed Goals

**Campus & Community Involvement (CCI)**
Integrate technology into programs in each of our functional areas.

- Virtually all functional areas adopted social media and technology, utilizing Facebook, Twitter, YUDU, and video. Highlights also included a listserv for the fraternity and sorority community called GreekTalk; video clips of student singing performances in the Coates University Center; and student blogs.

Develop advising strategies based on the *Social Change Model*.
- After reading *Leadership for a Better World* as a department, the staff decided that advising organizations based solely on the *Social Change Model* would not best serve our students and organizations. The staff’s attention shifted to developing leadership statements as a predecessor to strategic advising. Advising strategies will be developed for implementation in fall 2011.

Partner with Career Services to teach students how to effectively market co-curricular experiences.
- This goal was not addressed and needs to be considered more broadly as part of the Trinity University overall strategic plan, specifically related to the co-curricular student experience.

Research options and resources to implement a co-curricular transcript program.
- A committee comprised of three staff members benchmarked similar institutions to determine whether or not a co-curricular transcript would be useful to Trinity University students. The committee reached out to over 25 institutions and received approximately 10 responses. Only one institution uses a co-curricular transcript. These results informed the committee’s decision not to move forward with purchasing a co-curricular transcript product at this time and to explore Datatel (University records management system) options. As with the previous goal – this may be considered within the University’s strategic plan.

Implement a program to demonstrate how the *Trinitonian* reflects the role of the free press in a democratic society.
- For what was initially conceived as a single project for interns enrolled in Communication 1110, the Campus Publications advisor ultimately collaborated with the Department of Communication to produce a five-day, eight-piece First Amendment awareness program. Highlights included a talk by First Amendment litigator Oliver “Buzz” Thomas and the *Trinitonian*’s special award-winning “Triniphonian” section featuring propaganda pieces.

**Career Services**
Increase coordination with faculty.
- More coordination with faculty was achieved through their participation in several career panels, including one targeted to liberal arts graduate study. Staff members also were invited to present to numerous classes and an intentional effort was made to introduce Career Services to first-year students through first-year seminars.

Promote TigerJobs as a tool for posting intern opportunities for faculty.
- Some limited progress was made in this area with the intern coordinator from Business Administration having access to TigerJobs. Career Services staff members also monitor...
several departmental listservs. When internships are promoted through the listserv, the staff posts them in TigerJobs.

Track employment statistics of recent graduates through TigerJobs.
While no progress was made using TigerJobs as a tool for collecting this data, the Graduating Student Survey replaced this need with an 83% response rate.

Utilize the updated Web site to make selected workshops and programs available as podcasts or video podcasts and possibly webinars.
This was not completed because of resource limitations and has been moved to 2011-12.

Determine what services are desired by alumni.
This was not completed because of resource limitations and has been moved to 2011-12.

**Chaplaincy**
Advertise and lead a mid-week communion service.
This program was implemented for two months, and then discontinued for lack of interest.

Host a cook-out directly following the New Student Orientation ecumenical Christian worship service. The purpose is for participants in worship to get to know each other better and for new students to make connections with upper-class members of the various faith fellowship groups.
This program was implemented and will be repeated in 2012 and expanded for the Catholic Student Group Mass.

Explore the possibility of the Christian faith fellowships collaborating around a January mission initiative.
The affiliated chaplains chose not to act on it this year. It will be revisited in October for 2012.

Wear clerical collar to work on a regular basis to raise visibility on campus.
This was implemented, particularly in the fall semester and the practice will be continued in the upcoming school year.

**Counseling Services**
Improve the professional relationship with the psychiatric unit and emergency room at Methodist Specialty and Transplant Hospital.
Counseling Services psychologists visited both the emergency room and psychiatric unit at the hospital and made important contacts with hospital staff. These improved relationships allowed us to manage a significant increase in the number of emergencies and hospitalizations without tragedy.

Implement the national suicide prevention program Question-Persuade-Refer (QPR) training with the Residential Life student staff training and plan for training other audiences on campus.
This goal was completed, though now being tracked as a strategic plan initiative.

Propose a plan for providing psychiatric services on campus.
This will continue to be an ongoing initiative but is dependent on additional funding. The severity of psychological distress among students is increasing annually and connecting
students to community resources will be required, particularly when students may need psychoactive medication.

**Dean of Students/Student Affairs**

Improve the relationship between fraternities/sororities and the administration with cooperation and support from Greek alumni.

Significant progress was made in this area and is detailed in a full report available on the Dean of Students’ Web page. New party guidelines were developed to shift accountability from groups to individual; a consultant was brought to campus to evaluate our program and assist organizations; and the Greek Alumni Advisory Council (GAAC) was engaged in its first year of existence.

Conduct a full review of dining services and begin implementation of recommendations.

ARAMARK conducted a *Market View* research study and with the Dean of Students and others developed a plan that would incorporate a set of newly articulated food values into the dining program at Trinity University. A new meal plan was designed and the first two of several renovations were addressed in the summer of 2011.

Re-establish the Tigers’ Den as a fully operational pub that also includes regular weekend programming.

As part of the dining review it was determined that the function of the Tigers’ Den would be transferred to the Skyline Room in the Coates University Center and be addressed in the proposed 2012 summer renovation.

Utilize social media as a way to connect with students, parents, and colleagues.

The Dean of Students initiated a Facebook fan page and a group page for the Dean of Students Half Marathon Challenge. A Twitter account featuring a daily program recommendation was initiated (@TUdaysPick) and maintained daily by the Dean of Students. The Dean of Students also has a personal Twitter account (@TUDean) and continues to publish a blog about campus life (*The Dean’s List*).

Tell the Student Affairs story effectively through student stories and photos on the Web pages.

This has been implemented through departmental Web pages, though the goal (as stated) lacked specificity and thus accountability.

In addition, the Dean of Students investigated whether or not the University can sustain the three-year residency requirement given space limitations in the residence halls.

The Board of Trustees affirmed its commitment to being a residential campus as expressed through the residency requirement. Through the University’s strategic planning process and unfolding master facility plan the expansion of residential facilities will hopefully be addressed.

**Disability Services for Students**

Assess the note-taker process.

Students who used note taker services during the past academic year were surveyed; respondents provided information regarding their ability to self advocate and improvements that can be made to the services.

Research the creation of a student/faculty/staff/organization award which recognizes a person or group for their commitment to disability awareness and diversity.

Research was conducted and this award program is planned for next year.
**Health Services**

Identify opportunities for faculty/student collaboration in the production of introductory videos for online magazine *Student Health 101*.

An introductory video for one issue of *Student Health 101* was made by a student.

Develop and implement a point-of-care survey to assess patient satisfaction and learning. Patient feedback indicated high levels of satisfaction with service and gains in knowledge about their health condition.

Through collaboration with Human Resources, coordinate an employee flu vaccine clinic with an in-network insurance provider.

Flu vaccine was administered to 122 employees (98 of whom were covered by insurance) by a contracted in-network provider. This will not be continued due to the complexity of contracting with an off-campus provider. Instead, Health Services will administer flu shots to employees in the office.

Review student health insurance plan to investigate an increase in coverage for hospitalization expenses.

Negotiations with the broker, *Academic Health Plans*, led to increases in benefits in several areas of coverage.

**Residential Life**

Further develop a relationship with Association of Student Representatives (ASR) Senators, Class Marshal, and Alumni Sponsor.

The Residential Life Office worked with the ASR Senators for the smoking policy changes, lounge quiet hour modifications, and consulted students for various Senior Year Experience initiatives. The Alumni Sponsors and Class Marshals were included in Residential Life Student Staff training, Faculty Wine and Cheese, Late Night Breakfast, Mission Change, and Hallympics.

Continue to improve the REAL LIFE program by re-integration of smaller hall programs, better student staff pre-planning for programs, and offering the majority of programs in the beginning of the year.

These changes were implemented in the first-year area and assessment shows that the changes were valued by students. First-year area mean scores for satisfaction with floor environment and hall programming have increased this year.

Further develop the Social Justice/Service component of Sophomore College and research addition of a Self- Exploration component.

This has moved to strategic plan goal section.

Increase pre-coordination of Senior Year Experience (SYE) events.

Pre-coordination of events has improved over the past year. The Senior Year Experience team worked to create a new Web site, brochure, and timeline of senior events.

Increase student awareness of the purpose of the residential experience/four year progressive model.

Descriptions of the progressive model have been added to departmental printings and made available on the Web site. Supportive data from the residential assessment was included in *TigerTales*, the *TrinitE Parent* newsletter, and was displayed prominently.
during the room reservation process. The Residential Life Office also collaborated with
the Admissions Office to ensure that the counselors and tour guides are able to
articulate the benefits of Trinity’s residential model. The posters that were displayed
during room reservation will now be used in the model dorm room so all prospective
students who take a tour will be able to see them.

Assess the Witt Center front desk hours of operation and services.
After compiling feedback from students and staff, the Witt Center will now close at 8 p.m.
(previously the office remained open until 10 p.m., Sunday through Friday). Information
gathered from the annual residential life survey indicates that students are pleased with
all administrative processes with the exception of the room change process. A
departmental goal has been added for 2011-2012 to create student learning outcomes
for roommate mediation meetings thereby standardizing this process.
The Year Ahead Goals for 2011-2012

**Campus & Community Involvement (CCI)**
Assist the Association of Student Representatives (co-advised by the CCI Director) to establish a long-term plan for the growth of the student activity fee.

Convene a group of students and staff to review and revise the current student organization classification system.

Continue to develop positive staff-student-alumni relationships through the Greek Alumni Advisory Council (GAAC).

Improve fraternity and sorority electronic communications.

With students, explore the vision and purpose of the Trinity Diversity Connection (TDC) and consider making adjustments to the group’s mission.

Broaden First Amendment week by collaborating with other departments in partnership with the *Trinitonian* weekly newspaper. Consider having various topics explored on a daily rotation.

Because of work/study guidelines, students may use their experiences in the greater community. This has been under-utilized and the staff will explore options for students to increase the range of opportunities for them.

Increase summer communication with new students in order to better serve their needs for specific instruction.

Produce and distribute a video to new students about how to access mailboxes upon arrival on campus. This use of technology will also reduce traffic in the Mail Center service area and free staff members for other responsibilities.

Host student affairs information sessions (one each semester) to encourage students to pursue careers in student affairs.

**Career Services**
With the Office of Alumni Relations, seek to increase alumni involvement in recruitment, and networking leadership utilizing the Alumni Career Network.

- Increase communication between alumni chapter Career Network Chairs.
- Work with the National Alumni Board Alumni Career Network to **develop plans** for implementing “taste-of-industry” tours and alumni mentor externships for upcoming graduates.

Offer Career Services programs as recorded content via the Career Services Web site.

Collaborate with the Senior Year Experience (SYE) team to insure that programs are integrated with committee goals.

Re-envision the Senior Welcome Week program to include a preview of the upcoming year and include alumni recruiters as participants.
Explore resources and develop a process for implementing StrengthsQuest as part of the Junior-Year program for implementation in upcoming years.

Participate and contribute to the development and implementation of the University strategic plan as it relates to the growth and expansion of Career Services.

Participate and contribute to the development and implementation of the Department of Business Administration strategic plan as it relates to Career Services.

Train student workers in resume critique to allow staff members to spend individual time with students more efficiently.

**Chaplaincy**
Cultivate informal student relationships.
- Participate in one Outdoor Recreation sponsored trip each semester.
- Attend the fall retreats of the Christian faith fellowships.

Offer a weekly afternoon, limited-run religious life study in the fall semester. The group will discuss the book *A New Kind of Christianity*.

Explore the possibility of student Christian organizations, collaborating around a January mission initiative.

**Counseling Services**
Complete implementation of Titanium scheduling and database system for electronic counseling records.

Create a Counseling Services Facebook fan page.

Develop procedures based on the Psychological First Aid model as part of Counseling Services crisis management plan.

**Dean of Students**
Oversee the next phases in the dining renovation project, primarily leading a committee to determine plans for the Coates University Center Skyline Room.

Finalize plans for the new Science Café for operation in 2012.

Through staff efforts, implement a new conduct and retention based software program.

Develop a new and comprehensive student communication strategy.

Promote the Student Affairs division by coordinating nominations for the NASPA program Excellence Awards.

Finalize implementation of a car-rental program on campus, a DVD kiosk installation in the Coates University Center, and the lighting of the windows of the Murchison Tower.
Disability Services for Students
Collaborate with Information Technology Services (ITS) and the Center for Learning and Technology (CLT) to update the Read & Write Gold 10 program and make it available to all students through the campus network.

Recognize a Disability Awareness Month for Trinity’s campus with several programs, including the presentation of an award recognizing a person or organization for their commitment to disability awareness and diversity.

Health Services
Develop specific learning outcomes associated with a common patient health problem and assess anticipated learning that occurs during a visit with the nurse or doctor.

Offer flu vaccine to faculty and staff in Health Services at minimal cost.

Increase student involvement related to Student Health 101.

Add the Health Services introductory slide show to our Web page.

Residential Life
Create class-specific newsletters.

Increase frequency of student-wellness checks in the first-year and sophomore college areas.

Increase interaction and strengthen relationship between the Hall Managers and the upper-class residents.

Create programming structure for the junior year.

Restructure the Residential Life Office student staff member expectations for duty and rounds in the residence halls.

Find new ways to increase student awareness of the purpose of the residential experience and the four year progressive model.
Review of Strategic Plan Departmental Goals

Campus & Community Involvement (CCI)
Facilitate the integration of service-learning into two additional courses.
   The Coordinator for Community Service and Engagement worked with the instructors to place students in the community. This occurred in a first-year seminar course, two education courses, a communication course, and with the choir. The Coordinator helped develop partnerships between the class and the community partner and made in-class presentations.

Coordinator for Community Service and Engagement will co-teach EDUC 3331-Survey of Special Education in fall 2010.
   The Coordinator for Community Service and Engagement co-taught the introductory course to the education of learners with exceptionalities. The course also provided an overview of the causes, characteristics, and strategies for teaching children and adolescents with disabilities.

Coordinator for Student Organizations and Leadership will teach a course in the Speech and Drama department in spring 2011.
   Eight students enrolled in the course, taught in collaboration with faculty. Final projects included electronic portfolios that combined all written assignments, illustrated comprehensive learning, and highlighted personal definitions of leadership.

Develop and implement an ally program for faculty, staff, and students.
   An allies program for faculty, staff, and students was developed and implemented. Three 50-minute Allies Exploration workshops were implemented in the fall, followed by one two-hour spring semester training. The training educated participants about the Lesbian Gay Bi-sexual Transgender (LGBT) community and provided resources on how to be effective allies.

Convene a group to consider the development of a community honor code.
   This would need to be an institutional initiative so it was not pursued at the departmental level.

Implement a men’s conference open to all male students on campus.
   Conference sessions examined the socialization of college men and how concepts of masculinity impact their worldview. The conference included a keynote speaker, alumni panel, and workshops related to relationships, career development, health and wellness, academics, and campus involvement. A total of 105 males registered for the conference and 70 males attended.

Reformat the New Student Orientation (NSO) diversity session with an emphasis on identity exploration, privilege and ally-ship.
   A collaborative effort, the reformatted session utilized story-telling, skits, video, and lecture to demonstrate how each individual contributes to the diversity conversation. In order for all students to relate to the diversity session, CCI convened faculty, staff, and students to share their own personal stories pertaining to an aspect of diversity. The new iteration was not only more accessible and impactful for a broader range of students, but it received NASPA’s Gold Medal Award of Excellence. (NASPA is the nation’s major student affairs professional association.)
Develop and implement a leadership curriculum for upper-class students using the *Social Change Model* as the foundation.

In this capstone leadership program, 11 junior and senior students met once a week for six weeks. Program emphasis included a discussion about where/how participants see social injustices and specific ways they can address those issues, a discussion about change (including theoretical models and frameworks to approaching change), and a communication styles inventory. The program culminated at a reception in which participants presented their projects to over 20 faculty, staff, guests, and peers.

**Career Services**

Incorporate faculty and academic partnership into WorldWork programs that includes integration with international colloquium and languages across the curriculum.

The WorldWork program is currently being reviewed because of very low participation by students during the previous three years.

Create more formal and better-integrated university-wide structure for internship programs in collaboration with faculty and employers, and the ad hoc committee on internships.

The Ad Hoc Committee on Internships completed its recommendations and submitted them to the University Curriculum Committee (UCC); subsequently approved the recommendations. The proposal will go to the faculty assembly for approval.

Re-envision and pilot an externship program consisting of job shadowing and informational interviewing opportunities and include faculty collaboration as part of the program.

The program was re-envisioned as Job Shadow SA and had a higher level of participation and feedback generated from participants. However, staff time needed to sustain this program (for the limited number of student participants), is forcing the department to suspend the program pending the outcome of the University strategic plan.

Collaborate with the Senior Year Experience (SYE) Team, recruiters, alumni, and faculty to establish programs that address the development of skills for meeting the demands of the global workplace and life after Trinity.

No progress was made on this goal and it will be continued to next year because of staff resources.

Increase the depth and quality of individual career counseling and group programs by establishing a career development “curriculum” tailored to each academic year (FY, SO, JR, SR) to guide programming, and career advising and assessment of individual students corresponding to student classification.

The program was fully implemented and will be continued in the next year.

**Chaplaincy**

Meet bi-monthly with Plunge (pre-orientation community service program) leaders through the year to explore themes of service, community and faith as they are woven into their commitments.

While this initiative was started, it was discontinued because it splintered the returning students from the new students. In the year ahead the students will meet together.

Engage interested student residential staff in reflection on discerning God's movement in their residents' lives.
Fall conversations between the students and the Chaplain resulted in bulletin board ideas, to be implemented this fall.

Collaborate with Coordinator for Community Services to precipitate faith reflection on Trinity University Voluntary Action Center (TUVAC) service experiences.
Not completed. This topic will be discussed in the Plunge initiatives.

Establish a regular series of Tuesday lunch conversations in which faculty and staff members reflect on their vocations.
A seven-week series was implemented and attracted a number of faculty and staff members but a low student response.

**Counseling Services**
Implement sexual assault prevention programming under sponsorship of coalition to prevent sexual assault.
The “Can I Kiss You?” program was presented by Mike Domitrz. The majority of students who attended the program reported being more likely to ask for consent in sexual situations and more aware of sexual assault as a societal problem.

Coordinate a re-envisioned sexuality education program in collaboration with the Sociology and Anthropology Department.
A series of four presentations (“Pizza and Pleasure”) by an off-campus sexuality expert drew a total of 119 students. Assessment results indicated that students clarified their personal values, beliefs, or attitudes about sexuality, learned some safer sex practices, and became more aware of human sexual diversity.

Implement bystander intervention training with student leaders.
The staff prepared a presentation for the student leadership conference but the student attendance resulted in cancellation of the program. A modified program was presented to Residential Life student staff subsequently. Response was positive and all participants reported that they felt prepared to apply what they had learned in the workshop to help someone in the Trinity community. A four-month follow up survey indicated that 22% of participants had applied what they had learned to effect positive change in the community.

Implement a program designed by the LGBT Program Planning Group.
Peterson Toscano came to campus for two successful presentations sponsored by the Trinity Diversity Connection.

Implement the national suicide prevention program Question-Persuade-Refer (QPR) training with the Residential Life student staff training and plan for training other audiences on campus.
The training was implemented with residential life student staff. Assessment results indicated that participants gained knowledge regarding the recognition of depression, and both subtle and obvious signs of suicidal risk.

Implement National College Health Assessment (NCHA) to collect health data via a nationally-normed instrument.
Because of the heavy client load in Counseling Services, this goal is being moved to the following year.
Dean of Students
Implement Class Marshal Program for Class of 2014
The Class Marshal and Alumni Sponsor were chosen in the summer of 2011.

Implement a Half Marathon for-credit class option for participants in the Dean of Students Half Marathon Challenge.
The one-credit course was accepted by the Curriculum Council and implemented by Athletics staff.

Re-organize Association of Student Representative training to include discussion of the Social Change Model.
The orientation for ASR included a presentation on this model and the overlap it has with effective leadership of student government. It will be repeated in the fall as well.

Include diversity in orientation of ASR.
This has been implemented to assist students in being open-minded to culturally-related allocation requests as part of the new ASR funding procedures.

Implement Alcohol.edu course.
The Alcohol.edu course was implemented as part of a study and will be continued indefinitely.

Assess effectiveness of Alcohol.edu based on the study conducted.
The alcohol study conducted on Alcohol.edu determined that the short-term results of this population-level online course for new students showed effective short-term results. The results over time are not nearly as significant. The course is already planned for 2011 and will be reviewed regarding its long-term future for 2012.

Implement original fitness course for students
This course was envisioned early in the strategic planning process before the role of the dean of students was modified to include interim vice president (and then associate VP) responsibilities. Those additional duties have led to the elimination of this goal.

Assess dining services and implement changes. (Include faculty in assessment.)
The Dean of Students partnered with ARAMARK to ensure a full assessment was conducted. This assessment included students, staff, and faculty. Several faculty follow-up sessions have ensued. Substantial changes in the dining program have been initiated.

Implement Sexual Assault Survivor Advocacy program to feature faculty (and staff) advocates.
This program was implemented and included nearly 30 faculty and staff members. The program will be repeated indefinitely.

Disability Services for Students
Conduct an assessment of the experience of first-year students registered with Disability Services for Students.
A web-based survey of first-year students registered with Disability Services for Students indicated that the majority increased their self advocacy skills.

Health Services
Participate in the campus Information Literacy Project.
Health Services created a pamphlet with information about how to obtain and evaluate reliable health information. Throughout the year the bulletin board in Health Services featured information about how to get reliable information about various health topics (e.g., over-the-counter medications, antibiotic use/misuse, sexual health, healthy weight).

Co-sponsor with Counseling Services a presentation about safer sex. As the program was developed it became less about safer sex and more about exploring sexual identity and interests. Health Services instead promoted STD Awareness Month through “GYT, Get Yourself Talking, Get Yourself Tested” a program designed to encourage testing for STDs and connect young people to testing centers. Nearly 200 students were impacted during an event in the Coates Center.

**Residential Life**

Enhance three living/learning communities to the Residential Life program with at least one in the Upper-class area by 2011-2012.

- Modification of existing programs, creation of new initiatives, and enhanced faculty collaborations within the humanities, sustainability, and Chinese affinity programs allows the University to offer living/learning communities in these areas. The Chinese living/learning community is in the Upper-class area.

Assess and develop the faculty co-curricular experience, assess the need to our students and effectiveness in the residence halls.

- A review of research suggests that student-faculty interactions outside of the classroom are beneficial (academically and personally) to students. Moreover, 57.9% (n = 501) of Trinity University residential students feel that having faculty participate in programs/events within the residence halls would enhance their residential experience.

Reassess the updated REAL LIFE program.

- The REAL LIFE program structure was modified to provide increased opportunities for faculty interaction and enhanced learning. Additionally, the Social Change Model of Leadership Development was used as a framework for the program for the first time this year. Post-program assessments from the 2010-2011 REAL LIFE programs show that faculty advisor participation in the first-year area increased 8.2% when compared to 2009-2010 data. Survey data also shows evidence of enhanced student learning this year with approximately 60% of students reporting skills or knowledge acquisition for each topic. This number is as high as 77% for certain learning outcomes.

Organize post-program receptions/discussions following campus-wide lectures to reflect upon topics of diversity. Invite faculty members to attend.

- This initiative was cancelled through consultation with the President’s Office. This year, the University hosted post-program receptions. The Residential Life Office worked to publicize the existing receptions (specifically in the Upper-class area) in lieu of creating a competing program.

Increase curricular component of Academic Affinity Programs including HUMA, Education hall, Climate Change hall, Creativity & Entrepreneurial hall, and Chinese Language floor.

- This year the Residential Life Office collaborated with faculty members in these areas to add at least one curriculum-based program per semester for these affinity halls.
Develop Lamar Elementary and Mark Twain Middle School mentoring and tutoring partnerships. Four staff members and approximately fifty Trinity students participated in the Lamar Elementary tutoring program this year. Assessment shows that students reported feeling that they had made a positive impact on their community and their mentee. Some of the participants also commented that their Lamar experience allowed them to reflect upon their educational privilege. The Mark Twain mentoring program has been discontinued this year so the Residential Life Office has begun creating a similar program with the Kipp Academy.

Further develop Social Justice/Service component of Sophomore College and research addition of a Self-Exploration component.

The Residential Life Office will be adding a Self-Exploration or Self-Identity component to the Sophomore College programming structure for the 2011-2012 academic years. This decision was a result of research as well as student input. Additionally, the Social Justice component has been changed to Social Awareness. This year the program entailed an excursion to Corpus Christi where students were given the opportunity to learn about and discuss the history, habitat, and socio-economics of the city.

Develop a partnership with Haven for Hope to provide service learning opportunities in line with students’ academic areas of interest and career goals.

The Residential Life Office sponsored two initiatives with Haven for Hope in fall 2010. This initiative has not yet developed into a service-learning program.
Preview of Year Four Strategic Plan Goals

Campus & Community Involvement (CCI)
Implement and market the department’s guiding statements on leadership.

Provide strategic planning sessions for fraternities and sororities to establish sustainable vision, missions, and points of distinction.

Expand and brand the ally training program by offering the program to student organizations.

Career Services
Pending approval of internship proposal by the Faculty Assembly, collaborate with faculty members to support implementation of the internship policies and establish the role of Career Services in implementation.

Collaborate with Senior Year Experience (SYE) team, recruiters, alumni, and faculty to establish programs that address the development of life skills necessary for making the transition beyond Trinity.

Increase depth of individual career counseling follow-up by utilization of the career development "curriculum" advisement process in alignment with the Social Change Model (consciousness of self, congruence and commitment).

Chaplaincy
Attend, on average, one faculty “enrichment” offering per week. This may be a guest lecture, film screening, recital, service project, special student presentation, or an event sponsored by a student organization which a faculty member advises.

Within the framework of a monthly service initiative, continue the connection with the Plunge 2011 group to learn about and respond to a contemporary social issue.

In collaboration with the Sophomore College Residential Life Coordinator, and illuminated by the book Helping College Students Find Purpose: The Campus Guide to Meaning-Making, develop a program or series of interactions focused on engaging sophomores in vocational discernment.

Meet with the Assistant Director of Career Services to develop student learning assessment plans appropriate to the ongoing strengthening of the chaplaincy’s presence at Trinity and carry through on the developed assessment projections.

Counseling Services
Expand bystander intervention training (Step Up) to additional student audiences (e.g., Community Leader Training, selected Greek Council members).

Expand implementation of Question-Persuade-Refer (QPR) training to faculty and other audiences on campus.

Continue sexuality education series (Pizza and Pleasure) in the fall semester (and spring if interest continues) in collaboration with a faculty member in the Sociology and Anthropology Department. (This will be the second year of this program and the staff feels that it needs to be implemented and assessed again to determine whether or not it is going to be continued for a third year.)
Implement National College Health Assessment (NCHA) to collect health data via a nationally-normed instrument.

**Dean of Students**
Implement the 2015 Class Marshal program.

Initiate an assessment of the Class Marshal program following the senior year of the first Marshal and Sponsor (for the Class of 2012).

Assess effectiveness of the student conduct process.

Revive and implement the “Fireside Chat” mini-speaker program from year one of the strategic plan.

Include faculty in the development of residential food options as well as in the renovation planning of the Skyline Room.

Re-assess effectiveness of Alcohol.edu based on the study conducted.

Work with faculty, staff, and students to develop coursework and experiential learning experiences to be implemented in the fall of 2012.

**Disability Services for Students**
Conduct an assessment of the experience of senior students who are registered with Disability Services for Students.

**Health Services**
Investigate and facilitate session(s) with a dietitian for individual students or groups who desire nutritional counseling and education, given sufficient interest.

**Residential Life**
Explore interest in (non-Swashbuckler – student initiated) substance free housing option for Sophomore College and Upper-class Area.

Explore implementation of a residence hall council. Mark Barker has already explored councils at other institutions and will continue to assess the need on Trinity’s campus.

Increase recycling efforts in the residence halls.

Expand Freedom & Citizenship to Sophomore College and Upper-class Area.

Develop student learning outcomes for roommate conflict meetings.

Expand Social Awareness program in Sophomore College to Social Awareness Week.
**Divisional Assessment Team (DAT)**

During its first two years (2008-2010), the Divisional Assessment Team (DAT) spent a great deal of time and energy establishing a divisional culture of assessment as well as developing guidelines and templates for documentation. In its third year, the DAT settled into more routine assessment.

**Committee Overview and Highlights**

The DAT maintained an overview of assessment within the division, in part to avoid conducting multiple large scale assessments during the same month lest "assessment fatigue" among students reduce their participation.

The Team ensured that each member of the division responsible for creating an Assessment Plan for a Strategic Plan-related initiative received consultation from a member of the DAT.

The Team recommended to the senior student affairs officer that the division participate in national assessments offered by the NASPA Knowledge and Assessment Consortium in lieu of the Educational Benchmarking's (EBI) residential life assessment for each of the next two years, which will provide comparison data with participating colleges and universities for multiple areas including new student orientation, career services, and Greek life.

Members created a Common Learning Outcomes tracking grid to facilitate data integration. This goal was listed in last year's annual report.

The Team created nine supplemental items for Residential Life's Educational Benchmarking (EBI) assessment.

The DAT revised our 20 supplemental items on the Cooperative Institutional Research Program (CIRP) Freshman [Expectations] Survey, administered in August, to create a complementary end-of-the-year Freshman Experiences Survey to assess actual experiences as compared to anticipated experiences.

The Team provided three webinar training opportunities from StudentVoice on the topics of survey design and questionnaire writing (Feb. 8), effective learning outcome statements (March 22), and rubrics (April 15).

In support of the University's new Web strategy, the DAT collaborated with Student Affairs to relocate Assessment Summaries from our departmental Web pages to a central location on the divisional assessment Web page.

The Team revised the Assessment Summary template to make it more user-friendly.

The DAT reviewed and discussed findings from several data sources

- College Senior Survey (CSS), which included 9 supplemental items that we wrote during a previous year.
- Cooperative Institutional Research Program (CIRP) Freshman [Expectations] Survey, which included 20 supplemental items from DAT.
**Preview of 2011-2012**
Orient new members of the division; indeed, review the process of orientation, which was decentralized this year. Perhaps it should be centralized (e.g., new colleagues meet once with the DAT during the late summer to discuss the *Guide to Assessment in Student Affairs*).

Review and revise guidelines and templates including:

*Guide to Assessment in Student Affairs*

Assessment Plan and Assessment Summary templates, ensuring consistency between them

Demographics guidelines

Replace Assessment Report template with Assessment Supplement template

Identify ways to better integrate the *Social Change Model of Leadership* into the planning and assessment process.

Implement the four assessments we will use from those available from the NASPA Knowledge and Assessment Consortium, which includes revising items, adding supplemental items, and securing IRB approval.
**Committee Overview and Highlights**
The Professional Development Committee (PDC) in the Division of Student Affairs is charged with the task of providing resources and programs that ensure continuous professional growth for its members. This year the PDC focused on social media and technology as the theme for the year. This theme was selected to examine new ways to communicate and connect with the students in formats that appeal to them. The PDC offered a wide array of programs throughout the academic year revolving around social media.

**Review of 2010-2011 Goals**
Sponsor an orientation workshop for professionals new to the Division of Student Affairs. Completed on July 7, 2010 for the six new staff members and two summer interns.

Convene the division for a summer workshop on social media and technology. Conducted on June 24 and 25, 2010 by Dr. Eileen Hulme and Ms. Donna Tuttle.

Offer multiple sessions on social media and technology throughout the year. Six programs were offered:
- **Video Construction/Editing**  September 28, 2010 Melissa Pinchback presented
- **Student Affairs hosted a Twitter drive in Coates University Center**  October 26-28, 2010
- **Photoshop**  November 16, 2010 Lynn Belisle presented
- **LinkedIn**  January 27, 2011 Brian Hirsch presented
- **Web pages and CMS**  February 15, 2011 Scott Sowards presented
- **Google Docs**  March 10, 2011 Robert Chapman presented
- **Netiquette**  April 6, 2011 Greg Perry, a professor from St. Edwards, presented

Continue to offer workshops specifically geared towards the needs of the classified staff. Workshops were taught by Lyn Belisle, a faculty member from the Computer Science department. She began offering workshops in November and continued into the middle of the spring semester. She covered such topics as designing brochures, Excel, document layout, and digital images.

**Preview of 2011-2012**
The PDC seeks to achieve the following goals for the 2011-2012 academic year:
- Continue to offer the New Employee Orientation as needed.
- Offer programs throughout the year centered on the theme of Effective Communication.
- Continue to offer programs specifically geared towards the needs of the classified staff.