Message from the Associate Vice President for Student Affairs

I am pleased to present the 2013-2014 Student Affairs annual report. I believe it is a strong and accurate reflection of our work, which is done to complement 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. As you review this document, please note that the division is values and goals-driven, fostering the learning, development, and success of our students.

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 next two sections offer a look at our departmental and strategic goals.

Student Affairs is in the first year our next strategic plan, which will be informed by the Trinity Tomorrow strategic plan. Entitled Student Success Matters, the division's plan is a strategic agenda to advance the goals of the institutional plan. As that agenda unfolds more specific goals will be articulated in the years ahead.

Our vision is to strive for excellence. That aspiration can be seen in the prominence of our program outside of the University. Please review our Web pages on accolades and professional involvement to view our progress.

Thank you for taking the time to learn more about the division of 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/Associate Vice President
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.

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.

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 government, leadership, community service, orientation, parent/family weekends, student organizations, and student programming.

Coordinate large-scale events including the MLK, Jr. march and lecture, New Student Orientation and Welcome Week programming, and alternative break service and immersion programs.

Advise and assist all student organizations.

Advise the student-run campus newspaper and yearbook.

Manage the daily operations and facility upkeep of the Coates University Center.

Career Services
The mission of Trinity University Career Services is to empower Trinity students and alumni with career resources, connections and coaching in preparation for successfully launching into a personalized career path.

Our vision is to be a dynamic, innovative center recognized by Trinity students, alumni, faculty and employers as a place where students are equipped to actively explore, strategically plan and successfully launch into their career journey.

Provide advising and programming for career exploration, planning, and coaching to students and alumni to help students explore career interests, establish and maintain a valuable career
network, and prepare for a competitive internship and job search or graduate school admissions process. Connect students, alumni, faculty, and employers for talent acquisition.

**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 students with counseling/psychotherapy, which includes academic skill development and referrals off-campus for long-term or specialized treatment.

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/Student Affairs**

*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.*

Serve students and families to assist students during emergencies and times of difficulty.

Oversee the student conduct process, parent relations, co-advice 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.

Provide accommodation letters to students requesting academic accommodations.

Acquire and/or produce alternative format texts.

Coordinate note-taking services between students needing this accommodation, faculty, and note-takers. Hire student workers to serve as note-takers.

Facilitate the development of self-advocacy and 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 support for employee health, for example, first aid, courtesy exams, report of injury forms and employment-related vaccinations.

Residential Life Office
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)**
112 active student organizations

500+ students in attendance for the 2013 Welcome Week Concert (Bowling for Soup, Green River Ordinance, The Well Reds)

20 programs hosted by Student Programming Board

6 students participated in the Alternative Spring Break in Atlanta, GA and completed 17 hours of service at various non-profit organizations

6, as in sixth year in a row Trinity University was named to the President’s Higher Education Community Service Honor Roll

127,872 community service and service-learning hours that Trinity students dedicated to the San Antonio community from July 1, 2012-June 30, 2013

200 students joined the fraternity and sorority community (123 women and 77 men)

3 national awards presented to Greek Council through Gamma Sigma Alpha national organization and recognized as Student Organization of the Year

12 Trinitonian awards: three regional Society for Professional Journalist awards and nine Texas Intercollegiate Press Association awards, including first place for overall excellence

2 Mirage awards: Texas Intercollegiate Press Association, including second place for overall excellence

66 students working for the Mirage, the Trinitonian, or both; 20 fall interns and 10 spring interns

97 percent of students who felt excited about being a Trinity student after New Student Orientation

**Career Services**
3,625 job postings processed from 809 employer organizations

2,250 full-time positions excluding internship and volunteer opportunities, 1618 outside San Antonio

1,186 individual advising sessions with 743 students through appointments and walk-in sessions

315 online document review sessions with 239 students

698 employer contacts added to the TigerJobs system from 624 organizations

35 interview schedules with 14 employers
795 students attended 31 on-campus programs, workshops and events

126 employers participated in 6 fairs and workshops

**Chaplaincy**
833 Christmas Vespers participants

19 weddings in the Parker Chapel (20 alumni or faculty/staff children were wedded)

104 hours of pastoral care contact engaging 35 students, 6 pre-marital couples, and 5 additional alumni

3 disbursements from the Raymond Judd Emergency Fund totaling $1097.99

44 students (27 first-years and 17 upper-class) participated in the 13th annual San Antonio Plunge. Annually, 5% of the first-year class comes to the Plunge. This brings to 366 the total of Trinity alumni who have participated in and/or led the Plunge.

11 faith fellowships engaging Trinity students in worship, fellowship, study, and service (7 Christian: CSG, FCA, IVCF, LCM, RUF, UMSM, Young Life; and 1 each of Jewish, Muslim, Hindu, and Sikh faith traditions)

**Counseling Services**
351 individual clients were seen for at least one counseling session. They include 14.8% of our undergraduate students; this was the fourth consecutive annual increase in the proportion of students served (up from 9.8% in 2009-2010).

64% of clients were female and 36% were male, closely tracking national averages for counseling centers. Eight individual students identified as transgender, up from two last year and none the preceding year.

3.3 average number of sessions per client, with 87% of clients being seen six or fewer sessions

8.8% of clients were international students; 35.5% of domestic clients were non-white. In both cases these percentages are larger than their representation among undergraduates.

9 after-hours calls to the on-call counselor were received

**Dean of Students**
62 runners participated in the sixth annual Dean of Students Half Marathon Challenge

241 pounds of food items and $961 collected for the San Antonio Food Bank as the charity for the Half Marathon Challenge

138,722 all-time visits to the Trinity Dean of Students blog

25 years since the first Trinity Hallympics

4 local media stories related to sexual assault
4 the number of times the Dean of Students didn’t want to be in the local media

**Disability Services for Students**
154 students registered with DSS, up from 140 in 2012-2013

111 registered DSS students requested academic accommodations in Fall 2013; 121 requested academic accommodations in Spring 2014

75 notetakers hired (out of the 79 requests) in Fall 2013; 84 notetakers hired out of 91 requests in Spring 2014

278 DSS appointments made by students; average appointments per DSS student = 2.23

**Health Services**
1,261 unique patients served this year, representing 52% of student population

4,642 patients visited Health Services, a 5% decrease from 2012-2013. Average census for the past ten years is 5,052 patients per year
  - 38% men, 58% women, 4% employees
  - 29% First-Year, 26% Sophomore, 24% Junior, 19% Senior, 3% Graduate

1,354 appointments with the physician, a 2% increase from 2012-2013
  - 116 well woman exams; 27 physical exams

482 laboratory tests performed in Health Services

983 requisitions sent to general reference lab for testing

462 vaccinations administered

386 students enrolled in student health insurance plan for 2013-2014

**Residential Life Office**
91.2% Fall 2013 occupancy (1,656 residents)

88.4% Spring 2014 occupancy (1,607 residents)

324 programs were offered in the residence halls

112 faculty members participated in Residential Life programming

82 after-hours incidents required response by Residential Life Coordinators

2,114 wellness checks completed for first-year and sophomore residents (These are meetings conducted by student staff to assist students in their success.)
88 mid-term grade reports for students with 2 unsatisfactory grades (Residential Life Coordinators contact these students, ones with 3 or more are contacted by Academic Affairs to offer assistance.)

646 early arrivals in the fall (227 were athletes)

89 students stayed for a part of the winter break (69 were athletes)

69 room changes
Review of Completed Goals

Campus & Community Involvement (CCI)

Departmental
In light of changes to Student Leadership Conference to become a symposium with a specific topic, revisit the purpose and structure of Student Organization Training to include group-centered leadership development components.

  Student Organization Training 2014 included an optional leadership session. This is an ongoing goal as Student Organization Training 2015 will be further revamped to best meet the needs of our students and their leadership development within groups and organizations.

Keep an up-to-date, active Student Programming Board website students can reference for event dates/times.

  Student Programming Board advertised their programming through the “events” function on a Facebook page which was kept up to date with the latest events and information.

Take steps to ensure student organizations have a smooth officer transition.

  The organization constitution template was updated to include a section on officer transitions and all organizations were asked to submit revised constitutions to CCI in Spring 2014.

Ensure Student Programming Board collaborates with other organizations and skillfully advertises Saturdays in Skyline.

  Student Programming Board hosted approximately 10 Saturdays in Skyline events and collaborated with the Theater department, Swing Bums, Mu Phi Epsilon, and student-led bands. Saturdays in Skyline will not continue in 2014-2015.

Develop a photo archives system for Campus Publications.

  In progress: In Summer 2014 Campus Publications will use gift funds to hire a student to curate and label images. For the time being, images will be stored on a Campus Publications external hard drive.

Develop messages for Admissions to share with prospective students interested in experiential journalism opportunities.

  This did not occur in 2013-2014.

Revise and update Campus Publications staff manual.

  Though the manual was revised as planned last summer, further revisions will be made this summer.

Develop a Campus Publications training component that aligns with Trinity Tomorrow action step 1F (equip students to demonstrate their achievement in experiential learning).

  This initiative was moved to the Communication 1110 class with students identifying four transferable skills and writing about how they developed these skills as interns for the Mirage or the Trinitonian. Notably, talking to new people was the skill most frequently identified.
Launch the Fall Leadership Symposium (formerly Student Leadership Conference) to make use of an institute format with 30-40 engaged participants. 

Fall Leadership Symposium (Grassroots Leadership for Social Change) attracted 17 participants and three planning members.

Update the New Student Orientation website to include videos and online tutorials that will enhance learning and prepare students to be successful at Trinity. 

The Advising and Registration Committee may render this goal obsolete as they explore livestreaming of summer information sessions.

Assess the current parent/family orientation session to identify strengths and areas of improvement for the purposes of expanding offerings for the Fall 2014 program, if necessary. 

In August 2013, New Student Orientation parent evaluations were strong and almost uniformly positive. In response to qualitative feedback, several changes have been made for August 2014.

Assess how New Student Orientation serves transfer and international students for the purposes of addressing gaps for the Fall 2014 program. 

Data from August 2013 resulted in an improved January 2014 NSO program during which a variety of departments participated in information sessions and a social event brought together transfer and exchange students with transfers from previous semesters.

Collaborate with International Student & Scholar Services (ISSS) to create a seamless orientation experience in Fall 2014 for international students. 

In 2013-2014, ISSS was invited to participate in the NSO steering committee. CCI met twice with ISSS to determine how to transition students smoothly from International Student Orientation to NSO; as a result, changes were made to the NSO web page and the ISO print schedule. In August 2014, ISSS will take part in Parent Orientation.

Support and serve the male student population on campus by creatively collaborating with faculty, staff, and students. 

This occurs in an on-going manner in the Black Male Leadership Initiative (BMLI) through the staff leadership of Brandon Spencer. Departmental and division-wide conversations continue to take place (e.g., Guyland discussion).

Engage faculty in Omicron Delta Kappa leadership society. 

In progress: Approximately three faculty members will be inducted into the ODK Circle in Fall 2014.

Convene a meeting with academic departments to discuss collaborative opportunities for diversity education/initiatives/programs, to eliminate duplication of events, and assist with participation. 

This did not occur in 2013-2014.

Collaborate with the religion department, chapel, and student organizations to host an impactful interfaith dialogue program. 

In progress.
Create an advisor resources guide in coordination with the National Alumni Board Fraternity & Sorority Committee.

An advisor resource guide has been created for all student organizations and is being tailored to the fraternity/sorority community through the collaborative efforts of alumni relations, risk management, National Alumni Board, and CCI.

Implement a new travel forms process (specifically for "beach/formal weekends") that is more streamlined and simpler for both students and staff.

This has been completed. The process is being re-examined in collaboration with the University lawyer.

Increase values awareness within the fraternity/sorority community by addressing monthly values themes at Greek Council meetings.

This did not occur in 2013-2014. It will remain a goal for the next academic year.

Incorporate hazing prevention in Greek 101 and refine existing anti-hazing messages in Greek 201.

We approached this topic and made alterations. This goal will continue into the next academic year.

Strategic

Put in motion steps to achieve community service Carnegie classification and acquire two AmeriCorps VISTAS.

Met with Mike Fischer in November 2013 following-up on documents submitted in May 2013. Conversations continued with Executive Staff in December 2013. No further progress has been made.

Articulate how/which opportunities are experiential learning opportunities for students on the CCI website and in applicable marketing materials.

This did not occur in 2013-2014. As we anticipate the unveiling of the Center for Experiential Learning (CEL) in the near future, CCI will utilize campus-wide criteria for defining experiential learning, as necessary.

Initiate conversations with campus colleagues about database management and how students log, track, and articulate experiential learning and leadership opportunities (consider inclusion of a reflection and recognition component).

In progress: The co-curricular transcript committee is examining ways to capture student learning outside the classroom that includes assessment, reflection, and recognition components.

Examine how to prepare first-year and transfer students for the academic advising process (pre-New Student Orientation and forward-looking).

An additional academic session for parents and students has been added to the NSO 2014 schedule. The Advising and Registration Committee may provide pre-registration opportunities and host live-streamed information sessions.

Examine existing international student data to determine how we might better serve this student population during New Student Orientation and engage them in existing programs/services throughout the year.
In August 2013 a Saturday NSO workshop was developed with international and out-of-state students in mind: “Survival Guide for New Texans.” In August 2014, ISSS will take part in Parent Orientation.

Encourage event and program collaboration between multiple entities (student organizations, departments, etc.).

Completed (and ongoing) through conversations with student leaders and close management of T-Space reservations.

Convene a committee to coordinate the University calendar.

In the summer of 2013, the calendar committee was created to meliorate over-programming on campus. The committee includes representatives from across campus and meets each summer to discuss events and possible conflicts for the coming academic year.

Address wellness issues in New Student Orientation.

In August 2013, new Saturday workshops were added, four of which addressed wellness. Topics included dating and relationships, health and wellness (diet, exercise, and sleep), spiritual wellness, and outdoor recreation.

Ensure the application of leadership skills is emphasized in curricular/co-curricular leadership programs.

At the November 2013 Fall Leadership Symposium, students worked in groups to develop community proposals and determine practical ways to take their new skills and apply them in the community. Sophomore Leadership Initiative was modified to include more reflection components, including how participants can use what they’ve learned in job interviews.

Encourage pre/post reflection (formal or informal) for student leaders of University Sponsored organizations.

This did not occur in 2013-2014 in a formal way. Each staff encourages reflection in unique ways depending on the organization they advise. Setting a formal standard or way of encouraging reflection does not meet our needs as initially discussed.

Consider the inclusion of a spiritual growth breakout session during New Student Orientation.

In August 2013, Rev. Stephen Nickle led a Saturday workshop on the journey towards spiritual growth.

Explore collaborative programming and events between the religion department, chapel, and student organizations for fewer and more impactful events.

An initial conversation occurred with Reverend Nickle, Jewish Student Association, Catholic Student Group, and Muslim Student Association. The group will reconvene in Fall 2014 to discuss a possible interfaith dialogue event.

Examine ways in which current (or future) leadership programs provide opportunities for spiritual growth.

This did not occur in 2013-2014.
In collaboration with campus colleagues and the New Student Orientation steering committee, create 2-3 learning outcomes to reflect best practices for orientation (aligned with the Council for the Advancement of Standards in higher education).

In August 2013, each session of New Student Orientation aligned with a CAS standard for the functional area. Assessment for the program examined students’ experiences and learning outcomes based on those CAS standards.

Conduct assessment of campus-wide events hosted by Student Programming Board and CCI. This did not occur in 2013-2014. The organization’s focus and priority was branding and efficient event planning and management. SPB may choose to address assessment in 2014-2015.

Meet with Development & Alumni Relations staff to discuss how CCI can assist in acquiring data about student involvement and campus life that might serve the institution when students become alumni. This did not occur in 2013-2014. It will remain a goal for the next academic year.

Coordinate interactions between fraternity/sorority students and alumni to increase opportunities for developing leadership skills outside the classroom. This did not occur in 2013-2014. It will remain a goal for the next academic year in partnership with the National Alumni Board Fraternity & Sorority Life Committee.

Explore ways for student leaders to showcase/teach/act as peer facilitators through existing or new programs. The Orientation Team co-captain role was expanded to include participation in recruitment and selection of O-Team and Orientation intern candidates, as well as attendance at NSO steering committee meetings.

**Career Services**

**Departmental**
Establish a peer advisor program to decrease the advising load regarding basic services such as resume reviews and preliminary mock interviews.

Peer advising program and materials were researched and developed in Summer 2013 by contract hire; Peer Career Consultants (3) were recruited for Fall 2014 and Spring 2015; training will begin during Welcome Week 2014.

Collaborate with Institutional Research to coordinate a follow-up graduate survey for class of May 2013. External organization was hired to conduct follow-up survey but contract was broken when the business closed in May; all other plans had become obsolete under the assumption that this would be taken care of externally.

**Strategic**
Contribute to the discussion around the Center for Engaged and Experiential Learning and participate on planning committee.

Director participated on the task force for the CEEL, later changed to the Center for Experiential Learning, and most recently, the Center for Experiential Learning and Career Success; conversations regarding the Career Services integration are ongoing with Jasinski and Fischer.
Explore implementation of a career portfolio or professionalism certificate program and consider including an optional international component and collaboration with Student Success Center. Career Services educates students on the use of LinkedIn as a career portfolio platform through classroom presentations and one-on-one advising. In addition, two staff members serve on the Co-Curricular Transcript committee, which is investigating software that students will use to document additional aspects of their college years.

Meet with alumni to identify presenters for annual/bi-annual workshops and programs, consulting with Alumni Relations and/or Development for recommendations. The Associate Director for External Relations will manage alumni on-campus engagement aligned with Career Services’ mission and vision and vet alumni for involvement in career workshops.

Collaborate with a faculty member to pilot StrengthsQuest initiative with select ENGR majors. Dr. Glaue decided to forgo this partnership when it was mentioned that the Dean of Students office may offer this resource through Sophomore College. StrengthsQuest is currently being discussed by this office and several student affairs departments through an ad hoc committee exploring the value and potential of such an initiative.

Utilize a new employer marketing piece for interactions with employers and alumni to supplement conversations around internships and job opportunities for Trinity students. ESD Digital Marketing was contracted to write, design and print a brochure for employer recruitment outreach. A tri-fold brochure was created as a leave-behind sales piece on the benefits of hiring Trinity graduates. The project was completed in April 2014, and the brochures are being distributed by staff as appropriate.

Develop resources to better support international students in career preparation and job searching (e.g., videos, tip sheets). Postponed to 2014-2015.

Develop academic major specific video clips featuring faculty and alumni w/ exploration of possible career paths.

Establish two advisory boards to strengthen relations with key employers through an Employer Advisory Board and international alumni through an International Alumni Board. An employer advisory board is no longer a priority with the recent implementation of the School of Business’ advisory board and the tentative Center for Experiential Learning and Career Services advisory board. Other means will need to be explored to connect domestic and international students and alumni in partnership with ISSS or the Center for International Citizenship.

Chaplaincy

Departmental Utilize Erlandson Fellows to interview students in order to facilitate reflection on the connections between service and faith. (Action Step 4e: Sustain opportunities for students to explore their spiritual beliefs and practices.)
Two students were hired and trained, but their progress was impeded by misconceiving this initiative as a research project. Alternatively, the chaplain engaged nine students in interviews. This initiative will continue in the fall, but was helpful to the chaplain to the point that he will continue with the Erlandson fellows.

Establish a mid-week worshipping community.
This opportunity, “Faithful Imaginings,” was advertised in the fall semester to very limited response. In the spring the chaplain facilitated two gatherings during Lent which were much better attended.

**Strategic**
Pursue support from NetVUE in the forms of: 1) a Network-sponsored consultation, and 2) a $50,000 programming grant in order to strengthen our mentoring of students.
The NetVUE consultation, which was projected as an intermediary step to application for the programming grant, was deemed unnecessary, and not pursued. The programming grant proposal to broaden the Reflections seminar with first-year students, and develop a Transitions seminar for upper-class students, was submitted and the funding was granted.

Implement a holistic vocational exploration retreat for 20-30 sophomores (pilot program in January 2014).
This offering was developed and planned for a time period directly before spring semester started. It was cancelled for lack of interest.

**Counseling Services**

**Departmental**
Develop procedures based on the Psychological First Aid model as part of Counseling Services crisis management plan.
Procedures were drafted and need to be integrated with the Student Affairs crisis management plan.

Lead the Step Up team in making Step Up an all-campus training at New Student Orientation, beginning with next year’s incoming class of first-year students. Collect data over time and disseminate this data to both on- and off-campus communities.
This goal was achieved with 564 students being trained. Assessment results indicated that participants found the information to be practical and easy to learn.

Explore alternatives for disseminating Step Up to staff at other universities.
This goal was achieved. Program materials were disseminated to staff members at seven colleges and universities and representatives from four local colleges and universities went through a Step Up program at Trinity. The Step Up team also presented the program at the UTSA Student Affairs Conference. Feedback about Step Up has been positive.

**Strategic**
Propose a model for a Student Success Center, to include academic support services, wellness promotion, disability services, and counseling services.
The Director of Counseling and Health Services co-chaired the Task Force on Student
Success and Academic Advising which proposed a plan for a Student Success Center.

**Dean of Students**

**Departmental**
Finalize Coates University Center and dining service renovation plans to include the Commons, Java City, and Prassel Hall.

After significant planning and with the help of a grant from the Coates foundation, a refurbishment for the University Center was approved and slated for completion in the Summer of 2014. The dining review plan entered final stages, with a small renovation to the Coates Commons, the addition to the Center for Sciences and Innovation Café, and more adjustments to the Skyline Room. Changes await Java City and Prassel was closed to manage costs.

Revise and streamline Web pages in preparation for University-wide Web page conversion (Student Affairs, Dean of Students, Parents, Alcohol, Sexual Assault, and Student Conduct).
Completed.

Continue discussions related to upper-class residence hall renovations and possible addition of apartments.

Discussions are ongoing and have included renovation proposals to create designed single and apartment-style spaces.

Continue to refine procedures related to retention, including exploration of alumni mentors for struggling students and long-term inclusion of advisors in the CARE software program.

Alumni Mentor program was launched and showed promising results on a small scale. Including advisors with the CARE software system is not complete.

Oversee evolution of academic symposium related to H.O.P.E. Hall living-learning community in conjunction with coordinator for Community Service and Engagement.

Thanks to the efforts of staff member Edwin Blanton and Dr. Amy Stone a course is slated to be launched in 2014-15.

**Strategic**
Develop, with the division of Student Affairs, the next strategic plan for the division. This will be informed by, and developed in conjunction with, the campus-wide *Trinity Tomorrow* plan.
Completed.

Re-envision the CCI, Counseling, and Career physical offices based on strategic planning decisions, in part depending on the Center for Engagement and Experiential Learning.
Pending.

Lead a campus-wide initiative to review scheduling conflicts and reduce event overlap.

Dean of Students and CCI staff led an effort to reduce calendar conflicts through a regularly established committee and point system.
Disability Services for Students

Departmental
Due to the departure of the prior DSS Coordinator, goals set by the predecessor were not prioritized. Instead, the following goals were completed:

Revised accommodation letters by changing formatting to enable requested letters to be written, printed, and available for student pick-up within 24 hours of meeting with DSS coordinator.

Reviewed and updated wording of “reduced distraction environment” as accommodation for DSS students to mean a small testing environment away from the large class (versus individualized testing space for one student).

Continue to review and update DSS policies and procedures.

Strategic
Collaborated with local independent school districts to educate students with disabilities and their families about the transition to college.

In first year as new DSS Coordinator, reviewed program assessment and outcomes.

Initiated inclusion in academic advising training to take place in August 2014.

Health Services

Departmental
Review and update physician standing orders.
Dr. Wilder reviewed and revised all standing orders under which the nurses operate. Significant changes were made to provide high quality service consistent with community standards

Update system for medical supply inventory and ordering medical supplies.
An inventory list was created, making it possible for any staff member to create a medical supply order on a regular basis. This has helped to control costs for medical supplies as well as ensuring that adequate supplies are always on hand.

Investigate possible free television for educational programming in the waiting area.
The vendor for this did not agree to provide the insurance required by University Risk Management. Health Services has now purchased an HDTV with computer ports and an iPad for this purpose.

Strategic
Consult with Counseling Services to develop the wellness promotion component of a proposed Student Success Center.
Gary Neal and Jackie Bevilacqua served on two separate Strategic Plan Task Forces to make recommendations for the wellness component for the University’s Strategic Plan.

**Residential Life Office**

**Departmental**
Assess the Residential Life Student Staff member experience with regards to personal growth and leadership development.

The Residential Life Office utilized assessment data (self-report, resident feedback, and coordinator feedback) to develop a rubric that was used to measure individual staff members’ personal growth and leadership development. When applicable, Center for Advancement of Standards (CAS) learning outcomes were used.

Enhance the Social Awareness programming in the residence halls.

One of the Residential Life goals related to strategic objectives/foundations was to “evaluate current programs to determine if these can discontinued or offered in collaboration with other organizations.” It was determined that multiple programs related to social awareness are offered from other offices and campus organizations throughout the year. Therefore, the Residential Life Office plans to discontinue social awareness programming and put efforts towards publicizing pre-existing programs offered through other avenues.

Increase student staff member involvement in the *Going Green in the Residence Halls* campaign.

The Residential Life Office chose to maintain current levels of involvement in the *Going Green* campaign – again in support of the strategic objective/foundation goal to decrease programming and duplicative efforts.

Explore ways to enhance financial literacy in the upper-class area.

Programmatic efforts in the upper-class area are not met with much success (as measured through attendance). The Residential Life Office, therefore, dedicated time to researching passive programming and communication efforts around the theme of financial literacy. The new financial literacy campaign will roll out in the Fall 2014 semester and will include *Minute for your Money* videos, bulletin board messaging, a few active programs (e.g., an Esplanade event with the *Real World Game of Life*), as well as widespread publicity of pre-existing resources such as *Cash Course* and the *Student Health 101* articles related to financial literacy.

Analyze overlapping components of Reflections initiative and REAL LIFE Model to determine future direction of first-year area programming.

The major overlapping components of the Reflections and REAL LIFE include homesickness, academic success, and identity development programming. These programs will remain in the first-year area as many students do not participate in Reflections but will need to be modified to ensure that students who do participate in Reflections are not attending largely similar programs.

**Strategic**
Assist student staff members with articulating the benefits of the Residential Life Student staff position.
Student staff members have multiple discussions about transferable skills throughout the course of the year during in one-on-one meetings with staff members, Residential Life Student Staff Training sessions, area staff meetings. Some staffs also completed a transferable skills activity at the end of the academic year.

Assess the REAL LIFE Educational Success program and share the results with Academic Affairs.

Information regarding faculty involvement in this program was shared with Academic Affairs. The results were used to justify the recent decision to decouple first-year advising groups from resident mentor groups. In addition to simplifying the administrative components of housing and academic adviser assignments, this allows for students interested in any major to be paired with specific faculty members who can assist them with navigating their first year at Trinity. In the past, only students in select sequenced majors were paired with faculty members in their area of interest.

Include information about advising in the REAL LIFE Educational Success program and the Sophomore College predictors of success interviews.

One new question was added to each interview script to ensure that students are aware that discussions regarding course selection for first-years and major selection for sophomores are encouraged during advising meetings – even if the faculty member does not initiate the discussion.

Evaluate current programs to determine if these can be discontinued or offered in collaboration with other organizations.

Though programs about social awareness, diversity, service, and sustainability are certainly important and central to the mission of the University, the Residential Life Office acknowledges that these programs are offered by many other offices and student organizations. For these reasons, the Residential Life Office will look to assist with funding and publicity of these events in lieu of duplicating efforts.

Explore inclusion of physical health, financial literacy, and spiritual growth programming in the first-year area.

The Residential Life Office has created a new living-learning community which will include programming to encompass all aspects of wellness. The Wellness Hall will function like HOPE Hall – offering wellness related programs to the first-year area and the larger campus community.

Assist with Reflections program and offer to have Resident Mentors serve as student facilitators.

One member of the Residential Life Office served as a staff facilitator for a Spring 2014 Reflections cohort and an additional staff member has completed the one day Reflections facilitators training. The Residential Life Office has offered to have Resident Mentors serve as student facilitators as the Reflections program continues to grow.

Utilize Kholberg’s Theory of Moral Development as a framework for judicial discussions and conversations with student staff members who have violated policies.

The Residential Life Office professional staff was trained on Kholberg’s Theory of Moral Development. The theory’s guiding foundations have been used as a framework for judicial conversations, discussions with staff members who have violated policies, and with students who are struggling academically.

Add a spiritual development session to Residential Life Student Staff member training.
In lieu of adding a spiritual development session to Residential Life Student Staff member training, the Residential Life Office invited the University Chaplain to talk to each staff individually. This allowed for a more intimate discussion and also allowed the Chaplain to speak to the different developmental needs of the students each staff served.

Utilize the Educational Benchmarking Inc. (EBI) or the NASPA Consortium annual residential life survey to assess the overall residential program.

The Residential Life Office launched the EBI survey in February 2014. This assessment has provided valuable information regarding administrative processes, facilities, and student staff member performance. Additionally, the survey allows for benchmarking opportunities and longitudinal comparisons.

Conduct a Center for the Advancement of Standards (CAS) self-study for the department.

The Residential Life Office has gathered evidentiary support for the CAS self-study and is currently in the process of completing the preliminary assessment (to be completed by August 2014).

Research innovative uses of residence hall spaces at other institutions.

Members of the Residential Life Office have researched various innovative uses of residence hall spaces including large-scale modifications such as apartment-style living; small renovations such as converting lounge spaces to work-out facilities, art galleries, and music practice rooms; and small inclusions such as nap pods, charging stations, and print stations. The information gathered will be used to inspire future renovation suggestions.
The Year Ahead - Goals for 2014-2015

Campus & Community Involvement (CCI)

Departmental
Assist TUVAC in promoting GiveGab as the way to track community service hours. (Blanton)

Introduce the President’s Volunteer Service Award using the data found in GiveGab. (Blanton)

Guide HOPE Hall as they attempt a new leadership structure. (Blanton)

Collaborate and build relationships with four-year institutions within and around the San Antonio area for the purposes of collaborative event planning and coordination. (Smith)

Assist Trinity Diversity Connection and its’ associate member groups in developing strategic plans. (Smith)

Collaborate with the religion department, chapel, and student organizations to host an impactful interfaith dialogue program. (Smith)

Further develop messages for Admissions to share with prospective students, this time including business and sales opportunities in the Campus Publications program. (Martin)

Develop a new component of Campus Publications staff training and the staff manual related to truth and accuracy to address shifting attitudes toward content ownership and reliable sourcing. (Martin)

Continue implementation of photo archives system. (Martin)

Educate and train Student Programming Board in order for the leaders to become self-sufficient. Provide training session and have training materials easily accessible through a Google share drive. (Bovio)

Streamline the annual organization registration process. (Bovio)

Assist in the successful creation of a fraternity/sorority scholarship fund in collaboration with the Development office. (McGlamory)

Create a recognition program for alumni advisor of the year (in collaboration with NAB) and incorporate this person into Greek 201. (McGlamory)

Increase values awareness within the fraternity/sorority community by addressing monthly values themes at Greek Council meetings. (McGlamory)

Incorporate hazing prevention in Greek 101 and refine existing anti-hazing messages in Greek 201. (McGlamory)

Create a consistent schedule for updating the Visix television advertisements and improve communication to the campus about how to use the system to advertise events. (Bonilla)
Evaluate leadership programs offered by CCI, with particular attention given to student organization “consulting” and HCOM1170. (Thompson)

Train CCI student staff to serve as peer mentors to assist with event planning, basic student organization procedures, and more. (All staff)

Strategic
Achieve community service Carnegie classification and acquire two AmeriCorps VISTAS. (Blanton)

Coordinate interactions between fraternity/sorority students and alumni to increase opportunities for developing leadership skills outside the classroom. (McGlamory)

Initiate conversations with campus colleagues about database management and how students log, track, and articulate experiential learning and leadership opportunities (consider inclusion of a reflection and recognition component). Implement transcript as needed. (Thompson)

Meet with Development & Alumni Relations staff to discuss how CCI can assist in acquiring data about student involvement and campus life that might serve the institution when students become alumni. (Thompson)

Pilot the use of StrengthsQuest as a tool to improve student self-awareness and understanding of personal strengths and implement in Sophomore College. (Bovio, Thompson)

Develop a group employing young alumni, faculty, staff, and male students to explore and discuss issues of men and masculinity. (Martin, Thompson)

Continue developing ways for student leaders to showcase/teach/act as peer facilitators through existing or new programs. (All staff)

Implement a small renovation to Coates Center.

Explore student organization space, staff space, and other options in the Coates University Center following decisions related to possible relocation of other departments.

Career Services

Departmental
Increase employer site visits and engagement on campus.

Increase interaction and collaboration with faculty and in class opportunities.

Implement and promote a tool to facilitate online student and alumni interaction.

Increase parent and alumni engagement on campus in Career Services initiatives.

Engage student volunteers to assist in Career Services’ initiatives, services, and programs.

Increase visibility on campus through more outreach activity.
Create departmental marketing strategies.

Develop materials and promote resources to assist with: 1) graduate school admissions and 2) job searching for international students.

**Chaplaincy**

**Departmental**
Explore hosting the Synod Youth Workshop at Trinity for the Summer of 2015.

Reestablish Sunday worship in Parker Chapel.

Revisit utilizing Erlandson Fellows to interview students in order to facilitate reflection on the connections between service and faith.

Develop a network among the existing chaplains of the fraternities and sororities to nurture that role as a moral compass for the organizations.

**Strategic**
Reframe the awarding process of the Tillman (17k) and Storer (7.5k) scholarships such that they act as an incentive for prospective first-year students to come to Trinity and, in conjunction with the Parker scholars, that they comprise a group invested in leadership of faith communities.

With support from the $50,000 NetVUE grant, participate in planning and piloting the Transitions initiative.

**Counseling Services**

**Departmental Goals**
Collaborate with others on campus regarding program to address allyship for LGBT athletes.

Consult with Athletics Department regarding religious diversity and athletics

Develop new suicide gatekeeper training program for RAs/RMs.

Adjust to changes in staffing and location of Counseling Services as they occur.

**Strategic Agenda-Related Goals**
Expand and re-brand Pizza and Pleasure to include love and relationships.

Offer an insomnia reduction program to faculty, staff, and students.

Offer an organization/time management program for students.

Contribute to sexual assault prevention and response through participation in the Coalition for Respect.

Collaborate with Health Services to create a psychoeducational video on sleep strategies.

Prepare for CAS-based review of Counseling Services.
Dean of Students

Departmental
Assist in leadership of the Coalition for Respect Committee related to sexual assault and lead compliance sub-committee.

Train and put in place an investigator and advocate program for sexual assault investigations.

Propose recommendations to adjust the Sexual Misconduct policy to the Standards Committee.

Evaluate results from local alumni survey.

Strategic
Finalize re-envisioning of the CCI, Counseling, and Career physical offices based on strategic planning decisions, in part depending on the Center for Engagement and Experiential Learning.

Disability Services for Students

Departmental Goals
Continue initiative begun in 2013-2014 of procuring invitations to departmental faculty meetings to introduce new DSS coordinator, review DSS policy and procedures, communicate expectations of DSS students and faculty, and address questions and/or concerns. Will include athletic department in 2014-2015.

Initiate notetaker training at start of semesters to decrease number of notetakers incorrectly submitting hours on time sheets.

Collaborate with local independent school districts through Region 20 and other educational entities to educate students with disabilities and their families about the transition to college.

Health Services

Departmental Goals
Create documents for study abroad physical exams including a pre-exam questionnaire, travel specific physical exam and travel precautions to facilitate visits for study abroad exams and counseling.

Identify, obtain and/or create health education content for the television in the waiting area and for the iPad for individual health counseling. Explore the creation of a Student Media Team, possibly partnering with the Center for Experiential Learning and Career Success or the Theater Department to create brief videos to promote student health education (e.g., smoking cessation, flu prevention, managing stress, sleep, STD prevention, hormonal contraception).

Collaborate with Student Financial Services as they take responsibility for mandatory billing for the Student Health Insurance policy.
Investigate the requirements of House Bill 300 and provide/obtain privacy training for Health Services staff as necessary.

**Strategic Agenda-Related Goals**

Conduct a patient survey assessing specific CAS LDOs for students who access Health Services as well as their satisfaction.

Continue planning for Tobacco Free Campus through the Safety and Health committee.

**Residential Life Office**

**Departmental**

Enhance the Residential Life Student Staff Mentor program.

Use Residential Life Student staff development sessions as opportunities for continued education.

Utilize various communication methods to articulate the benefits of the Sophomore College programming model.

Evaluate the role of alumni and upper-class students in sophomore college programming.

Develop a new programming model in the first-year area.

**Strategic Plan**

Assist student staff members with articulating the benefits of the Residential Life Student staff position.

Utilize rubrics to assess the Residential Life Student Staff member experience with regards to personal growth and leadership development.

Provide Residential Life Student staff members with intentional information about student affairs professional resources and organizations.

Develop and launch a financial literacy campaign in the upper-class area.

Implement StrengthsQuest in Sophomore College.
Academic Partnerships
The division of Student Affairs is committed to assisting and supporting the faculty in its efforts to educate students. The divisional strategic plan places this as a top priority and it has been reinforced when Student Affairs merged with Academic Affairs. Below are some of the ways this happens (not including committee partnerships and ongoing conversations about student support).

General
Class Marshal (Gillette, Montford, Bachrach, Delwiche/Henderson)
Fraternity and Sorority advisors (multiple)
Faculty contributors to the Trinitonian (Grissom, Medina, Crockett)
Survey regarding climate for LGBT athletes (Reams, partner with Jacob Tingle)
Jewish Student Association connection with San Antonio Hillel (Spiegel, Leifer)
Jewish Student Association connection with San Antonio Hillel (Stokes, Tontiplaphol)
Deutsche Weinachtsfeier Service (Breidenstein)
International studies intern (LeCoat)

New Student Orientation
New Student Orientation steering committee (Tynes, Tingle)
"Thriving in the Academic World of Trinity" session at New Student Orientation (Tynes et. al.)
NSO presentation to First Generation/Underserved students (Reams, partner with Sheryl Tynes)
Ethics Training for Residential Life Student Staff (Tynes)
Bystander Intervention (Tynes, Kroeger)
Welcome Dinner with Faculty Advisors at New Student Orientation (Tynes et. al.)
Parent Orientation Panel (Tynes)
Learning Styles Workshop at NSO 2013 (Breidenstein)
"Living the Academic Honor Code" session at New Student Orientation (Brown, Brown, Tynes)

In the Classroom
Alternative Spring Break - domestic (Blanton w/ Latimore, Guerra)
Alternative Spring Break - international (Blanton w/ Norman)
Instructor for Queer Studies Colloquium (Reams)
Homelessness First-Year Seminar (Blanton w/ Blystone)
First Amendment Week collaborators (Martin w/ Medina, Topp, Delwiche, Henderson)
Academic Success Course for Athletes (Reams w/ Alex Gallin-Parisi)
First-Year Seminar presentation (Reams w/ Luis Martinez)
Sophomore Engineering Design presentation (Reams w/ Jack Leifer)
Class Presentations and Career Assignments (Van Eynde, Tingle, McCollum, Belisle, Jungman, Ochoa, Madrid, Gallin-Parisi, Leifer, Glawe, Stepanenko, Garcia)

Committees and Presentations
Coalition for Respect (Tynes, Brown, Persellin, Becker)
MLK, Jr. March and Lecture (Latimore)
Hudson Taylor Committee (Tingle)
Faculty/Staff Spirit Committee (Ribble, Gallin-Parisi, Lewis)
9/11 Memorial Garden Improvements (Ward, O'Rourke)
Fall Leadership Symposium (Martinez)
Presentations to McNair Scholars (Reams and Eisenhauer, partner with Jennifer Steele)
Presentation to School Psychology graduate students (Neal, partner with Terry Robertson)
Network for Vocation in Undergraduate Education Conference (Fischer, Gillette, Hunsicker-Wang, Tynes, Schulz, Jasinski, Jenkins)
DSS Coordinator meetings with academic departments (met with six departments thus far).

Residential Programs
REAL LIFE Educational Success programs (advisors)
Major Meals (multiple)
Major Declaration (Tynes)
Major Declaration & Beyond (Tynes)
Chinese Hall Living Learning Community (Field)
Entrepreneurial Living Learning Community (Martinez)
Humanities 1600 Living Learning Community (Pache)

Leadership and Development
Campus Publications training (Henderson, Logan)
Ethics Training for Residential Life Student Staff (Tynes)
New Student Orientation Diversity panelists (Tingle, Tynes)
Student Leadership Awards (Brown, Carlisle, Pagineli, Reed, Yoder)

Service
Alternative Spring Break - international (Norman)
Silver & Black Give Back Team-Up Challenge (Albright, Tingle)
Service-Learning Development/Support in currently offered class (Baker Hill, Delgado, Tontiplaphol, Paganelli, Aloisi)
Connecting students from appropriate majors to community-based learning projects (Blystone, Field)
Connecting Faculty to the Community (Ugolini, Hough)

Social
All campus picnic (multiple)
Midnight Breakfasts (multiple)
Twilight at Trinity (multiple)
Chocolate Festival judging (multiple)
Trinity Spotlight judging (multiple)

Alumni Partnerships
The division of Student Affairs is committed to fostering links between our students and alumni in order to engage them with one another and experience the lifelong relationship students will have with their campus. Below are some of the ways this happens.

General
Fraternity & sorority reinstatement process (CCI)
Blueprint Committee work (CCI, Alumni Relations, Communications)
Alumni Weekend Worship (Chapel)
Christmas Vespers (Chapel)
Alumni Mentor program (Dean of Students)
Alumni Sponsor (Dean of Students Office, Directors)
Half Marathon Challenge (Dean of Students Office)
Local alumni outreach survey (Dean of Students Office)
Team Trinity Move-in Crew (Dean of Students Office)
Countdown to Commencement (Senior Year Experience)

Curricular
HCOM 3364: Communication & Effective Leadership panel (CCI)
MGMT 2301: Resume Assignment (Career Services)

Leadership and Development
Campus Publications training (CCI)

Majors and Careers
Career Fairs (Career Services)
Career panels and information sessions (Career Services)
Immigration & Career Planning (Career Services)
Making Connections (Career Services)
Networking Etiquette (Career Services)
Pre-Law Workshop (Career Services)
National Alumni Board Career Network Committee (Career Services)
Alumni Chapter Career Chairs (Career Services)

Residential Life
Residency Requirement Release Committee
Major Declaration
Major Declaration & Beyond
Major Meals
REAL LIFE Educational Success programs
First Friday Breakfasts

Service
Fraternity & sorority alumni weekend service project (CCI)
Alternative Spring Break - Atlanta (CCI)

Social
Chocolate Festival judging (CCI)
Trinity Spotlight judging (CCI)
University Committee Membership

(Chairs are in bold)

Academic Advising and Student Success Task Force (Polivka)
Academic Standing (Tuttle)
Ad-hoc Activity Block (Thompson)
Advising & Registration Committee (Polivka)
Board of Campus Publications (Martin)
Calendar Coordinating Committee (Bovio, Nickle)
Career Services Assistant Director Search Committee (Neal)
Coalition for Respect (Aguilar, Eisenhauer, Flowers, Tuttle, Wells)
Co-curricular Transcript (Blanton, Bovio, Thompson)
Collaborative for Learning and Teaching (Blanton)
Commencement (Flowers, Nickle)
Conduct Review Board (Blanton, Bovio, Flowers)
Enterprise Technology Committee (Wells)
Faculty/Staff Spirit Committee (Bovio, Polivka, Short)
Fraternity & Sorority Blueprint (McGlamory, Thompson)
Health Professions Advisory Committee (Neal, Nguyen)
Housing Requirement Exception Committee (Morell-Nickle, Neal, Olson)
Integrated Marketing Committee (Short, Wells)
Leadership Development Task Force (Thompson)
Lecturers and Visiting Scholars Committee (Martin)
MLK, Jr. Committee (Smith)
National Alumni Board (Hough, McGlamory, Thompson, Tuttle)
NSO Steering (Eisenhauer, Nickle, Petrakis, Polivka, Tuttle)
Parent Relations & Communication Committee (Bovio, Polivka, Tuttle, Wells)
Pre-Law Advisory Committee (Hough)
SACS Five Year Review (Tuttle)
Safety, Security, and Health Committee (Bevilacqua, Olson)
Student Commencement Speaker Selection (Thompson, Tuttle)
Student Leadership Awards (Thompson, Tuttle)
Student Success (Boaz, Hoing, Neal, Nickle, Petrakis, Spencer, Tuttle, Wells)
Sustainability Committee (Olson)
Traffic and Parking Committee (Olson)
Trinity Staff Engagement Committee (Wells)
Trinity Tomorrow (Tuttle)
Trinity Tomorrow Task Force on Athletics (Hoing)
Trinity Tomorrow Task Force on Holistic Wellness (Bevilacqua, Flowers)
Trinity Tomorrow Task Force on Student Success and Academic Advising (Neal)
United Way Campaign Committee (multiple)
University Conduct Board (Hough, Polivka, Ramirez, Smith, Tuttle)
University Diversity Committee (Reams, Nickle, Smith)
University Standards (Flowers, Tuttle)
Women’s History Month Committee (Smith)
Community Service

Departmental
Alzheimer Association (Health Services)
Basura Bash (Residential Life)
Kayla Mire Half Marathon Food Drive, San Antonio Food Bank (Dean of Students)
MADD (Health Services)
SAMMinistries (Residential Life)
The San Antonio Food Bank (Residential Life)
Young Women’s Leadership Symposium (Career Services)

Individual
Bethany UMC Cold Weather Shelter (Norris, Regnemer)
Big Brothers Big Sisters (Hough, Thompson, Martin, Morell-Nickle)
Boysville Thrift Store (Nickle)
Catholic Worker House (Nickle)
Cattery (SA Pets Alive) newspaper reuse program (Martin)
Church under the Bridge (Hough)
Clarity (Norris)
City of San Antonio MLK, Jr. Commission (Smith)
Coker UMC (Frindell)
Cub Scouts Den 7 newsroom tour (Martin)
DOOR Discovering Opportunities for Outreach and Reflection (Nickle)
Habitat for Humanity (Morell-Nickle, Nickle, Ramirez)
Haven for Hope (Nickle)
Kingdom Life Christian Ministries (Hough)
MADD (Neal)
Madison Square Presbyterian Church (Blanton)
Mission Presbytery (Nickle)
Returned Peace Corps Volunteers of San Antonio (Blanton)
Revolution Church (Ramirez)
Roseville Apartments (Smith)
San Antonio Volunteer Administrators (Blanton)
San Antonio Sponsoring Committee (Blanton)
St. Mary’s Hall School (Eisenhauer)
Taking it to the Streets Homeless Ministry (Bovio)
University Presbyterian Church Children’s Center (Thompson)
University Presbyterian Church (Nickle)
University Blood Bank (Morell-Nickle, Nickle)
United Way Volunteer of the Year Awards (Blanton)
This was a transition year from the era of the 2008-2013 Student Affairs strategic plan to the era of the Student Affairs strategic agenda as shaped by the University’s newly approved 10-year strategic plan. With this transition, the division replaced our home-grown learning outcomes with the Learning and Development Outcomes (LDOs) promulgated by the Council for the Advancement of Standards in Higher Education (CAS).

We met twice during the beginning of the academic year to apply the CAS LDOs to several previous Assessment Plans to familiarize team members with writing learning outcomes using the LDOs so team members could effectively serve as internal consultants to members of their department. Additionally, we oriented new DAT members to the work of the team, reviewed the expected assessment process that begins with planning and concludes with written reports, and reviewed the resources available on the University’s web page (e.g., documentation templates).

In early June we met for the third and final time of the year, including those incoming DAT members who were able to attend. During the review of the year, members reported that the transition to the CAS LDOs went smoothly and that the templates for writing Assessment Plans and Assessment Summaries continued to be helpful to their colleagues.

As we look ahead to the new academic year, we recognize that, unlike last year, the division will welcome multiple new colleagues. Consequently, the DAT will need to provide an overview to assessment as a component of the division’s orientation for new employees. The new academic year also brings the opportunity for two members of the DAT, Melissa Flowers and myself, to attend the NASPA Assessment & Retention Conference, which will meet in San Antonio in late June. Attendance at this conference will likely generate topics for the 2014-2015 DAT to consider as it seeks to further strengthen the facilitation and assessment of student learning and development.
Professional Development Committee (PDC)

Committee Overview & Highlights
The Professional Development Committee (PDC) organized and presented seven activities during the 2013-2014 year which aligned with the Trinity Tomorrow strategic plan and the Student Affairs Strategic Agenda, as well as hot topics that emerged as the year progressed. An emphasis was placed on applicability for contract and classified staff. Topics included Student Development Theory (brownbag discussion), Student Affairs Convocation, Title IX Issue Exploration (information session), Experiential Learning (workshop), International Students (workshop), Wellness (workshop), and the Guyland common read (discussion). Although most guest speakers came from within Student Affairs, the Experiential Learning workshop included Dr. Angela Breidenstein and the International Students workshop included Mrs. Inessa Stepanenko.

Review of 2013-2014 Goals
Incorporate elements of the Trinity Tomorrow Strategic Plan and the Student Affairs Strategic Agenda in PDC programming.
  Complete: Workshop topics included international students, wellness, and experiential learning.

Engage classified and contract staff in discussions that are relevant to daily work, with a particular emphasis on practical application of new skills and concepts.
  Complete: Each workshop ended with small-group discussion on applicability to daily work. All staff members were encouraged to make connections to their work with students.

Use Kolb’s Experiential Learning model to reinforce learning during workshops.
  Complete: The experiential learning workshop introduced Kolb’s model and was conducted based on those principles.

Introduce case studies as a way to engage participants in material.
  Case studies were used during the experiential learning workshop.

Preview of 2014-2015
In Summer 2014, the committee will convene to select a theme for the upcoming academic year. The use of a theme continues to be beneficial in designing workshops that connect to/build upon one another in a meaningful way.