Message from the Associate Vice President for Student Affairs

I am pleased to present the 2014-2015 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. This is the last Student Affairs report, as the division is being transformed by changes brought on by the Trinity Tomorrow strategic plan.

Past Student Affairs stalwarts have migrated elsewhere. Counseling and Health Services (including accessibility and wellness staff) are now part of the exciting new Student Success Center. Career Services and our Coordinator of Community Service & Community Engagement are now part of the dynamic Center for Experiential Learning and Career Success. The Dean’s Office, Residential Life, and Student Involvement (formerly Campus & Community Involvement) now make up the Student Life area. These changes reflect greater integration of academic and student life areas and the collaborative relationships in place will only be strengthened as we all work to serve, support, and challenge our students in their journeys here. Our commitment to student success has never been stronger.

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 strategic and departmental goals. And there are plenty of extra materials at the end of the report.

Student Affairs had undertaken an effort of working ahead in support of the Trinity Tomorrow plan. With the changes in our composition, we have wrapped up our efforts (for now) related to the strategic plan. This is reflected in a fairly comprehensive review in this report.

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 have played 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.

Career Services provides 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.

**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).

**Student Accessibility Services (formerly 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.
By the Numbers

**Campus & Community Involvement (CCI)**
97 active student organizations

1200 students in attendance for the 2014 Welcome Week Concert (Tyga)

Approximately 23 programs hosted by Student Programming Board

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

132,776 community service and service-learning hours that Trinity students dedicated to the San Antonio community from July 1, 2013-June 30, 2014

195 students joined the fraternity and sorority community (129 women and 66 men)

7 *Trinitonian* awards: four regional Society for Professional Journalist awards and 3 Texas Intercollegiate Press Association awards; 6 *Mirage* awards: Texas Intercollegiate Press Association, including second place for overall excellence

56 students working for the *Mirage*, the *Trinitonian*, or both; 7 fall interns and 13 spring interns

90 percent of first-years reported feeling connected to the Trinity community after New Student Orientation

**Career Services**
4,160 positions processed and posted in TigerJobs

332 postings were paid internships

614 employer profiles created

169 interviews conducted by employers

1,193 individual advising sessions through appointments and walk-in sessions and 244 e-consultations with 804 students

465 online document review sessions through TigerJobs

**Chaplaincy**
916 Christmas Vespers participants

23 weddings in the Parker Chapel (16 alumni or faculty/staff children were wedded), 3 baptisms, 3 memorial services, and 1 quinceañera

3 disbursements from the Raymond Judd Emergency Fund totaling $2,808
43 students (26 first-years and 17 upper-class) participated in the 14th annual San Antonio Plunge. Annually, 5% of the first-year class comes to the Plunge. This brings to 395 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 (8 Christian: CSG, FCA, Food for Faith Fridays, IVCF, LCM, RUF, UMSM, Young Life College; and 1 each of Jewish, Muslim, and Hindu faith traditions)

Counseling Services
370 individual clients were seen for at least one counseling session. They include 15.7% of our undergraduate students; this was the fifth consecutive annual increase in the proportion of students served (up from 9.8% in 2009-2010).

60.3% of clients were female and 37.6% were male, closely tracking national averages for counseling centers. (The total does not equal 100% because seven clients indicated “other” or did not respond). Twelve clients identified as transgender, up from eight last year and two the preceding year.

3.0 average number of sessions per client, with 91% of clients being seen six or fewer sessions

8.4% of clients were international students; 34.7% of domestic clients were non-white. In both cases these percentages are larger than their representation among undergraduate students on campus.

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

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

14,934 pound equivalents collected for the San Antonio Food Bank as the charity for the Half Marathon Challenge and Kaya Mire Food Drive

470 grocery carts of food donated to the San Antonio Food Bank over the past seven years

182,130 all-time visits to the Trinity Dean of Students blog

7 sexual assault investigations

Health Services
1235 unique patients served this year, representing 50% of student population

4,761 patients visited Health Services, a 2.5% increase from 2013-2014. Average census for the past ten years is 5,039 patients per year.

37% men, 60% women, 3.5% employees
35% First-Year, 20% Sophomore, 21% Junior, 22% Senior, 2% Graduate
1,619 appointments with the physician, a 20% increase from 2013-2014, due to the increase in physician hours for this year
    117 well woman exams; 44 physical exams

514 laboratory tests performed in Health Services

899 requisitions sent to general reference lab for testing

417 vaccinations administered

568 students (including 168 international students) enrolled in student health insurance plan for 2014-2015

**Residential Life Office**
94.9% Fall 2014 occupancy (1,723 residents)

95.1% Spring 2015 occupancy (1,659 residents)

702 early arrivals in fall 2014

89 incidents that included RLC assistance on scene

4,698 wellness checks completed for first-year and sophomore residents (These are meetings conducted by student staff to assist students in their success.)

132 programs offered in the residence halls

107 faculty members participated in Residential Life programming

142 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.)

**Student Accessibility Services (formerly Disability Services for Students)**
161 students registered with SAS, up from 140 in 2012-2013, 154 in 2013-2014

103 registered SAS students requested academic accommodations in fall 2014. In spring 2015, 87 registered SAS students requested academic accommodations (“active” SAS students is defined as those students requesting accommodations).

436 accommodation letters were written to professors in the fall of 2014. In spring 2015, 344 letters were written

63 notetakers hired for 75 classes (6 positions not filled) in fall 2014. 51 notetakers hired for 70 classes (9 positions not filled) in spring 2015
63 initial SAS appointments made by students (38 in 2014-2015), and 212 subsequent appointments (225 in 2014-2015). Average appointment per SAS student = 2.02.
Strategic Goals

1. **Action Step 1a: Create a Center for Engaged and Experiential Learning.**
The Center for Engaged and Experiential Learning (CEEL) will facilitate faculty and staff partnerships and undergraduate experiential education in all its forms. It will serve as a liaison with various campus offices including Campus & Community Involvement, Academic Affairs, Career Services, Alumni Relations, Risk Management, Study Abroad, Center for International Citizenship, and community partners.

**Goals**
- Achieve community service Carnegie classification and acquire two AmeriCorps VISTAS. (CCI) No Carnegie classification; under leadership of the Office of Experiential Learning Spring 2015.
- Define the role for service learning, volunteerism, and internships as components of experiential learning. (CCI/CAR) Coordinator for Community Service & Engagement has been reassigned as Associate Director of Experiential Learning. This position has been reassigned and internships will fall under Experiential Learning.
- Connect career components to other student experiences and trips. (CAR) As the Experiential Learning area of the Center for Experiential Learning and Career Success (CELCS) materializes this will be a joint initiative within the Center.
- Develop a corporate advisory group, sponsor trips and network receptions, including alumni. (CAR) There are numerous already established groups including National Alumni Board, Board of Visitors, Parent Leadership Council, and the School of Business' Business Advisory Council – among many other department specific advisory groups – that can serve in this capacity as opposed to creating yet another advisory board.
- Apply centralization guidelines to internships across the University. (CAR) Internship guidelines, policies, and practices will be established and overseen by the Office of Experiential Learning.

2. **Action Step 1c: Strengthen experiential learning opportunities for all students.**
Trinity will become a place where all students will have numerous opportunities to learn about themselves and other industries from powerful experiences such as internships, client projects, off-site travel, independent research, artistic and cultural programming, and volunteerism.

**Goals**
- Refine student volunteer organizations and programs in relation to service learning opportunities. (CCI) Reviewed and under consideration in the Office of Experiential Learning.
- Integrate internship coordination and employer relations into responsibilities of new staff. (CAR) Internship coordination is being transferred to Director of Experiential Learning. Employer Relations strategy will be implemented during the summer of 2015 to align with the discipline centric focus of the career advising team.
- Develop additional residential living-learning communities using HOPE Hall as a model. (RLO) Wellness Hall added 2014-15 academic year; Entrepreneurial Hall expanded and strengthened this year; HUMA Hall will be offered again in 2015-16 and the following First Year Experience programs will have a living-learning component: Arts and Ideas; Being Young in Asia; Food Matters and The Warming World.
3. **Action Step 1f: Equip students to demonstrate their achievement in experiential learning.**
We will develop ways for students to demonstrate their accomplishments to employers and graduate programs through **experiential transcripts**, micro-credentials, e-portfolios, or other recognizable achievements.

**Goals**
- 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. (CCI) An ad hoc committee was created and developed recommendations that have been shared with the Director of Experiential Learning. Database management will continue to be defined and implemented in collaboration with Experiential Learning and Student Involvement.
- Develop career portfolios to help students coordinate how they self-brand/market (such as Creighton) or professionalism certificate program. (CAR) Unless the new search limitations prove to be too restrictive, LinkedIn will continue to be promoted campus wide as a personal branding tool for students. A Professionalism Certificate Program, that will be open to all students after an initial pilot year, is being explored in collaboration with the School of Business.

4. **Action Step 3c: Develop greater institutional coherence across international initiatives.**
Trinity will strengthen the coordination of international student... support.

**Goals**
- Examine existing international student data to determine how to better serve this student population during NSO and engage them in existing programs/services throughout the year. (CCI) A review of orientation programs revealed a need for closer communication and collaboration with International Student & Scholar Services (ISSS).
- Develop resources to better support international students in the job search. (CAR) Materials and online resources specific to this demographic need to be developed during summer 2015.
- In collaboration with Alumni Relations and International Student and Scholar Services, establish an international alumni group to gain insight on how to better guide students into becoming global professionals. (CAR) An International Career Chair has been selected to serve as a resource for students exploring global careers. An alumni group of this nature is no longer a priority in lieu of other department and campus initiatives.
- Include International Programs staff in Student Affairs meetings. (DOS) International Staff included in meetings up until the spring 2015 reconfiguration of Student Affairs.
- Consider appropriate use of residential space and communities for international students. (RLO) Collaboration continues with ISSS to develop residential spaces for the EAST program.

5. **Action Step 4a: Improve undergraduate academic advising and student support.**
The VPFSA will lead an initiative to revamp the advising process to include conversations...
about students’ current and future goals – academic, professional, and personal. While these conversations certainly occur in some advising interactions, they are not as universal as they should be. Effective advising enhances student learning.

Goals
- Review role of Associate VP for Students as Associate VP for Student Success or Development. (DOS) Roles were re-established as Student Success Center has been implemented spring 2015.
- Consider four-year advising model and holistic advising syllabus. (DOS) Model and syllabus were proposed to the Student Success Implementation Team and apparently will not be considered.
- Include advisors on CARE Network software. (DOS) This item is still in discussion pending implementation of Student Success Center and re-envisioning of academic advising.
- Explore advising based on developmental/chronological needs. (DOS) Advising strategy was proposed to Student Success Implementation Team and apparently will not be considered.
- Examine how to prepare first-year and transfer students for the academic advising process (pre-New Student Orientation and forward-looking). (CCI) Advising and Registration Committee identified opportunity for summer course registration. Course registration instructions have been revamped and published online.
- 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. (CHAP) Consultation was not needed; grant proposal submitted and funded.
- Assist in creating a link between the advising process and the housing/residential life student staff positions and residential model. (RLO) Incoming first-year students no longer housed by academic areas of interest. For this reason, the student staff will assist with advising and registration merely as technical support people. Resident Mentors will continue to assist their own residents. The advising process has been added in the first-year area “Conversations of Care” and in Sophomore College “Predictors of Success” preparing students to register for classes.

6. Action Step 4c: Improve the coordination of curricular and co-curricular activities.
   - We will urge senior administrators to coordinate the campus events calendar and to develop mechanisms to assess the quality and impact of these events.
   - We have asked staff from Academic and Student Affairs to consider developing an activity time block in the class schedule and a plan for integrating visiting lectures and performances into students’ course work.

Goals
- Convene a committee and develop procedures to coordinate the University calendar. (CCI/DOS) The calendar committee has been established and is ongoing. A point system hierarchy to reduce scheduling conflicts was developed
- Review and reduce programming by organizations. (CCI) This goal has been embedded into a staff member’s role to meet monthly with University-sponsored organization leadership.
- Review and reduce programming in residence halls. (RLO) Efforts have shifted to promotion of events offered elsewhere in order to eliminate redundant programs for service, social justice and diversity,
7. **Action Step 4d WELLNESS:** Expand existing and pilot new programs to improve student success, career exploration, and holistic wellness.

- It is incumbent upon us to foster a strong sense of wellness in every aspect of their lives – personal, professional, physical, financial, social, and spiritual.
- The Center will organize forms of academic support, such as peer tutoring and writing assistance, with resources for social support, such as workshops on time management, handling stress, and sustaining healthy interpersonal relationships. By proactively publicizing and coordinating these services, we hope to increase our students' likelihood for success in college and after graduation.
- Beneath the auspices of the Student Success Center, the VPFSA will oversee a variety of wellness activities and personal growth opportunities for all students at various milestones in their academic career.
- In the service of holistic student development, whenever possible, wellness programs should be devised and carried out by faculty and staff partnerships.

**Goals**

- Create a peer-facilitated consultant role that serves to engage students in involvement opportunities across campus (to include peer advising and coaching) in collaboration with residential student staff. (CCI/RLO) CCI staff presented a Residential Life Staff (RLS) training in August 2014 to ensure that RLS members are prepared to assist students and refer them to proper resources. Future opportunities will continue to be considered under re-envisioning of CCI.
- Propose a model for a Student Success Center, to include academic support services, wellness promotion, disability services, and counseling services. (CSG/HS/DOS) The Center for Student Success has been successfully completed through the *Trinity Tomorrow* Strategic Plan implementation.
- Explore a physical space for a Student Success Center in Counseling Services area. (CSG) Under the *Trinity Tomorrow* Strategic Plan implementation, final locations are being determined for the Student Success Center and Counseling Services.
- Propose and develop a Health/Wellness educator position. (CSG/HS/DOS) This position was approved and a Wellness Coordinator will begin work in late July.
- Undertake bold initiatives: Alcohol/drug issues, sexual assault, etc. (DOS/CSG) An alcohol and drug issues student film was created and subsequently jettisoned. A slideshow was developed in place of an online web-based course. B’Low Optimal program was developed. The delivery of Optimal Buzz and B’Low Optimal programs are being re-envisioned. A Coalition for Respect was developed including multiple education efforts.
- Continue involvement in Trinity Food Project. (DOS) The Trinity Food Project is ongoing including establishing a residential cooking facility.
- Explore and implement on-line health and wellness courses. (DOS) This goal is ongoing to be resumed with the Wellness Coordinator.
- Propose that Trinity becomes a tobacco-free campus. (HS) Health and Safety Committee has approved; pending presidential approval. Lack of support by faculty and students led to a delay in implementation.
8. **Action Step 4d REFLECTION**: Expand existing and pilot new programs to improve student success, career exploration, and holistic wellness. 
First-year students will be encouraged to think broadly about their goals through “reflection seminars,” modeled on similar programs offered at Stanford and Harvard.

**Goals**

- **Assess the application of leadership skills in leadership programs.** (CCI) All-campus leadership programs have been eliminated per review of student participation. On demand workshops can be requested by student organizations at any time. Professional development for University-sponsored organization student leaders has been integrated into August training and retreats.
- **Pilot the use of StrengthsQuest as a tool to improve student self-awareness and understanding of personal strengths and implement in Sophomore College.** (CAR/RLO/CCI) A pilot program was implemented 2014-15 for StrengthsQuest in Sophomore College; slated to continue. Select Career Services team members support this initiative as part of program facilitation and student advisement.
- **Coordinate the use of University values in reflection exercises for all engagement.** (DOS) This goal is pending the development of the Reflections program. 
- **Utilize Class Marshal and Alumni Sponsor in promoting reflection on a macro level.** (DOS) Class Marshals and Alumni Sponsors contribute on an ongoing basis to their respective class year.
- **Residential Life and CCI staff will play a prominent role in developing and implementing a reflection program through structuring of student staff and volunteer positions.** (RLO) An ongoing comprehensive Reflections program will continue to be explored as the Student Success Center develops.

9. **Action Step 4e: Sustain opportunities for students to explore their spiritual beliefs and practices.**
In its commitment to excellence, Trinity University is not only concerned with intellectual development, but also with moral and spiritual growth. The integration of body, mind, and spirit to achieve a wholeness in human life is fundamental to the well-being of the individual and to the very nature of the University itself. Recognizing these truths, the University strives to create an atmosphere in which basic civility and decency are expected, mutual respect and open communication are fostered, and spiritual growth is encouraged.

**Goals**

- **Examine ways in which current (or future) leadership programs provide opportunities for spiritual growth.** (CCI) Co-curricular leadership programs have been eliminated. Collaborating with the Chapel to establish an ongoing group of fraternity and sorority chaplains to share best practices.
- **Utilize Erlandson Fellows to interview students in order to facilitate reflection on the connections between service and faith.** (CHAP) Completed and shifting to Tillman and Storer Scholars.
- **Establish a mid-week worshipping community.** (CHAP) Completed and ongoing.
- **Implement a holistic vocational exploration retreat for 20-30 sophomores (pilot program in January 2014).** (CHAP) Developed and offered; insufficient interest. Re-conceptualized for first-year students with the Tillman and Storer Scholars for fall 2015.
10. **Action Step B5: Enhance program assessment for all University divisions and academic and co-curricular programs.**

Periodic program reviews are a helpful mechanism to ensure the health of all academic and co-curricular programs. Such reviews require programs to define their goals and provide evidence of their success. The involvement of an independent reviewer, whether from outside or inside the University, will provide a broader context for the self-review as well as support for resources needed by a disciplinary or interdisciplinary program.

**Goals**
- Adoption of Council for the Advancement of Standards in Higher Education (CAS) departmental and program assessment. (SA) Departmental and program reviews underway using CAS guidelines. Multicultural Student Program and Services was the first program reviewed, others are underway.
- Incorporate CAS learning and development outcomes in all services and programs. (SA) CAS learning development outcomes included outcome assessments being conducted by departments for their programs and services.

11. **Action Step C1: Strengthen the connection between Trinity alumni and the University.**

**Goals**
- Continue local alumni annual involvement survey. (DOS) Ongoing.
- Develop stronger infrastructure with Alumni Services to identify future partners for career programming. (CAR) Career Services collaborates with Development personnel and utilizes resources supported by Alumni Relations (e.g., Board of Visitors, National Alumni Board, Parent Leadership Council, Trinity Connect, and Career Network Chairs) to engage alumni professionals in programming and networking.

12. **Action Step D2: Develop a Facilities Master Plan.**

The Vice President for Finance and Administration will develop this plan in consultation with Facilities Services, Financial Services, Academic Affairs, Conference Services, and Residential Life.

**Goals**
- Implement a small renovation to Coates Center. (DOS/CCI) Completed Summer 2014 with Commons renovation slated for Summer 2015.
- Explore student organization space, staff space, and other options in the Coates University Center following decisions related to possible relocation of other departments. (DOS/CCI) Finance and Administration has established a long term Coates Center Space Use Committee.
- Settle on physical locations for Career Services and Counseling Services. (DOS) Counseling Services moved to a temporary location in Halsell. A return to the Coates Center is anticipated after renovation during the summer of 2016. Career Services and Experiential Learning will utilize space in CUC Suite 215 and 236/238 to house staff.
- Explore development of a campus Wellness Center (DOS/CSG/HS) A Wellness Center is being considered under long-term Coates Center review.
- Review residency requirement and upper-class housing renovations and addition of single rooms and apartments. (DOS/RLO) Residency requirement under review with the
Board of Trustees. North Hall renovation including single spaces and subsequent renovations will include single rooms.

13. **Action Step D6: Develop a new generation of faculty, staff, student, and alumni leaders.**
Through the division of Student Affairs, we will enact similar programs to ensure that all Trinity students have opportunities to hone their leadership skills both inside and outside the classroom.

**Goals**
- Coordinate interactions between fraternity/sorority students and alumni to increase opportunities for developing leadership skills outside the classroom. (CCI) *Currently attempting to coordinate Alumni Advisors. Leadership and Lunch series with Alumni guests will occur in 2015-16.*
- Explore ways for student leaders to showcase/teach/act as peer facilitators through existing or new programs. (CCI) *Examples of this include Greek Week Poster Presentation and Greek U facilitator role.*
- Explore University funding of Twilight at Trinity Senior Banquet. (RLO/DOS) *University-funding tentatively approved for 2016.*
Review of Completed Departmental Goals

**Campus & Community Involvement (CCI)**

Assist TUVAC in promoting GiveGab as the way to track community service hours. (Blanton) TUVAC promoted GiveGab in numerous Trinitonian ads, a Milk & Cookies, and at different times of the year in connection with the President’s Volunteer Service Award. Currently GiveGab has 1,560 members of the Trinity community with established profiles.

Introduce the President’s Volunteer Service Award using the data found in GiveGab. (Blanton) Twenty students received the President’s Volunteer Service Award during a reception held on President’s Day. All twenty students that were recognized had volunteered a minimum of 140 hours during 2015, and recorded their service in GiveGab.

Guide HOPE Hall as they attempt a new leadership structure. (Blanton) HOPE Hall transitioned to a co-leader model with one leader overseeing all Residential Life aspects of the Hall, and the other working closely with community partners and volunteer placements. Some modifications were made through the year, and the leadership is established for 2015-2016.

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) In progress. Soi was invited to attend a diversity luncheon with UTSA’s Office of the Associate Provost for Diversity & Recruitment. Soi is currently working with the office to bring a Holocaust Exhibit in Fall 2015.

Assist Trinity Diversity Connection and its associate member groups in developing strategic plans. (Smith) TDC is no longer an “umbrella” organization that manages cultural organizations. TDC restructured its purpose to provide more meaningful programming around diversity.

Collaborate with the religion department, chapel, and student organizations to host an impactful interfaith dialogue program. (Smith) No progress. Discussions about a multi-faith prayer space in the Coates University Center may spark interest in this program.

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) A staff training component was introduced last summer and revised for a National College Media convention presentation in October. The portion for the manual needs revision and will be completed this summer, plus the staff training component will continue to evolve to accommodate new challenges.

Continue implementation of photo archives system. (Martin) In collaboration with University Communications and the University Archives this system has been revised and modified and is currently being implemented by a student intern.
Educate and train Student Programming Board so that the leaders become self-sufficient. This means providing training session and having training materials easily accessible through a Google shared drive. (Bovio)
  Completed. SPB undergoes training in August and again in January.

Streamline the annual organization registration process. (Bovio)
  Completed.

Assist in the successful creation of a f/s scholarship fund in collaboration with the development office. (McGlamory)
  This development office tabled this idea when the staff member I was working with left Trinity. The program will not be happening in the foreseeable future.

Create a recognition program for alumni advisor of the year (in collaboration with NAB) and incorporate this person into Greek 201. (McGlamory)
  Complete. Student Involvement did most of the leg work on this initiative which saw Jeanne McGee Culver as the recipient this year. She was honored at Greek 201. In the future, this will be folded into Alumni Relations and their award process.

Increase values awareness within the fraternity/sorority community by addressing monthly values themes at Greek Council meetings. (McGlamory)
  In progress. The conversation and the planning occurred to set this up but it fell flat with the students. A new plan will be laid out for the future.

Incorporate hazing prevention in Greek 101 and refine existing anti-hazing messages in Greek 201. (McGlamory)
  Complete. The Haze trailer was shown this year to allow for more time around policy and a refresher for the Step Up Bystander Skills Training program from NSO.

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. (Rimes-Boyd)
  Completed.

Develop a group employing young alumni, faculty, staff, and male students to explore and discuss issues of men and masculinity. (Martin, Thompson)
  A pilot program was conducted with approximately 10 men and two peer facilitators. The program will be presented at a national conference this summer. The first intervention will occur in fall 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. (Thompson)
  Student Involvement staff met with Quinn Barraza (Development) to determine an annual process for sharing student organization/group contact information and membership details.

Evaluate leadership programs offered by CCI, with particular attention given to student organization “consulting” and HCOM1170. (Thompson)
Co-curricular leadership programs were eliminated in summer 2014. As alternative, student organization workshops, by request, were successful, though infrequent.

Train CCI student staff to serve as peer mentors to assist with event planning, basic student organization procedures, and more. (All staff)
Determined to be unnecessary as students go directly to staff members or Residential Life student staff members with questions or concerns.

**Career Services**

Increase employer site visits and engagement on campus.
Flat budget did not support increase in employer site visits to cover communities outside of Trinity as planned. Time committed to acclimating 5 new team members to department operations and initiatives also limited opportunities to expand employer outreach specific to site visits. Employer on campus engagement through panels specific to career paths, Interview for Success, and Entering the Jungle increased this academic year.

Increase interaction and collaboration with faculty and in class opportunities.
Collaborative programming w/ faculty increased as a direct result of newly instituted faculty liaison initiatives. Faculty collaborated on majority of the career panels that occurred.

Implement and promote a tool to facilitate online student and alumni interaction.
Trinity Connect was launched in Fall 2014 resulting in over 100 alumni registrations to serve as mentors. Students were introduced to the platform just before winter break but the response and use has been minimal. Marketing to students has been discussed and will be revised for increased use in fall 2015.

Engage student volunteers to assist in Career Services’ initiatives, services, and programs.
Three peer career consultants were recruited, trained, and empowered to assist in basic advising, presentations, and hosting of employers recruiting on campus.

Increase visibility on campus through more outreach activity.
Two outreach tables - one offering hot chocolate and apple cider, the other offering root beer floats – along with two resume critique events occurring in the lobby of the Coates University Center served to increase career advisors visibility and interaction with students.

Create departmental marketing strategies.
Program specific marketing plans and timelines were drafted and updated but will be replaced by documents outlining more comprehensive, department wide procedures and timelines.

Develop materials and promote resources to assist with 1) graduate school admissions and 2) job searching for international students.
A Graduate School Admissions guide and a Curriculum Vitae guide was developed. Resources guides to assist international students prepare for careers and job searching will be developed summer 2015.
**Chaplaincy**

Explore hosting the Synod Youth Workshop at Trinity for the Summer of 2015. Exploration complete and left with Bruce Bravo and Synod Executive Dan Saperstein. Some initial interest, but nothing of substance.

Reestablish Sunday worship in Parker Chapel. This experiment ran for three months in the fall, then shifted to a Friday afternoon time that has been successful.

Revisit utilizing Erlandson Fellows to interview students in order to facilitate reflection on the connections between service and faith. I was unable to recruit students for this initiative, so am shifting it to the Tillman and Storer Scholars for fall 2015.

Develop a network among the existing chaplains of the fraternities and sororities to nurture that role as a moral compass for the organizations. Engaged seven students from six clubs, with the purpose of discovering the scope of their responsibilities. All seven are interested in gathering again in the fall of 2015.

**Counseling Services**

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

    Richard participated in the planning group for Hudson Taylor’s rescheduled visit to campus to talk with coaches and students to promote allyship for sexual-minority people in general and sexual-minority athletes in particular.

Consult with Athletics Department regarding religious diversity and athletics

    In light of the rescheduling of Hudson Taylor’s campus visit to address homophobia in sports, we did not pursue this goal.

Develop new suicide gatekeeper training program for RAs/RMs.

    Deferred to summer 2015.

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

    Search for Wellness Coordinator completed. To join staff in late July.

**Dean of Students**

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

    The Coalition met four times and achieved much through review and revision of policies and procedures; campus education and prevention events; and compliance. An annual report is being assembled for publication on the web page.

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

    Two investigative teams were sent for national training, with the final team slated for summer 2015.

Propose recommendations to adjust the Sexual Misconduct policy to the Standards Committee.
Proposed and accepted.

Evaluate results from local alumni survey.
   No action.

**Health Services**

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.
   Completed. The new exam form and pre-screening forms are complete. Health Services is reviewing apps and other educational tools for students planning to study abroad.

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).
   In Progress. Health services has acquired the equipment to stream You Tube video directly through the waiting room TV. We currently have approximately 40 minutes of content and continue to add video instruction to the playlist.

Collaborate with Student Financial Services as they take responsibility for mandatory billing for the Student Health Insurance policy.
   In Progress. Updates and improvements have been made to the online waiver system as well as messaging to students and parents. We expect that the process will be easier with fewer challenges this year.

Investigate the requirements of House Bill 300 and provide/obtain privacy training for Health Services staff as necessary.
   Completed. The Health Services staff reviewed privacy requirements for the protection of Personal Health Information (PHI) and made some changes to the Notice of Privacy for patients and the consent on the Health Record. The HS staff received education regarding privacy rules during the fall retreat, 2014. Annual instruction and review of privacy issues will be provided in subsequent years.

Assessment. Health Services surveyed patients regarding CAS learning outcomes and satisfaction in March of 2105. The executive summary is available from Health Services
Residential Life Office

Enhance the Residential Life Student Staff Mentor program.
The Residential Life Office built time into the August training schedule during which student staff mentors were expected to connect with their mentees. They were also given specific prompts and conversation topics to guide the discussion.

Use Residential Life Student staff development sessions as opportunities for continued education.
The Residential Life Office offered three staff development sessions on transferable skills, StrengthsQuest, and long-term goal creation. The January orientation also included information about skills gained on the job and work-related resolutions. These topics all assisted with leadership-development for individual staff members, and the coordinators held follow-up discussions in one-on-one meetings.

Utilize various communication methods to articulate the benefits of the Sophomore College programming model.
In addition to enhanced staff training to ensure that all staff members (especially RAs) were familiar with the Sophomore College program model and guiding theories, framed posters, refrigerator magnets, social-media efforts, and room reservation information explained the benefits of the program.

Evaluate the role of alumni and upper-class students in Sophomore College programming.
A review of the Sophomore College programs indicated that upper-class students are most useful during the Major Meals and Study Abroad programs. Alumni will continue to be used for Major Meals and the Sophomore Ice Cream Social. All other uses of alumni and upper-class students will be discontinued. Collaborations with the class Alumni Sponsor will be limited to periodic newsletter contributions and appearances at the Sophomore College Kick Off, the Study Abroad Experience, and the Sophomore College Ice Cream Social.

Develop a new programming model in the First-Year area.
The new programming model in the First-Year Area is based on Baxter Magolda's Learning Partnerships Model. It encourages first year students to Discover who they are, Grow as individuals, and Become authors of their own lives through investigation of the following questions: DISCOVER ... Who am I? How is thriving in college different than living at home? GROW ... How is my identity changing? Where do I want to connect on campus? Who do I care about? What do I care about? BECOME ... Who do I want to be when I leave college? How am I going to get there? What interests me? What excites me?

Assist student staff members with articulating the benefits of the Residential Life Student staff position.
Student staff members participated in four sessions to help them better understand the skills necessary for this position and how they may translate to other jobs or leadership positions. Coordinators also held follow-up discussions in one-on-one meetings and facilitated group discussions during staff meetings.

Utilize rubrics to assess the Residential Life Student Staff member experience with regards to personal growth and leadership development.
Staff members were assessed by their coordinators at three different times during the year. Initial assessments were conducted in August (post-training) to get baseline data. The staff members were then evaluated in October and again in May. Residents also provided feedback in October which was used in the evaluation.

Provide Residential Life Student staff members with intentional information about student affairs professional resources and organizations.
Staff members who expressed interest in Student Affairs were encouraged to talk with coordinators about the career and various applications. All staff members received information about professional organizations and affiliations as well as information for undergraduate involvement.

Develop and launch a financial literacy campaign in the upper-class area.
The Game of Life financial literacy initiative was offered in the fall and following its great success was recreated in the spring. Student and collaborator feedback was overwhelmingly positive. In future years, this event will be used as a springboard to encourage students to engage in additional educational opportunities about financial literacy.

Implement StrengthsQuest in Sophomore College.
Approximately 40% of the sophomore class took the StrengthsQuest online inventory. Additionally, nearly 100 student staff and professional staff members at Trinity took the assessment. Multiple programs and learning opportunities were offered through conjunction with Career Services and Student Involvement. This program will continue next year.

**Student Accessibility Services (formerly Disability Services for Students)**

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. Implemented online notetaker training at the time of hiring.

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. The Coordinator presented three presentations on Transitioning to College at the Winston School’s annual learning disability symposium.
The Year Ahead - Goals for 2015-2016

Dean of Students
Student Development Team
   Assist coordinating functional areas and centers to collaborate toward the best interest of students.

Conduct
   Lead a self-study and review of the student conduct process.

Dining
   Finalize Market View improvements begun five years ago with completion of the Commons, a review of Mabee Hall, and a study of the POD in CSI.

Coates
   Assist committee in phase two of renovation of the facility.

Residency
   Pursue changes as recommended to Board of Trustees in May 2015, primarily facilities related.

Pet friendly
   Set procedures for a pet-friendly residence hall in the upper-class area for 2016-17.

Alcohol Programs
   Along with Residential Life, refine and publicize Optimal Buzz and B'Low Optimal programs.

Zip Car and B-Cycle
   Assist SGA in implementation.

Residential Life Office

First-Year Area

Sophomore College
   Enhance StrengthsQuest initiatives.

Junior Year Experience
   Create a robust passive programming initiative to assist students with their transition to off-campus living.

Senior Year Experience
   Enhance financial literacy programming to include money-management workshops.
Administrative
    Assist Dean of Students office with formation of a pet policy for residents.

Residential Life Student Staff
    Develop a strengths-based student staff coaching guide for use in staff meetings and
    one-on-one conversations.

**Student Involvement (formerly CCI)**

Brand the Student Involvement name in innovative ways that help students recognize who we
are, what we do, and our connection to experiential learning. (All staff)

Develop and utilize a coaching model across all functional areas. (All staff)

Explore collaborative collisions with various departments (i.e. Residential Life, Center for
Experiential Learning & Career Success, Center for Student Success, Center for International
Citizenship, Alumni Relations) by extending invitations for departmental representatives to meet
with Student Involvement staff throughout the year. (All staff)

Conduct peer institution benchmarking for services, programming, and assessment in student
involvement/activities offices. (Thompson)

Revisit the co-curricular transcript recommendations in collaboration with the Center for
Experiential Learning leadership, as well as consider a co-curricular honors program.
(Thompson)

Redevelop the Coates University Center (CUC) student worker culture using the “Culture of
Care” Lens. (Jacobs & Ward)

Benchmark and re-envision parent programming. (Jacobs)

Increase visibility and programming of the faculty, staff & student spirit committee and
organization. (Jacobs)

Promote and intertwine spirit and pride throughout NSO. (Jacobs)

Review and modify Coates University Center student worker policy and procedures. (Ward)

Create a process for curating art in the Coates University Center, to include rotating student art
and the purchase of permanent art. (Ward)

Work with Greek Council to complete the “perfect party” protocol and help to create a more
simplified process for hosting events. (Coordinator for F/S Life)

Re-envision the Leadership N’ Lunch series so that it becomes a regularly scheduled event
beginning in fall 2015. (Coordinator for F/S Life)

Empower Greek Council Executive Board to be more self-sufficient and accountable.
(Coordinator for F/S Life)
Learn and implement utilization of Salesforce. (Martin)

Revise and overhaul operations and staff manuals for all areas of Campus Publications. (Martin)

Implement a program on disability/ability/accessibility during the academic year. (Smith)

Recruit and support a student team for the MLK Jr. lecture committee. (Smith)

Collect and analyze multiple data points from campus assessments to review campus climate. (Smith)
Student Affairs
Faculty and Alumni Partnerships

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, Huesca, Kaufman, Crockett, Tingle)
Jewish Student Association connection with San Antonio Hillel (Spiegel, Leifer)
Deutsche Weinachtsfeier Service (Breidenstein)
Greek U New Member Retreat (Tingle)
MLK, Jr. March and Lecture (Latimore, Terrell)
Council for the Advancement of Standards Review (Delgado)
Hudson Taylor Committee (Tingle)
Faculty/Staff Spirit Committee (Ribble, Lewis, Cabral, Wilkins)
A Trinity Summer (Tynes)
Mellon Research Presentation (Dupertuis)
Summer on the Hill (Kosnik)
Advise Texas (Hernandez)
Major Declaration & Beyond (Tynes)
McNair Scholars (Wilson)
Sports Internship Panel (Tingle)
Communication Day (Henderson, Delwiche, Johnson, Christ)
Economics Panel (Huston)
Humanities Panel/Humanities Week (Dupertuis, O’Rourke, Stokes, Kania, O’Sullivan)
Arts Panel (Matthews)
Health Professions Talk: Speaker Dr. David Jones (Dr. King)
Launching your Professional Career with a B.A. in Sociology or Anthropology from Trinity University (Dr. Spener)
Resume/CV Workshop for STEM Majors (Dr. Johnson)

New Student Orientation
New Student Orientation steering committee (Tynes)
Academics 101 at New Student Orientation (Tynes et al)
Thriving in the Academic World of Trinity session at New Student Orientation (Tynes et al, Tingle)
Transfer Welcome Dinner with Faculty Advisors at New Student Orientation (Tynes et al)
Living the Academic Honor Code session at New Student Orientation (Tynes)
Parent Orientation Panel (Tynes)
Group Advising Sessions at NSO (Tynes)
Convocation (Tynes, Delwiche, Henderson)
Reading TUGether Committee (Tynes)
TDC Diversity Dialogues (Aloisi, Blevins, Kaufman, Latimore, Middlemass)
Bystander Action (Tynes, Kroeger)
In the Classroom
Instructor for Queer Studies Colloquium (Reams)
First Amendment Celebration collaborators (Blevins, Saloman, Latimore, Burke, Delwiche, Henderson)
Academic Success Course for Athletes (Reams w/ Gallin-Parisi)
First-Year Seminar presentation (Reams w/ Martinez)
Sophomore Engineering Design presentation (Reams w/ Leifer)
Jeff Van Duzer’s lecture: “Why Business Matters to God” (Nickle w/ Martinez)
Class Presentations (McCollum, Belisle, Jungman, Gallin-Parisi, Drennon)

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)
Presentations to McNair Scholars (Reams and Eisenhauer, partner with Steele)
Presentation to School Psychology graduate students (Neal, partner with Robertson)
Network for Vocation in Undergraduate Education Conference (Jasinski, Stokes, Tingle)
SAS Coordinator meetings with nine academic departments
Partner with School Psychology faculty to develop Graduate Assistantships to staff
    Accommodated Testing Center (Albright, Robertson)

Residential Programs
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)
Game of Life (Suarez)
Twilight at Trinity (multiple)

Leadership and Development
Campus Publications training (Henderson, Logan, Tuttle, Toups, Brackenridge)
New Student Orientation Diversity panelists (Carlisle)
Student Leadership Awards (Hansen, Carlisle)
Ethics Training for Residential Life Student Staff (Tynes)

Service
Alternative Spring Break - international (Norman)
Silver & Black Give Back Team-Up Challenge (Albright, Tingle)
Service-Learning Development/Support in currently offered class (Haynes-Smith, Delgado, Paganelli, Aloisi)

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 Blueprint Committee work (CCI, Alumni Relations, Communications)
- Alumni Weekend Worship (Chapel)
- Christmas Vespers (Chapel)
- 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 (Thompson)

**Leadership and Development**
- Campus Publications training (Goodrich)

**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)
- National Alumni Board Career Network Committee (Career Services)
- Alumni Chapter Career Chairs (Career Services)

**Residential Life**
- Major Declaration
- Major Declaration & Beyond
- Major Meals
- First Friday Breakfasts

**Service**
- Fraternity & sorority alumni weekend service project (CCI)

**Social**
- Chocolate Festival judging (CCI)
University Committee Membership

(Chairs are in bold)

Academic Standing (Tuttle)
Advising & Registration Committee (Jacobs)
Board of Campus Publications (Martin)
Calendar Coordinating Committee (Bovio)
Coalition for Respect (Aguilar, Eisenhauer, Flowers, McGlamory, Tuttle, Wells)
Co-curricular Transcript (Blanton, Bovio, Thompson)
Collaborative for Learning and Teaching (Blanton)
Commencement (Flowers, Nickle)
Conduct Review Board (Blanton, Bovio, Wells)
Enterprise Technology Committee (Flowers, Olson, Thompson, Wells)
Faculty/Staff Spirit Committee (Bovio, Jacobs)
Fraternity & Sorority Blueprint (McGlamory, Thompson)
Health Professions Advisory Committee (Neal, Coulson)
Housing Requirement Exception Committee (Morell-Nickle, Neal, Olson)
Integrated Marketing Committee (Wells, Hough, Rimes-Boyd)
Lecturers and Visiting Scholars Committee (Martin)
MLK, Jr. Committee (Smith)
National Alumni Board (Hough, McGlamory, Thompson, Tuttle, Birch)
NSO Steering (Eisenhauer, Flowers, Nickle, Petrakis, Jacobs, Tuttle)
Parking Committee (Thompson)
Parent Relations & Communication Committee (Bovio, Jacobs, Tuttle, Wells)
Pre-Law Advisory Committee (Hough)
Sexual Assault Investigative Team (Flowers, Jacobs, Thompson, Martin, Rimes-Boyd, Morell-Nickle, Tuttle)
Safety, Security, and Health Committee (Bevilacqua, Olson)
Student Commencement Speaker Selection (Thompson, Tuttle)
Student Leadership Awards (Flowers, Thompson, Tuttle)
Student Success (Aguillar, Boaz, Neal, McGlamory, Nickle, Petrakis, Shaw, Smith, Tuttle, Wells)
Sustainability Committee (Olson)
Traffic and Parking Committee (Thompson)
Trinity Staff Engagement Committee (Johnson, Wells)
United Way Committee (Bevilacqua)
University Conduct Board (Ramirez, Smith, Tuttle)
University Diversity Committee (Reams, Smith)
University Standards (Flowers, Tuttle)
Women's History Month Committee (Smith)
Integrated Marketing Committee (Short/Rimes-Boyd)
Divisional Assessment Team (Ramirez/Baguso)
Social Committee (Coulson/Birch)
Community Service

**Departmental**
Basura Bash (Residential Life)
Kayla Mire Half Marathon Food Drive, San Antonio Food Bank (Dean of Students)
Young Women's Leadership Symposium (Career Services)

**Individual**
Bethany UMC Cold Weather Shelter (Norris, Regnemer)
Big Brothers Big Sisters (Blanton, Hough, Jacobs, Thompson, Martin, Morell-Nickle)
Boysville Thrift Store (Nickle)
Catholic Worker House (Nickle)
Cattery (SA Pets Alive) newspaper reuse program (Martin)
Christian Assistance Ministries Council (Blanton)
Clarity (Norris)
City of San Antonio MLK, Jr. Commission (Smith)
Coker UMC (Frindell)
DOOR Discovering Opportunities for Outreach and Reflection (Nickle)
Habitat for Humanity (Nickle, Ramirez, Frindell)
Haven for Hope (Nickle)
Kingdom Life Christian Ministries (Hough)
Mission Presbytery (Nickle)
Revolution Church (Ramirez)
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, Thompson)
University Blood Bank (Morell-Nickle, Nickle)
United Way Volunteer of the Year Awards (Blanton)
Life Launch (Rimes-Boyd)
United Way department rep (Rimes-Boyd)
Fall 2014 Phone Drive – KRTU (Rimes-Boyd)
Texas State University SAHE Mock Interviews (Flowers, Hough)
Hurt, Heels, & Healing Women's Ministry (Coulson)
St. Edward’s University MACSD Preview (Coulson)
United Way Department Rep for Career Services (Coulson)
Trinity Black Student Union advisor (Rimes-Boyd)
CYO, Archdiocese of San Antonio (Baguso)
TU Bee Alliance (Morell-Nickle)
TU Cat Alliance (Morell-Nickle)
Divisional Assessment Team (DAT)

The mission of the Divisional Assessment Team (DAT) is to facilitate effective and coordinated assessment within the division of Student Life. DAT provides training for the division on topics that include: the assessment cycle, writing student learning outcomes, utilizing assessment technologies, survey creation, facilitating focus groups, using rubrics, and data analysis.

2014-2015 core functions included 1) coordinating the divisional assessment calendar to decrease oversaturation of surveys and 2) focusing on the recently adopted (2013-2014) use of the Council for the Advancement of Standards in Higher Education (CAS Learning and Development Outcomes (LDOs)).

This year the DAT was honored with a gold distinction National Association for Student Personnel Administrators (NASPA Excellence Award. Accordingly, Melissa Flowers, Briana McGlamory, and Jamie Thompson represented the DAT at the NASPA annual conference and presented a poster showcasing the work of the DAT Melissa, Briana, and Jamie are also currently working on an online course and a webinar presentation, both hosted by NASPA, which will assist other institutions striving to facilitate coordinated and meaningful assessment.

Next year, in addition to coordination of the divisional assessment calendar, continued staff training efforts, and the NASPA course and webinar project, the DAT plans to take advantage of several strategic opportunities:

1. analyze assessment documentation to determine divisional deficiencies and areas for improvement,
2. evaluate the use of CAS LDOs, including developing an aggregate review of the distribution across LDOs,
3. provide ongoing assistance with departmental CAS Self-Assessment Guides, and
4. coordinate the development and submission of NASPA Excellence Award proposals.

The DAT is excited to welcome Larissa Walker, director of Assessment (Office of Institutional Research), to the team in the hopes of learning ways in which the division can better assist with the upcoming Southern Association of Colleges and Schools (SACS accreditation process. Larissa will also assist the DAT with national instrument data analysis.
Professional Development Committee (PDC)

Committee Overview & Highlights:
The PDC organized and presented seven activities during the 2014-2015 year which aligned with the Trinity University brand campaign, “Discover, Grow, Become.”. Topics included Student Affairs Convocation, Discover Your Strengths (StrengthsQuest), Grow: LinkedIn and the Co-Curricular Transcript, Become: Empowering Student Workers, and PDC 360 (a series of 10, 10-minute “TED talk” presentations and research from colleagues).

General Findings from the End of Year Survey
- Participants who completed the survey reported learning the most from the PDC 360 and StrengthsQuest workshops.
- Participants who completed the survey reported learning the least from the LinkedIn and Empowering Student Workers workshop. Some reported not using any knowledge gained from the sessions.
- Suggested themes for the upcoming year are: Wellness, applying for conferences or developing program proposals for conferences, and covering topics that are not already initiatives the staff is currently working on.

Preview of 2015-2016
In summer 2015, 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.