Student Affairs 2014-2015 Annual Report
Dr. Karen Gerlach, Vice President for Student Affairs
May 30, 2015

1. **Introduction and Summary of Achievements**

Student Affairs is a comprehensive and collaborative unit on campus that includes the following units: Athletics; Campus Housing and Residence Life; Campus Ministry; Health and Wellness Center; and Student Services and Student Engagement. In 2014-2015 Student Affairs focused three main areas: Enhancing Student Engagement; Increasing Retention and Promoting Personal Growth and Wellness. Consistent with Middle States Characteristics of Excellence and Trinity Strategic Goals, Student Affairs supports the mission of the university though meaningful contributions to the emotional, physical and intellectual development of Trinity students. Student Affairs is committed to providing appropriate support for every student, in all academic units.

Student Affairs achieved many collective goals to improve programs and service delivery. The evidence of this work is documented in the Student Affairs annual report, and elaborated on in individual unit annual reports from Athletics (see Appendix A), Campus Housing and Residence Life (see Appendix B), Campus Ministry (see Appendix C), Health and Wellness Center (see Appendix D) and Student Engagement (see Appendix E)

1. **Dashboard**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
| Crisis Assessment, Response and Education (CARE) Team reports  | 213 | 301 | n/a | n/a  |
| Campus Ministry program attendees | 297  | 393 | 320  | n/a  |
| Food Pantry utilization | 27 | 5 | n/a | n/a |
| Health and Wellness visits | 1841 | 1642 | 2762  | 2879 |
| Metro Card distribution | 80 | 67 | n/a | n/a |
| Non-Academic Disciplinary Conduct Cases | 63 | 101 |   |   |
| Residence Hall Occupancy average | 340 | 290 | 254 | 285 |
| Residence Hall Occupancy | 344 Fall/ 336 Spring | 299 Fall / 280 Spring | 261 Fall / 248 Spring | 304 Fall / 266 Spring  |
| Student Government Council Voter turnout | 235 | 235 | n/a |  n/a  |
| Social Media presence | 513 | 315 | 234 | n/a |
| Student Athletes | 49 | 50 | 81 | n/a |
| Recognized Student Organizations | 15 | 19 | 16 | 12 |
| Student Organization members | 209 | 141 | 150 | 120 |

1. **Report on 2014-2015 Goals and Progress**

**Goal 1: Enhance Student Engagement**
Drawing on Trinity Strategic Goal 1: Enrollment Development and Strategic Goal 3: Program Development; Student Affairs focused on increasing student engagement for all students, in all academic programs and schools in an effort to increase connectedness to campus activities, resources and services. Initiatives enhanced the campus community; connected students to campus life; helped students succeed and contributed directly to the retention of students. *[Performance Indicators: Participation increases in various Student Affairs units; Semester-by-semester progress towards goals stated]* Progress towards goals included:

Student Participation

* Athletics increased the number of new athletes by 40 percent which is attributed to the Directors good collaboration with Admissions staff in the recruiting process and with her leadership during the tryout period for all sports.
* In 2014-2015 there were 15 active recognized student clubs for the 2014-2015, which is consistent with previous years. As a result of leadership development and advisement by the Assistant Dean for Student Engagement, the overall the number of club members increased by 33% from last year.
* Three new student organizations formed this year, Dreamers Club, OUT and the Entrepreneurship and Marketing club, which was organized and led by a graduate student in the Business and Graduate School. Graduate student leadership was successful and needs to be expanded on in the next year. Creating pathways for students outside of CAS is an important aspect of the Student Affairs goals.
* Campus Housing sponsored 39 programs for residential students in 2014-2015. This is an increase of 14.9% in programs for resident students. According to the Residence Life Survey (see Addendum 1), 64.74% of the survey participants reported attendance at a program in her residence hall during the spring semester. Additionally, the top three aspects that residents indicated they would like to see more of in their community were activities/events (36.29%); sense of community/sisterhood (31.64%); and facility improvements (21.51%). A programming outcome for next year will be to host activities and events that build community and sisterhood.
* Campus Ministry program attendance decreased slightly from previous years, due in large part to the departure of Sr. Mary Ellen Dow as the Director of Campus Ministry. Sr. Camilla Burns did an outstanding job as our interim Campus Ministry prior to hiring Dr. Lynn Myrick in the Spring semester. Campus Ministry was able to keep the weekly service trips, the Alternative Break program and the Cunneen Fellows program thriving this year. These are important activities for our students and for Trinity. They provide significant learning and transformative experiences for our students.

Outreach

* Reach on Social Media increased to 513 followers, this is a 62.86% increase achieved through continued active presence on Facebook and launching the Trinity Student Affairs Twitter account (@TrinityDCSA) this year. Social Media is an excellent tool for reaching various populations of students to engage them in the life of campus.
* Student Affairs worked with Academic Deans to co-sponsorship a variety of student focused academic initiatives including the Business and Graduate Student Research Day (BGS); Student Research Colloquium and Student Appreciation Day (EDU); Registration Station events for Residential Students, Evening Students and Commuter students.
* Student Affairs staff assisted with planning and presented content sessions for CAS, BGS, NHP, SPS, EDU orientation of new students as well as for Adjunct Faculty Orientation and EDU faculty meetings this year.

**Goal 2: Retention Management**

Drawing on Trinity Strategic Goal 1: Enrollment Development and in addition to the above goals for Student Engagement; Student Affairs focused efforts on providing resources and to removing barriers to continued enrollment for students in all programs and schools. *[Performance Indicators: Increased retention rates of continuing students; Semester-by-semester progress towards goals stated]* Progress towards goals included:

Case Management

* Centralized through the VP for Student Affairs, the Crisis Assessment, Response and Education (CARE) Team addressed 213 individual student interventions. Concerns included mental health, personal or family crisis, illness, and injury. Students benefited from a coordinated needs assessment, appropriate referrals, and follow-up to internal and external resources.
* VP for Student Affairs worked directly with Academic Deans in each school to ensure that individual student cases were effectively managed, referred and follow-up for additional resources.
* The Dean of Student Services managed a system for Metro Card fare distribution to students in need of transportation assistance to and from campus. There were 80 individual students (from both CAS and SPS) who benefited from the assistance this year.
* The Dean of Student Services, along with Campus Ministry managed the Food Pantry again this year. The Food Pantry was able to provide short term assistance to 27 students this year, which is a significant increase (440%) over the number of students seeking access last year. The increase is likely due to the outreach to individual faculty and advisors in all schools to ensure that they were aware that this on campus resource existed. Several students accessed the pantry based on referrals from faculty members. . This was the second year running the food pantry, and it is evident that this resource is helping to meet an immediate need for students.

Communication

Student Affairs enhanced the depth and scope of efforts to increase the frequency and quality of communication to students aimed at increasing students’ connection to campus.

* Advertise! Promote! Highlight! Student Affairs created a buzz in advance of programs and events through Social Media, bulletin boards and tabling, produced a weekly Student Engagement email for the campus community, and showcased event photos and student success on emails and websites.
* Created deeper partnerships with Dining Services for program opportunities like Late Night Breakfast, theme nights and back to school barbeque.
* Kept bulletin board content in Main basement refreshed and active throughout the year
* Utilized a communication plan for all Trinity traditions and major events that included targeted emails, social media post and collaboration with student leaders
* Hosted Resource Fairs to connect students to internal and external supports and opportunities.
* Initiated school-tailored outreach emails to all expected to return, not registered students for CAS, SPS, EDU, BGS and NHP. Followed up individual with responses and connections to appropriate next steps.
* Initiated summer and winter break communication to all returning, registered students in all schools to highlight upcoming semester activities, events and Trinity traditions as well as staff resources.
* Initiated contact with all accepted and deposited incoming CAS students to encourage their submission of Housing applications, Health records and to highlight upcoming semester activities, events and Trinity traditions as well as staff resources.

Satisfactory academic progress of Student Affairs groups

Student Affairs staff demonstrate care for students’ academic performance in addition to their out-of-classroom experiences.

* Student Affairs staff developed mechanisms to monitor the academic progress of student athletes and student leaders.
* Residential Student, Student Athletes and Student Leaders all maintained average GPAs over the cumulative average of all students.
* Student Athletes overall GPA rose significantly due to strategic interventions and resources for student athletes. This analysis is presented in detail below in section IV. Key Assessments.
* The attention that staff place on academic achievement is a factor in students continued enrollment.

**Goal 3: Improve Programs and Service Delivery**

Drawing on Strategic Goal 8: Service to Student and the Community and Strategic Goal 9: Quality, Outcomes and Key Performance Indicators it is essential that Student Affairs identify process / policy improvements, establish strategic partnerships to support the growth of programs and services, and create student friendly / welcoming and responsive email, phone and in person interactions across all Student Affairs departments. *[Performance Indicators: Implemented changes that are responsive to data and analysis]* Progress towards goals included:

Process /Policy Changes to Reduce Barriers to continued enrollment

* Campus Housing staff migrated the “Room change request form” and the “Resident Facilities Work Order Form” online to expedite the time for the appropriate Campus Housing staff member to get the information and to address the concern.
* A “Spring Housing termination form” was implemented for any Fall residential student wishing to move off campus for the Spring semester. There were 28 students who identified wanting to terminating housing for the Spring. Student Affairs staff personally met with each student (except those graduating), to discuss their reasons and concerns; and to assist / refer as necessary. As a result, 6 of the students decided to remain in campus housing for the Spring, the remaining 22 of are expected to complete the termination process.

Student Affairs Assessment

* The Campus Housing and Residence Life survey (Addendum 1) was administered to all 336 Spring 2015 Campus Residents. The survey addressed staffing, programming, the physical facility, housekeeping, dining services, safety on campus, and overall experience as a resident student. Survey results are presented below in part IV Key Assessments, Assessment 1: Residential Student Experience
* The Health and Wellness Center survey (Addendum 2) was administered to 1,107 student participants of Trinity’s Health insurance benefits. Only 76 students (6.87%) responded to the survey. However, this survey provided a great deal of information that will be used to improve the services and resources of the Student Health and Wellness Center. The survey addressed staffing, patient experience and health education. The survey results are presented below in part IV. Key Assessments, Assessment 2: Health Center utilization and Patient Experience.
1. **Key Assessments**

**Assessment 1: Residential Student Experience**

Overall goal: Increase number of students living on campus by 10%; maintain overall occupancy at 85% or higher; keep spring semester occupancy level within 3% of fall semester level; have 40% of the first year class living on campus; measure student satisfaction with living on campus.

Progress statement: 17.24% increase in campus residents (goal achieved); occupancy at 91.30% at close of academic year (goal achieved); occupancy fell by 2.33% from Fall to Spring (goal achieved); 43.78% of first years lived on campus (goal achieved).

Data: Occupancy reports, Residence Life survey, resident retention report.

Table 1: Average Occupancy per Academic Year

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
| Average Occupancy Rate | 285 | 254 | 290 | 340 |

Table 2: Occupancy Rates for 2014-2015 as compared to occupancy plan

|  |  |  |  |
| --- | --- | --- | --- |
| **Residence Hall** | **# of Residents, Spring 2015** | **Current Occupancy Plan** | **% occupancy** |
| Alumnae | 58 | 60 | 97% |
| Cuvilly | 172 | 188 | 91% |
| Kerby A & B | 88 | 98 | 90% |
| Main | 18 | 22 | 82% |
| **TOTAL** | **336** | **368** | 91.30% |

Table 3: First Year Student Fall Occupancy Comparison

|  |  |  |  |
| --- | --- | --- | --- |
|  | Fall 2012 | Fall 2013 | Fall 2014 |
| CAS FT New Student Final Head Count | 345 | 363 | 361 |
| First Year Residential Students | 97 | 141 | 158 |
| % First Year CAS Students Living On-Campus | 28.12% | 38.84% | 43.78% |

Analysis:

* The average occupancy rate increased by 50 students (17.24%) between the 2013-2014 and 2014-2015 academic years. (Table 1)
* Fall 2014 had a peak of 344 residents in on campus housing, a 15.05 % increase in residential occupancy from Fall 2013 (299 residents).
* The goal for Fall to Spring housing was a loss of under 3%. This goal was met, and surpassed. There was only a 2.33% decrease from Fall 2014 to Spring 2015; a total loss of 8 students. Overall occupancy remained higher than previous years at 336 residents. (See Appendix B)
* Utilization percentages against current occupancy plan are strong. (Table 2)
	+ Fall 2014: 93.48% occupancy
	+ Spring 2015: 91.30% occupancy
* There was a 12% increase in the number of first year CAS students living on campus between fall 2013 (38.84%) and fall 2014 (43.78%. The fall 2015 goal is to have at least 45% of first year CAS students living in campus housing. (Table 3)
* The Residence Life Survey (Addendum 1) provided valuable data and information for analysis regarding resident student experience on campus. There was a 32.3% response rate (108 students). The analysis section of the survey is included in the Campus Housing report (Appendix B) and the entire survey summary is available as an addendum to that report (Addendum 1).
* The survey identified students’ perceived strengths of their floor/residence hall/living on campus. The top three strengths reported are: respect for each other (38%); sense of community (34.9%); and convenience (14.3%).
* The survey also identified the top three challenges for on campus residents as: facility concerns (39.77%); noise and disruptions (22.7%); and the cleanliness and hygiene of fellow students (15.9%).
* Addresses Middle States standard 9: Student Support Services and Standard 8: Admissions and Retention

**Assessment 2: Health Center utilization and Patient Experience**

Overall goal: Meet increased demand for patient visits with full provider staffing in 2014-2015; measure student satisfaction of the Health and Wellness Center

Progress Statement: 12.12% overall increase in medical and counseling visits for 2014-2015 (total visits 1841 compared to 1642 in 2013-14)

Data: Patient data; Health and Wellness Center survey

Table 4: Health Center Utilization data

Analysis:

* Medical and counseling visits increased by 12.12% in 2014-15 primarily due to staffing changes and provider availability. There was a 7% increase in medical and a 25% increase in mental health visits this year. In years prior to 2013-14 administrative visits (i.e. questions pertaining to insurance, making appointments, picking up prescriptions was counted in the medical visits data). The data from 2013 forward only includes patient visits with providers.
* The data shows that only 34.18% of the students who have access to use the Health and Wellness Center actual utilized the services. This is of great concern, and more analysis need to be done to identify and remove any barriers to service that may exist. The Health and Wellness Center Survey completed in April 2015, provides a great deal of insight into this concern. For example, 40% of respondents indicate that they are dissatisfied or strongly dissatisfied with level of courtesy and sense of welcoming at the Health and Wellness Center.
* The Nurse Practitioners had 1,249 patient visits in 2014-2015. Gynecological visits, immunizations, and respiratory issues are the top three reasons for Health and Wellness Center visits
* During the 2014-15 school year the Counselor conducted 428 individual sessions. The top three diagnoses for these students were: depression (35%), trauma (23%) and stress/anxiety (19%).
* Health and Wellness Center Survey (Addendum 2) results demonstrated that students were satisfied with the care they receive from providers (87.76%), and that they learn how to improve their health as a result of the care they received (67.27%). These are strengths of the Health and Wellness Center that need to be carried forward.
* Addresses Middle States standard 9: Student Support Services

**Assessment 3: Student Athlete Retention**

Overall Goal: Increase Student Athlete eligibility to play percentage to 90%; Maintain 3.0 cumulative GPA for Student-Athletes

Progress Statement: 100% of 2014-15 returning Student Athletes are eligible to play in the 2015-2016 year (above goal); Student-Athlete cumulative GPA for 2014-2015 was 3.17 (above goal)

Data: Athlete data

Table 5 Student-Athlete GPA data

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2012-2013 | 2013-2014  | 2014-2015 |
| Total Players | 81 | 50 | 49 |
| Student Athlete Average GPA | 2.95 | 2.82 | 3.17 |
| Number of sports offered | 6 | 5 | 5 |

Analysis:

* There was great success in increasing the overall student-athlete cumulative GPA to a 3.17.
* Student-athletes average GPA (3.17) was higher than the all CAS GPA (2.5).
* Factors that impact the athletic GPA include mandated study hall for new athletes and returning athletes with a GPA below 3.0, individual meeting with athletes, and increased communication with professors.
* Individual study skills, tutoring referrals and additional study hours were assessed for students falling below a 2.5 GPA. Study hours were instrumental in better academic performance and will continue to be utilized for all student-athletes in and out of season.
* 100% of 2014-15 returning Student Athletes are eligible to play in the 2015-2016 year. This is a significant factor, that is the result of great collaboration with Athletics administration and coaches.
* Addresses Middle States standard 9: Student Support Services

**Assessment 4: Crisis Assessment, Response and Education (CARE) Team Impact**

Overall Goal: Evaluate and respond to students who are experiencing crisis; demonstrating disruptive, threatening or troubling behavior; or who are engaging in other behaviors that may be perceived as being harmful to the student individually or to others.

Progress statement: Responded to 213 CARE reports for students of concern; identified trends and needs for education programs, support, guidance and other interventions and partnerships with community resources.

Data: CARE reports

Table 6: Crisis Assessment, Response and Education (CARE) Team reports by area of concern

Analysis:

* 213 CARE reports for students of concern were addressed in 2014-2015.
* The top 3 presenting reasons were 1. Student well-being, 2. Injury/Medical and 3. Financial Concerns
* Behavior concerns are significantly decreased from the previous year, as a result of proactive interventions established by Student Affairs, specifically with Residential CAS students. Additionally, as noted in the Dashboard Data, the number of Non-Academic Disciplinary Code of Conduct violations is down significantly this year, decreased by -37.62%. The most prevalent violations of the 63 cases handled by the Dean of Student Services were Residence Hall policy, Fighting, and Classroom conduct issues. This is consistent with previous years.
* Interventions on CARE reports ranged from outreach to students via VP of Student Affairs, Dean of Students, Academic Deans, Counselor and other staff; collaboration with colleagues on additional strategies
* Having a mechanism in place to report Students of Concern, and to work centrally through the VP for Student Affairs to coordinate outreach and intervention to individual students, has allowed Student Affairs to remove barriers, immediately address concerns in regards to dining and facilities, to connect students to resources to address concerns that impact their ongoing attendance.
* Addresses Middle States standard 9: Student Support Services

**Assessment 5: Academic Performance of Student Affairs subpopulations**

Overall goal: To identify impact of involvement on academic performance

Progress statement: Cumulative GPAs for subpopulations of Residential Students, Student Athletes and Student leaders were gathered and analyzed in individual reports form these departments and appear in the Appendix.

Data: GPA reports

Table 7: Spring 2015 Cumulative GPA Average (CAS)

Analysis: In comparison to the overall all CAS Undergraduate cumulative GPA(2.50) at the end of the Spring 2015 semester, the subpopulations of CAS Residential student (N=318), Student Athletes (N=48), and Student Leaders (N=35) all had higher cumulative GPA’s. The difference in the Residential Students was not nearly as significant as anticipated given the availability of tutoring in the Residence Halls, and access to services for residents, and this will require further analysis. The outcomes for Athletes and Student Leaders are evident in their strong overall academic performance.

1. **New Goals Statements for 2015-2016**

Goal 1: Enhance Student Engagement

* Develop collaborative semester plans for programming that consider the needs and schedules of all students, in all five schools;
* Continue early communication outreach efforts of incoming CAS students to increase overall student involvement in Athletics, Campus Ministry programs, Student Clubs and Government; to increase percentage of students living on campus; to collect all required Health records and to establish a network of Student Affairs staff resources for students to utilize during their transition to college;
* Continue to build social media presence and explore new ways to communicate with students in all schools and programs regarding programs and services
* Develop new mechanism with each academic units Deans team to ensure that Student Affairs is working collaboratively to address student concerns, behavior and access to services and resources;

Goal 2: Improve Retention

* Develop deeper partnerships Athletic Department and the Trinity Center for increased opportunities for recreational sports, the Health and Wellness Center for wellness programs and Admissions for recruitment efforts.
* Onboard and train new Health and Wellness Center Director and new Director of Campus Housing for the 2014-2015 academic year.
* Provide on-going training for Campus Housing staff to improve their ability to build relationships and mentor students, to be seen as a resource.
* Student Affairs staff training on customer service and responsive practices for addressing concerns and complaints.
* Enhance collaborations with each Academic Dean and the Provost on retention initiatives via mechanism for encouraging student engagement on campus
* Enhance partnerships with Admissions and Enrollment Services in regards to incoming and returning students access to resources and information about Student Affairs programs and services

Goal 3: Promote Personal Growth and Wellness

* Develop programing that is responsive to the themes in CARE report data and non-academic disciplinary cases including: Coping skills, women’s leadership development, communication skills, spiritual development and health and wellness topics;
* Create a peer advisory group to aid in educating the student body on relevant health topics and to assist with educational health programs offered in collaboration with Campus Housing;
* Provide broad opportunities that encourage student growth and development through educational programming on health and wellness topics
* Provide comprehensive recreational and intercollegiate athletic opportunities for all students
* Enhance experiences through student organization participation that promote leadership and personal growth
* Deepen student learning through leadership development opportunities, guided reflection and assessment of learning outcomes for programmatic initiatives
* Consider new programming options to meet the changing needs of students including re-establishing a Sunday night Mass for the students, weekend service opportunities, and evening events outside of the Residence Halls.

Appendix A

Athletics Annual Report 2014-2015
Amy Olson, Director of Athletics

1. **Introduction**

Trinity Athletics had a successful 2014-2015 campaign. We sponsored the NCAA minimum five sports and maintained full rosters for all of them. We increased the win percentage in all sports except for softball. Our basketball team was ranked nationally and in the Great South Athletic Conference (GSAC) in multiple categories. As individuals, several of our student athletes were ranked nationally and in the GSAC. Our recruiting efforts from the previous year were evident in the number of new athletes and in the quality of players; we increased the number of new athletes by 40 percent. One of our major goals this year, to maintain an average cumulative GPA of 3.0, was accomplished. We implemented mandatory study hall for our athletes and our overall average cumulative GPA went from 2.82 to 3.17. As a department we strive to build overall campus community. This year, we implemented Breast Cancer Awareness games for soccer and volleyball, we hosted a Blood Drive, and we also held a Faculty / Staff Appreciation Day.

1. **Dashboard Data**

|  |  |  |
| --- | --- | --- |
| **Student Athlete Data Dashboard** | **2013-2014** | **2014-2015** |
| Total Players | 50 | 49 |
|  Basketball | 10 | 12 |
|  Soccer | 15 | 15 |
|  Softball | 15 | 11 |
|  Tennis | 9 | 10 |
|  Volleyball | 9 | 11 |
| Returning Athletes | 30 | 21 |
| New Athletes | 20 | 28 |
| On Campus | N/A | 33 |
| Off Campus | N/A | 16 |
| Multi-Sport Athletes | 5 | 9 |
| Number of Sports Offered | 5 | 5 |

|  |  |  |
| --- | --- | --- |
| **Academic Performance Dashboard** | **2013-2014** | **2014-2015** |
| Student Athlete Average GPA | 2.82 | 3.17 |
|  Basketball | 2.89 | 3.03 |
|  Soccer | 2.61 | 3.20 |
|  Softball | 2.68 | 3.22 |
|  Tennis | 3.18 | 3.31 |
|  Volleyball | 2.73 | 3.09 |
| Eligible Student Athletes at End of Academic Year | 82% | 100% |
| Trinity CAS Average GPA | 2.46 | 2.50 |

|  |  |  |
| --- | --- | --- |
| **Athletic Training Dashboard** | **2013-2014** | **2014-2015** |
| Head Injuries | 8 | 6 |
| Referred ER Visits | 2 | 2 |
| Injuries that required surgery | 0 | 1 |
| Treatments for academic year | 1553\* | 3233\* |
| Treatments 9/10-end of year | 1251\* | 2924\* |

\*Stats taken and counted manually of documented evaluations/treatments so actual numbers may be off.

**III. Progress to Meet Goals**

**Increase recruiting efforts by 20%** *(Enrollment Development)*

For the 2014-15 academic year, we exceeded of our recruiting efforts. We had a total of 28 new athletes compared to 20 last year. Our recruiting efforts for the 2014-15 school year included attendance of high school athletic events, communication with local high school athletic directors, as well as collaborating with admissions. We are consistently looking for additional ways to improve our recruiting. This academic year our soccer program invited local high school teams to our Breast Cancer Awareness game; two high school teams attended the game and took a tour after the game. We joined admissions on several high school visits. We also held a recruiting overnight visit for interested student-athletes; nine students attended and five spent the night.

Although we hit our recruiting goal from last year, we weren’t able to retain all of our 2013-14 student athletes. Our total number of returning student athletes went from 30 to 21. 37.5 percent of our 2013-14 student athletes were not eligible to participate in the 2014-15 academic year due to inadequate grades. We have worked hard on student athlete retention, and all of our 2014-15 new athletes are eligible to participate in athletics for the upcoming academic year.

**Maintain overall GPA of 3.0 or higher** *(Quality Outcomes and Key Performance Indicators)*

We implemented mandatory study hall for our student athletes and saw our GPA jump from 2.82 to 3.17. Not only did we exceed our target GPA of 3.0, the overall athletic GPA is .67 higher than the overall CAS GPA. The increase in our GPA can be credited to implementing study tables and increased communication between the department and the professors. The relationship created with faculty has made it easier to stay on top of the athletes’ academic performance. In the upcoming academic year, we intend to continue study hall and communication between the department, professors, and students.

**Increase overall attendance at home events** *(Enrollment Development)*

We saw an increase in overall game attendance this year. This can be attributed to increased campus promotional activity, and game day themes. We promoted our games through email, social media, flyers, and word of mouth. We held two Breast Cancer Awareness Games, and a Faculty / Staff Appreciation Game. At each of these events we incorporated half time activities, and therefore, increased the opportunity for fan interaction. We will look to create more opportunities for game promotion in the upcoming year.

**Incorporate two community service projects** *(Service to Students and Community)*

This year, we were able to incorporate three community service projects. In October, our student athletes participated in the Making Strides Against Breast Cancer Walk. In November, we went to William Wirt Middle School and participated in their Career Day. Then, in April we hosted a blood drive for Washington Children’s Hospital. Participating in these community service projects brought visibility to Trinity, and created a sense of community amongst the department. In addition to our community service activities, we were able to bring in a Sports Psychologist and a Dietitian through an NCAA grant, to speak with our student athletes about health and wellness issues. Next year, we would like Athletics to work with the rest of the University population to create more community service opportunities. This will assist in enhancing overall Trinity student engagement.

**IV. Key Assessments**

**Overall goal:** Maintain an overall GPA of 3.0 or higher

**Progress Statement:** Student athlete cumulative GPA was 3.17

**Assessment indicators:** Factors that impact the athletic GPA include mandated study hall for new athletes and returning athletes with a GPA below 3.0, individual meeting with athletes, and increased communication with professors.

**Report:** After evaluating this data, we find that the overall GPA improved significantly from the past year. In addition, the overall athletic GPA is considerably higher than the overall College of Arts and Science GPA. Our mandated year round study hall was linked to the improvement. Also, we were able to provide more departmental academic support for our athletes.

**Overall goal:** Increase recruiting efforts by 20 percent

**Progress Statement:** Our “new student athlete” number went up 40 percent.

**Assessment indicators:** Early recruiting efforts, increased communication in the summer prior to fall sport tryouts, visits to local high schools, preseason interest meetings, better relationship with Trinity admissions.

**Report:** After evaluating this data, we conclude that early recruiting efforts, local high school visits, preseason interest meetings, and our better relationship with admissions were all key factors in increasing our recruitment numbers. These efforts were instrumental in improving the quality of our athletes. All sports except softball had an increase in win percentage, and our GPA greatly increased. We can also conclude that extreme measures must be taken for student athlete retention. I believe that with all of our 2014-15 players eligible, and the relationship created between the student athletes and staff, we will have a good retention rate going into 2015-16.

**V. New Goals for 2015-2016**

* Have a student athlete retention rate of 85 percent or higher.
* Maintain an average GPA of 3.1 or higher.
* Continue to increase home game attendance.
* Incorporate at least two community service projects per semester.
* Maintain full rosters for sports – goal of 60 total athletes.
* Create a better relationship between the Athletic Department and the rest of the Trinity community.
* Find a suitable, cost effective conference for Trinity Athletics.

Tiger Athletics Awards

**BASKETBALL**

**National NCAA DIII Rankings**

* **4th:** Offensive Rebounds/Game
* **6th:** Rebound Margin; Scoring Defense
* **8th:** Field Goal Percentage Defense
* **11th:** Steals/Game
* **14th:** Defense Rebounds/Game
* **Individual:** **Blessing Hayes: 2nd** Offensive Rebounds/Game; **12th** Rebounds/Game

**GSAC Rankings**

* **1st:** Defensive Rebounds/Game; Offensive Rebounds/Game; Rebound Margin; Scoring Margin; Win/Loss percentage; Field Goal Percentage Defense
* **2nd:** Assists/Game;Steals/Game; Turnover Margin
* **3rd:** Scoring Offense; 3 pt. Field Goal Defense
* **Individual GSAC Rankings: Blessing Hayes: 1st:** Offensive Rebounds/Game, Rebounds/Game; **2nd** Defensive Rebounds/Game, Double/Doubles; **3rd:** Assists/Game **Shelby Swann: 3rd:** Steals/Game

**GSAC Awards**

* **All-Conference Team:** Blessing Hayes; Myesha Green
* **All-Academic Team:** Asya Tucker; Blessing Hayes; Shelby Swann

**SOCCER**

**GSAC AWARDS**

* **All-Conference Team:** Asya Tucker; Abla Alodjinou
* **All-Freshman Team:** Raissa Audrey Tseumie
* **All-Academic Team:** Asya Tucker; Teresita Hernandez-Arriola

**SOFTBALL**

**GSAC AWARDS**

* **All-Academic Team:** Blessing Hayes

 **TENNIS**

**GSAC AWARDS**

* **All-Conference:** Yashoda Premysler
* **All-Freshman Team:** Patrice Sykes
* **All-Academic:** Ashley Archiblad; Shari King; Joya Rucker; Yashoda Premysler

**VOLLEYBALL**

**GSAC RANKINGS**

* **Sarai Burnett:** 4th in Aces/Set

 **GSAC AWARDS**

* **All-Freshman Team:** Ameyna Saunders-Jackson
* **All-Academic Team:** Shelby Swann; Asya Tucker

Appendix B
Campus Housing and Residential Life Annual Report 2014-2015
Catherine Hopkins, Director of Campus Housing

I. **Introduction**

Campus Housing supports the goals and initiatives of Student Affairs by offering a quality on campus living environment for student. The Campus Housing staff works to ensure that residential students are supported, engaged and able to develop a new and maturing sense of self through everyday interactions with roommates and others within the campus community.

The Office of Campus Housing focused on enhancing student engagement and retention over the past year through intentional programming aimed at increasing the student’s academic success and connection to campus. A new theme living community model was implemented in the first year student residence hall. The Tutoring Center and Writing Center partnered with Campus Housing to hold on going weekly tutoring sessions and a writing workshop each semester. Additionally, the Campus Housing staff participated in targeted outreach efforts to increase the enrollment of residential students in the fall and spring semesters and conducted a residence life survey at the end of the spring semester to gauge student satisfaction with living on campus. Through the results of the residence life survey, the department learned some very important information that will guide the development of staff training as well as shape the programs and services moving forward.

1. **Dashboard Data Summary**

Occupancy by class level

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 |
| First Year | 144 | 110 | 97 | 93 | 141 | 130 | 158 | 149 |
| Freshman | 8 | 4 | 12 | 4 | 21 | 7 | 33 | 14 |
| Sophomore | 63 | 56 | 65 | 58 | 61 | 60 | 66 | 85 |
| Junior  | 43 | 53 | 36 | 34 | 34 | 42 | 49 | 46 |
| Senior | 42 | 39 | 44 | 51 | 35 | 32 | 22 | 33 |
| Graduate | 4 | 4 | 7 | 7 | 7 | 10 | 12 | 9 |
| Total | 304 | 266 | 261 | 247 | 299 | 281 | 340 | 336 |

GPA Comparison

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 |
| CAS Average | 2.382 | 2.482 | 2.457 | 2.600 | 2.502 |
| CAS Residential Student Average | 2.427 | 2.447 | 2.414 | 2.727 | 2.57 |

Student Programs

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Spring 2013 | Fall 2013 | Spring 2014 | Fall 2014 | Spring 2015 |
| Programs | 4 | 18 | 16 | 23 | 16 |

Summer Housing Occupancy

|  |  |  |  |
| --- | --- | --- | --- |
|  | Summer 2013 | Summer 2014 | Summer 2015 |
| Undergraduate | 5 | 9 | 11 |
| Graduate | 4 | 7 | 4 |
| Total | 9 | 16 | 15 |

1. **Progress To Meet Goals**

Goal 1: To increase first year residential student engagement with the campus.

Campus Housing developed a new theme living community model in our first year student hall to increase the opportunities the students have to utilize the information they receive in the classroom, interact with faculty and staff, and gain exposure to new areas of interest. The incoming first year students expressed interest in the community offerings during the campus housing application process. There were high student participation levels in the programming geared towards this initiative during the First Year Student orientation period. The obstacles that directly impacted the success of this initiative were high staff dissatisfaction and turnover, a failure to connect faculty and staff into the residence halls, and inconsistent program offerings related to the specific theme living communities through the course of the semester. The obstacles resulted in decreased momentum which caused a decline in student interest and participation. A formal living learning community model in direct partnership with the College of Arts and Sciences will be a goal to focus on in the future. This partnership could promote faculty participation in the residence halls and assist with the overall goal of building the connection between student learning inside and outside of the classroom.

Goal 2: To increase the retention of students living on campus.

Student Affairs conducted a residence life survey to gauge student satisfaction with living on campus and identify areas of improvement. The survey addressed the topics of staff, programming, the physical facility, housekeeping, dining services, safety on campus, and interest in leadership opportunities. There was a 32.3% response rate (108 students) and the majority was from the College of Arts and Sciences. The analysis section of the survey is included below and the entire survey summary is enclosed as an addendum to this report.

“The Campus Housing staff is viewed as a campus resource (42.59%) and policy enforcer (46.30%). Many students (37.04%) do not believe their Resident Coordinator plays a significant role in their residence hall. The Campus Housing staff should educate the students on what their role is and do a better job with building relationships and mentoring students. Monthly floor meetings with incentives for attendance and mandatory individual student outreach by staff would increase the visibility of staff in the hall as well provide opportunities for individual relationship building and mentoring. Additionally, staff training on mentoring and student engagement should be alongside the training received for emergency procedures, crisis management, programming, and administrative paperwork.

The students (66.6%) feel that becoming involved in their residential community would be beneficial and many (64.74%) report attending programs regularly. The Campus Housing staff should develop the residence hall council as an additional avenue for students to get involved in their residence hall community leadership. The residence hall council could be the bridge to larger campus involvement through Student Affairs and would improve overall student engagement and retention.

Students (50.5%) expressed concern regarding the physical condition of their room during the year. Over half of the students (54.46%) reported that they have an ongoing facility issue with their room that has not been resolved. The students (65.35%) do not feel that concerns about their room are responded to in a timely fashion and (59.41%) would like to see an improvement in housekeeping of the community spaces within the residence halls. Campus Housing staff should track response times to facility requests through maintenance request logs and hold weekly meetings with the Director of Facility Operations and the Operations Manager that oversees housekeeping to discuss outstanding requests and close the communication loop on the status of request with the students. Campus Housing staff should conduct daily rounds through the residence hall common areas and bathrooms in order to identify housekeeping issues in a timely fashion. Campus Housing staff and Housekeeping staff should conduct a joint walk through of each residence hall room prior to fall opening to identify and address any issues prior to student move in. Trinity should invest in renovating the residence hall bathrooms as they were mentioned as being very problematic in many of the responses for the qualitative portion of the survey.

The students (66.34%) do not use their weekly allotment of meals and (60.4%) utilize the deli more often than the dining hall. The students (88.13%) are unhappy with the variety of eating options on campus. Campus Housing must encourage the creation of fully integrated and functioning dining services committee that operates under the auspices of the residence hall council. The dining services committee would provide a forum for the Trinity student community to give feedback to the Campus Dining Services staff on its programs and service delivery as well as receive updates on the progress its goals of meeting the needs of the campus.

The responses to the safety and security section were the most positive. However, 29.7% of students do not feel safe in their residence halls and 29.7% of the students that responded do not feel that they would know how to respond if an emergency situation occurred. The safety and security of our residential students is a top priority for the campus. Campus Housing must improve communication regarding emergency procedures during orientation and first floor meetings. Additional information regarding the location of campus emergency plans online should be provided to residential students throughout the year. Campus Housing staff should invite DPS personnel to programs, floor meetings, and residence hall council meetings to promote a community policing model that builds relationships between students and campus safety personnel.

In the qualitative portion of the survey, the students reported that the strength of living on campus is the respect they develop for each other, the sense of community they experience, and the convenience. The students reported that the main challenge of living on campus is the condition and upkeep of the residence halls. They additionally cited noise disruptions and the cleanliness of other students as challenges they regularly face living on campus. The students would like to see more activities/events, a greater sense of community/sisterhood, and facility improvements. They would like to see less facility and housekeeping issues as well as policy violations from their fellow students.”

1. **Assessment Plan and Results**

Overall goal: Increase the retention of students living on campus.

Progress statement: There was a 12.58% increase in upperclassmen (freshman, sophomores, juniors, and seniors) living on campus between fall 2013 and fall 2014.

Assessment indicators: Factors that influence the retention of students living on campus are satisfaction with living on campus, quality and presence of staff in the residence halls, and levels of outreach for participation in room selection and enrollment in the next semester.

Data: Occupancy reports, residence life survey, resident retention report.

Report: The number of upperclassmen living on campus in fall 2011 was 156, fall 2012 was 157, and fall 2013 was 151. The number of upperclassmen living on campus in fall 2014 was 170. This is a 12.58% increase from fall 2013. Additionally, 86% (86 students) of the residence life survey participants reported their intent to return to live on campus next year and 14% reported their intent to enroll at Trinity but commute. These numbers do not include the survey participants that reported they are graduating or not returning to Trinity. Finally, since 2009, the average number of years that a student lived on campus is 1.8 years according to resident retention report. Based on this information, we can conclude that the number of upperclassmen choosing to live on campus is growing. This growth can be attributed to the strengths noted in the residence life survey: the respect the students develop for each other, the sense of community they experience, and the convenience of living on campus.

Overall goal: Increase first year residential student engagement with the campus.

Progress statement: There was a 14.7% increase in the number of programs in the residence halls between the 2013-2014 academic year and the 2014-2015 academic year.

Assessment indicators: Factors that influence first year student engagement are the number of opportunities for engagement, the level of program and activities/events advertising, and the student satisfaction with the opportunities for engagement.

Data: Program evaluations, residence life survey

Report: There were 34 programs held in the residence halls for the 2013-2014 academic year and 39 programs held in the residence halls during the 2014-2015 academic year. According to the residence life survey, 66.66% of the participants agreed that it is beneficial to be involved in their residential community. Additionally, 64.74% of the participants attended a program in the spring semester and 36.29% of the participants reported that they would like to see more activities/events. Based on this report, we can conclude that the staff are their improving their program offerings and the students are responding favorably through their attendance and expressed interest in more. Further study on the barriers of attendance at programs might inform staff of changes that could further increase the level of engagement.

1. **New Goals for 2014-2015**

Goal 1: To increase first year residential student engagement with the campus by 20% through active program participation, the development of a self-governance model, and effectively orienting first year students to living on campus.

*Campus Housing will create education and community development programs that introduce and orient students to community expectations, facilities, services, and staff; involve students in programming, policy development, and self-governance; offer social, recreational, educational, cultural, and community service programs; and encourage residents to exercise responsibility for their community through confrontation of inappropriate or disruptive behavior and participating in mediating conflict within the community.* [Adapted from CAS Professional Standards for Higher Education, 8th edition]

Goal 2: To increase the retention of students living on campus by 10% through the implementation of changes as a result of the residence life survey.

*Campus Housing will develop a clearly articulated assessment plan to document the achievement of stated goals and learning outcomes; demonstrate accountability; provide evidence of improvement; and describe resulting changes in programs and services. The results of the assessments and evaluations will guide the revision and improvement of programs and services, staff performance, resource efficiency and effectiveness, student achievement of learning outcomes, and improving student persistence and success.* [Adapted from CAS Professional Standards for Higher Education, 8th edition]

Appendix C
Campus Ministry Annual Report 2014-2015
Dr. Lynn Myrick, Director of Campus Ministry

1. **Introduction:**

The Campus Ministry’s mission is based on the virtues espoused by the Sisters of Notre Dame de Namur: we honor the dignity and sacredness of each person; strive to educate students to serve justice and peace in the world and commit themselves to community service; embrace the gift of diversity; strive to create community among those with whom we work and those whom we serve; develop holistic learning communities that educate for life; and proclaim more by our lives than our words that God is good.

We offer **spiritual development** in the forms of retreats, spiritual reflections and practices, and sacred places for worship and meditation. We bring to the campus **worship services**, Masses, and interpretive presentations of faith in different art forms. Students may join **the Gospel Choir**, both a communal experience and an offering of praise and worship, while also earning one college credit for participation. Campus Ministry promotes and facilitates **social service initiatives**, be they long-term, as in the Alternative Spring Break, or weekly, as in the afternoon or morning service trips to the city. In both instances, Campus Ministry strives to connect students with under-served populations and to explore and process the effects of their service work. We also offer **Catholic education** in the form of the Rite of Initiation for Catholic Adults (RCIA), beginning in the fall and culminating in the Easter Vigil service when the catechumens and/or candidates are baptized and/or confirmed in the Catholic Church. Finally, students working together with common goals, coming together to discuss their faith or pray together, or joining one another to debate their ideas about art, film, or lectures will inevitably find **community** with one another, and it is hoped, create lasting friendships.

Achievements this year on Sr. Mary Ellen Dow’s watch have included highly successful attendance of the Billiart Center for Social Justice presentations, as well as the continuation of the Soup with the Sisters, both of which will in the future be designated under the aegis of the Sisters of Notre Dame de Namur. The hiring of a student intern continued to make a difference in the turnout of students for weekly service, notwithstanding some ebb and flow due to the change of campus ministers. Alternative Spring Break, the Gospel Choir (which performed off campus as well as on this year), and the Cunneen Fellowships are three programs that had a strong start and continued to do well. I was able to offer guided imagery meditations also in the spring, thanks to the cooperation and publicity offered by residential housing.

**II. Dashboard Data:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **Student Participation** | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** |
| Weekly Service | n/a | 85 | 195 | **(Feb.-April)** 21 (average 3-5 per week, usually same people) |
| Alternative Spring Break | 8 | 7 | 10 | 10 |
| Gospel Choir | 10 | 12 | 15 | 22  |
| Student-led Retreat | N/A | 12 | 15 | No retreat |
| Spirituality Advisory Board | 6 | 6 | 6 | No Board |
| Sower’s Seed Lecture | 100 | 250 | 150 | Will take place in Fall 2015 |
| Cunneen Fellowships | 7 | 5 | 2 | 3 |

Total program attendance as known, given the change in leadership in Campus Ministry is 297. This is with not counting religious services in the fall such as Thanksgiving and Advent. Last year’s was 1158, which counted the Billiart Center, Sower’s Seed Lecture (which did not occur this year), and the Soup with the Sisters.

**III. Progress on Goals**

Goals stated by Sr. Mary Ellen Dow and their progress:

1. Ongoing development of programs and increased student participation in programs sponsored by the Billiart Center. This program was a tremendous success: good publicity, excellent attendance, relevant subject matter.
2. Guided imagery/meditation as ongoing programs of spiritual awakening across Trinity’s populations. This program was popular before I arrived and was well attended in Cuvilly Hall. I also perceive an interest in praying the Rosary as a spiritual practice.
3. Strengthen student objectives, outcomes, and assessment for the ASB service trip. I attended the preparation sessions and the seminars offered before the trip enriched the students’ capacity to understand the roots of poverty and prejudice in history and in the present. The bonding among the students began before the trip and intensified throughout the trip. Reflection exercises reinforced the students’ learning.
4. The goal to investigate and establish an Alternative Winter Break (AWB) was unfulfilled, but will be part of 2015-2016 goal.
5. The goal to increase student numbers and sites for weekly service, with the assistance of the student intern, was satisfied, and I added more sites (Reading Partners, the Stuart Center, the Catholic Volunteer Network) to the volunteer opportunities. This goal will continue through next year.
6. Increase student participation in the Gospel Choir (including older working students) by scheduling rehearsals at an early evening time frame. This goal was achieved, since more evening students and working adults participated. Continued goal is to find more venues for the Gospel choir; the shuttle is available for student use. The Provost has provided an added incentive for students wishing to join the choir: one hour of academic credit is awarded for participation.
7. The goal to strategize/propose daily use of the Notre Dame Chapel as a “sacred place” for Trinity’s campus is a goal that I did not see realized. I will need to investigate this goal further.
8. The Food pantry publicity and utilization goal is no longer a part of Campus Ministry’s purview.
9. Ongoing evaluation of procedural guidelines for weddings and other spiritual/cultural events in the Notre Dame Chapel in conjunction with the Director of Conference Services could be an ongoing goal for this year. Perhaps open the Chapel for more weddings?

Dr. Myrick’s initial goals including hosting a well-attended Ash Wednesday service, as well as coordinate and direct an Easter play, also well attended. These will be offered again next year.

Dr. Myrick was able to direct a student to participate in a six-week program designed to help young people learn how to create and sustain their own non-profit. She was accepted into the program and with all her expenses paid for.

**IV. New Goals for 2014-2015**

1. Education and Interfaith Discussion.

Catholicism:

Continue to work with Dr. Minerva San Juan to attract and educate new Catholics in the RCIA program. Ask the new Catholics to encourage and share their spiritual experiences with the catechumens and candidates.

Begin a Catholic campus ministry club that has its own program/itinerary. Offer to talk about special topics, but encourage student-driven meetings.

Investigate the possibility of re-establishing a Sunday night Mass for the students.

Protestant, Muslim, or Secular Humanism clubs with their own itinerary and social calendar.

Interfaith and Social Service discussion groups: once a week, in the morning or early evening, invite a speaker to talk about his or her own faith or non-profit. We could meet informally in a lounge setting (basement), in the residence halls, or outside the chapel. I would like to start by inviting a Muslim chaplain to talk with students here.

Publicize all religious holidays either on the campus ministry bulletin board or on our website.

Have an all-faith symposium sponsored by campus clubs, where students come together to share their personal spiritualities. Call it the God-app.

Ask a group of Muslim women to work with re-invigorating the prayer room as a project.

1. Service and Social Justice

Streamline the publicity of volunteer sites for students to choose from; partner with the faculty so that the volunteer service is relevant to the students’ interests and coursework. Vet more volunteer worksites over the summer. Encourage faculty and staff to volunteer with students. Use the Campus Ministry website and the bulletin boards on campus, including residence halls.

Have a service day for the students when the Trinity shuttle takes students on a “volunteer tour” of the D.C. area so that they can actually visit those places where they may choose to volunteer.

Create a forum for students to process and reflect upon their service activities, maybe a site on the campus ministry website. Give the forum a catchy acronym or name for the process. Create a form that students can fill out effortless that starts them on the process of reflecting on their experiences serving others.

Service sites Trinity already works for:

Capital Area Food Bank—Fridays

 Martha’s Table—two days a week

 Christ’s House (skipped spring semester)

 Reading Partners

 Service sites that have connected with Trinity (asked for us to work with them):

 The Women’s Collective

 L’Arche of Greater D.C.

Catholic Volunteer Network (draw on this group to encourage students to spend summers volunteering in other cities and states)

 The Homeless Children’s Playtime Project

 Proposed: Home for Trafficked Women

 Children’s National Hospital System

 Programs in Place

 Alternative Spring Break (to Selma) and the Cunneen Fellowships

Proposed: Alternative Winter Break (in D.C.)

1. Worship Services and Presentations

Create a Student Advisory Board that oversees worship services and celebrations:

 911 Memorial Service

 All Souls’ Day (Latina population) leading

 Thanksgiving service

 (holiday for Muslim students)

 Festival of Lights, all faiths included at Advent

 MLK service

 Ash Wednesday service

 Easter play

Explore alternative ways to worship and express one’s faith with dance, art, and drama. Invite ministers of all faiths to come talk. Use the Gospel Choir for our services. Draw on student, faculty, and staff talent for song, art, and dance.

Institute a weekly all-faith service, supported by different faith groups, clubs, or other organizations. Invite professors and staff to talk. Give talks about 1) a decision that changed my life, 2) a person who changed my life, 3) how I found God in my life, 4) the worst experience that I ever had and how I survived. Invite guests to come, as well as asking organizations to step forward to present programs (fifteen minutes long).

1. Spirituality

Honor the personal spirituality of each student while encouraging exploration of personal spirituality through different practices and devotions. Expand the guided imagery meditation by partnering with Alecia Duncan-Thomas (with the mentoring of Carlota Ocampo) and working with campus housing RCs and Head of campus housing, Cat Hopkins. Also, create a booklet with different meditation exercises.

Create support groups, such as prayer or meditation partners, companions in prayer, and intercessory prayer groups.

Meet the sisters: invite the sisters to talk with students about their personal decision to give themselves to God. Explore the idea of the sisters’ mentoring the students in some way.

Have a student-led retreat off campus. Have a retreat in a Benedictine monastery. Take the Trinity shuttle to go to the L’Arche second Tuesday of the month dinner and simple liturgy. This retreat would involve all Trinity (faculty, students, and staff)

Students in Campus Ministry would create a map of “sacred spaces” at Trinity where one may go, be alone, and feel close to God or one’s inner self

1. Solidarity and Community

Film nights with food and talk afterward, Cook for the Sisters night (twice a year), Trips to the Basilica and the National Basilica. Positivity Day: write positive notes to all your friends (post-its or have a passport book), Create a group to see the Pope when he comes to D.C.

1. Programs for next year:

“Songs of Peace and Freedom” with the D.C. Labor Chorus and Trinity’s Gospel Choir

Week of November 15, before Thanksgiving, with Food Drive for Capital Area Food Bank

Matt Bates’ Social Movement class will organize the publicity and the two choruses will

present the concert. Campus ministry will organize the food drive.

Cunneen Fellowships: Start publicizing earlier next year so that students will be primed to begin writing their applications.

Alternative Spring Break: Begin publicizing earlier so that students may apply more readily.

Sower’s Seed Program: This program is celebrating its tenth year. Kelly Dunn, the founder and benefactor, wants to award the Greater Good award at the “Sower’s Seed Lecture event,” and wants the selection committee to be more diverse. She also wants to give more funding to the Gospel Choir so that it can expand and sing in more venues. She also wants to fund a symposium, which will be discussed in greater detail with Trinity at a later date. She is seeking ways to promote social service and social justice at Trinity.

Screening of the film *Adelante*, a film about the merging of two cultures, one Irish, one Hispanic, into one vibrant congregation in a church that was about to disappear. The film celebrates diversity. This film is an award-winning documentary from PBS. Invite a priest from a diverse congregation to talk about the film and his experiences with diversity in his congregation.

Always, always support our Gospel Choir and help it to grow. Use funds wisely from the Sower’s Seed program to promote the choir’s development.

In conclusion, Campus Ministry would like to work with students from all schools to deepen the spiritual lives of all persons. It is only in collaboration with other departments and with members of the Trinity community that Campus Ministry can do its work do encourage all to find their own connection with the Divine and with other human beings (and all creation).

Appendix D
Health and Wellness Center Annual Report 2015-2015
Laura Titchenell, FNP-BC, Director of Health and Wellness Center

1. **Introduction**

The Health and Wellness Center is focused on providing the Trinity community primary outpatient health care with an emphasis on health maintenance and illness prevention. We strive to provide care that is easily accessible and treat the patients in a holistic manner. The staff of the Health Center is involved in campus health education to promote lifelong wellness and support academic success. Students are encouraged and empowered to learn how to reduce their risk of disease and injury and to make appropriate lifestyle choices.

This year the Health and Wellness Center (HWC) was able to hire a second Nurse Practitioner. With this second provider the HWC was able to provide more comprehensive health care to the students of Trinity. The second nurse practitioner also allowed the HWC to be open later hours and provide health talks in the residence halls. This year there were two highly infections communicable diseases that made headlines, Ebola and Measles. The Nurse Practitioners spent time educating and preparing the Trinity community in the event of an outbreak. The Counselor held several group sessions during the year focusing on different ways to support the Trinity community. She also conducted training sessions and was a valued consultant for the staff and faculty.

1. **Dashboard Data Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Visit** | **2014/15** | **2013/14** | **Percentage increase or decrease** |
| Medical Visits | 1,259 | 1,176 |  7% increase |
| Counseling Visits | 582 | 466 | 25% increase |
| Unique Visits | 392 | 429 | 9% decrease |
| Total Number of Students on Plans  | 1,147 | 1,141 |  0.5% increase |
| Revenue | $224,061 | $140,792 | 59% increase |

1. **Progress to Meet Goals**
2. Hire additional staff to provide care in the early evening hours to serve the students that are commuters or have daytime jobs.

The HWC was able to hire a second Nurse Practitioner who started in August. She was a great asset to the HWC. The Nurse Practitioners were able to increase the volume of students seen on a daily basis and provide longer hours for students to access the services.

1. Create a marketing strategy to increase awareness of the Health Center and its services. The Health and Wellness Center was successful at increasing the student’s awareness of its services. Door hangers with the staff, services, and hours were left on all the residence hall rooms in the fall. A new large banner was installed above the Health and Wellness Center, making its location much more visible. Health Center was present at all the Accepted Student Days during the summer, Move in Day, and at Orientation for new students in all schools. There was a 7% increase in medical and a 25% increase in mental health visits this year.
2. Achieve 100% immunization compliance by October 1, 2014 for the fall admissions and by February 15, 2014 for spring admissions.

This goal was not achieved. The HWC staff reached out to the students personally on several occasions to educate them on the importance and purpose of immunization records, but did not get a great response. Trinity encourages the students to follow up with the Health and Wellness Center, but the HWC needs to work with Dean of Student Services and others to ensure this compliance in the future.

1. Create a peer advisory group to aid in educating the student body about the top diagnoses we see in the health center.

The Health and Wellness Center did not achieve this goal. It was discussed among the staff in the Fall, but lacked the follow up. It will remain a goal in the upcoming year.

1. Create programs that are responsive and proactive in educating students regarding the concerns that are most prevalent in the HWC.

The Health Center and Resident Life were successful in hosting two residence hall talks on STDs and breast health. The Residential Coordinators worked closely with the Nurse Practitioners and the nursing student to bring an educational program to the students. The Counselor hosted guided imagery, stress management, parents group, and anxiety/depression screenings during the year. Many of these were held in conjunction of an activity being hosted by the Assistant Dean of Student Engagement.

1. **Key Assessments**

**Medical Services**

The Health and Wellness Center saw a 7% increase in usage in 2014-15. Only 34% of the students who have paid the Health Fee have utilized the HWC. The HWC was marketed at Move In Day, Orientation, and in reminder emails and social media posts. The overall number of visits increased, but it was the same students accessing the center. Overall, there was a 9% decrease in unique students visiting the HWC. This demonstrates that the students that did utilize the services did return multiple times.

These numbers demonstrate there is still a significant need to market the Health and Wellness Center to the College of Arts and Science (CAS) students. Many of these students live on campus and are not accessing this great service.

First year students utilized the medical services in the Health Center the most this year. 37% of the visits were from freshman verses only 24% from last year. The freshmen are the students that the providers focus a great deal of their time by reaching out prior to the beginning of the school year as well as during orientation and registration days. This shows that the outreach was beneficial. Many of the freshmen visited the health center for immunizations, physicals, and gynecological advice.

In the past the 76% of the visits were from upper classman, this year it was only 57%. Seniors usually account for the highest number of visits, but they decreased by almost half this year. This could indicate that they had become less dependent on the medical services and learned how to prevent the illnesses they typically came in for treatment.

Gynecological visits, immunizations, and respiratory were the top three diagnoses. These are the same top diagnoses from last year. Flu vaccine was another top diagnosis, but several outside flu clinics were held during the school year, which does not reflect what was happening inside the HWC.

The importance of being able to provide gynecological services to the students is evident by what they are coming to the HWC. This includes but is not limited to STI screenings, contraception counseling, well woman examinations, and vaginal infections. A lot of education is given in each of these types of visits. It would be helpful to take this education to the dorms or an open discussion twice a year. Keeping the relationship with Washington Hospital Midwives/Women’s Center will be important for referring students with more difficult plans of care.

There was a 3% increase in the immunization category. The Nurse Practitioners worked to get students their required vaccinations. The Nurse Practitioners developed a system in each of the students’ charts which allowed them to be reminded of what vaccines a student needed when they came into access the health services for any reason.

Respiratory illness is always a top diagnosis in the fall and winter. Many students have asthma that gets triggered when they get the common cold or the flu. The Nurse Practitioners provided much proactive education this year for students with respiratory illnesses. The flu vaccines were also highly encouraged to all students.

Revenue increased by 59% this year due a second provider, claim billing fee schedule increases for services and medication, and the broadening of some medical services provided including health screenings, spirometery, peak flow monitoring, ear lavages, abscess incision and drainage. Mental Health saw a significant increase in total billed after the implementation of the new ledger bill, which included case management hours. 40% of the amount billed by the Counselor is contributed to time spent doing case management.

**Mental Health Counseling Services**The Health & Wellness Center offered a wide range of mental health services to the Trinity community over the 2014-15 school year. Services included individual counseling, crisis intervention, case management, mental health screenings, educational programming, support group counseling and faculty/staff consultation and training.

Individual Counseling

During the 2014-15 school year the Counselor conducted 428 individual sessions. The top three diagnoses for these students were: depression (35%), trauma\* (23%) and stress/anxiety (19%).

According to The Center for Collegiate Mental Health 2013 Annual Report and the National Survey of College Counseling Center Directors (2014), the top 3 diagnoses in colleges across the US were: depression, stress/anxiety, and relationship difficulties. Trinity students present with trauma as the second most frequent diagnosis. Many also have more than one mental health diagnosis (For example trauma -child sexual abuse, depression and substance abuse). The cases are very complex, often requiring crisis intervention, case management, and collaboration with outside community resources.

\*trauma included those who were experiencing repercussions from physical and/or sexual assault, robbery, rape, physical and/or sexual abuse & domestic violence, loss of parent/primary caregiver in childhood, childhood serious injury or illness.

Undergraduate students utilized a large majority of these services: 30% sophomore, 24% junior, 21% freshman, 17% senior. Graduate students utilized 7% and faculty/staff 1% of visits. Most of these sessions were billable. Some students/ faculty/staff who did not have the school insurance or had not paid the health fee (therefore not billable) were seen when in crisis, and/or for evaluation and referral to outside providers and services.

Case Management/ Crisis Intervention

The Counselor spent a significant amount of time this year managing student issues beyond the counseling sessions. In the National Survey of College Counseling Center Directors (2014), 94% of directors described a continuing trend toward a greater number of students with severe psychological problems. Many Trinity students presented with significant mental health issues. The need for case management and/or crisis intervention was constant. This year the Health Center director helped the counselor find ways to bill for some of these services, increasing revenue. In addition to the 418 individual sessions, 164 adjunct services were billed (approximately 3/5).

Programming

The following programs were offered this year:

* Freshman Orientation: Mental Health Awareness
* Parent Orientation: Letting Go, Supporting from Afar
* Adjusting to College (1 day and 1 evening program)
* Purple Wednesday (Domestic Violence and Sexual Assault)
* Relaxation Sensation I: Stress Management
* Relaxation Sensation II: Guided Imagery
* Quelling Test Anxiety (evening program for nursing students)
* Depression Awareness and Screenings (1 day and 1 evening program)
* Alcohol Use/Abuse Awareness and Screenings
* Eating Disorders Awareness and Screenings
* Parents Support Groups (day and evening)

These programs (a mix of day, evening and weekend) served approximately 580 students, faculty and staff. Numerous events were offered in conjunction with other departments including Student Engagement, Title IX & Academic Support, DOSS, and Campus Housing. In addition, collaboration with academic departments including Counseling, Education and Nursing occurred.

Support Groups

Parents Support Groups were offered twice weekly (1 day and 1 evening) during the Fall semester and weekly during Spring. Parents and parents-to-be were present. Though attendance was small, students reported regularly that it was helpful. In addition, many of these students also took advantage of individual counseling at Trinity, support through the Washington Hospital Center’s Teen Alliance for Prepared Parenting (TAPP) program and through the Mary Center.

The counselor also presented at The DC Campaign to Prevent Teen Pregnancy’s Conference on supporting parenting teens in higher education. This was helpful by informing community providers of the supports that Trinity offers to pregnant and parenting students. It also was useful for developing new connections and enhancing the list of student resources.

Trainings

The counselor conducted the following trainings over the 2014-15 school year:

* Communication, Conflict and Crises- Resident Coordinator Orientation
* Roles and Boundaries as a Resident Coordinator
* Dealing with Distressed and Disruptive Students – Faculty/Staff
* How to Administer Depression Screenings- Counseling Graduate Students
* How to Administer Eating Disorders Screenings- Counseling Graduate students
* How to Administer Alcohol Abuse Screenings- Counseling Graduate Students

The collaborations with the counseling department were especially helpful in numerous ways. Our graduate students gained hands-on experiences in mental health, more members of the Trinity community were able to be screened, and those identified to be at-risk were given resources and/ or referred for follow-up.

Consultation

The Counselor met with numerous faculty and staff surrounding a variety of issues including Classroom management, Coping with students of concern, Dealing with psychotic behavior, Working with difficult supervisees, De-escalating angry students and Supporting their staff.

Risk Management

The counselor worked to manage risk in the following ways:

* Bi-weekly consultation with psychological consultant
* Periodic Chart review
* Timely and appropriate record-keeping
* Documentation of necessary incidents
* Consultation with in-house council
* After hours emergency availability/ plan
* Provision of evidence-based treatments
* Possession of individual malpractice insurance
* Continued education and training
* Use of CARE team to identify and manage at-risk students
1. **Key Assessment Plans and Results**

*Goal 1*

Overall goal: Increase the number of students utilizing the Health and Wellness Center by 20% over the 2014-15 school year.

Progress statement: There was a 1% increase in students utilizing the Health and Wellness Center. There was a significant amount of freshman that repeatedly visited the HWC.

Assessment indicators: Factors that help to increase the usage of the Health and Wellness Center include personal outreach from the staff, early distribution of health information packets to students, health center staff presence at Orientations, Open House, Move In Day, special lunch time events, and the common areas that students congregate. Data: Claims reports, daily visit logs

Report: Present data. Personal outreach and presence on campus is beneficial to increasing the utilization of the Health and Wellness Center. Students that receive early communication from the Health and Wellness Center are more likely to return paperwork, follow immunization requirements and follow up with the HWC.

*Goal 2*

Overall goal: Decrease in documented STI cases throughout the 2014-15 school year.

Progress statement: There was a 27% decrease in documented STI cases.

Assessment Indicators: Factors that help to decrease the number of STIs include educational discussions held in the dorms, a greater push for STI education with every gynecological encounter, and passing out condoms to the student in the dorms and in the Health and Wellness Center. The Health and Wellness Center also left informational brochures on STIs in the waiting rooms and exam rooms allowing students to freely take what they were interested in.

Data: Public Health Department reporting sheets, claims data

Report: Based on this report, we can conclude that with increased education and ease of access to condoms the number of documented STI cases has decreased. Dorm room discussions allow an intimate setting where students can freely ask questions to educate themselves about STIs.

1. **Goals for 2015-16**
2. Review Staffing structure for alignment to student’s needs. Including consideration of a social worker and a medical billing / insurance assistant.
3. Increase educational programs on preventable disease to help decrease the number of students with these diagnoses: diabetes, high cholesterol, obesity, STIs, and high blood pressure. A Health Expo would be a great way to involve outside vendors to help in the education process. Education empowers individuals and encourages them to make a positive change in their life. Many of the students are pre-diabetic or diabetic. Simple lifestyle changes can reverse their diagnosis of diabetes and save their vision, limbs, and kidneys. With a full staff in the Health and Wellness Center, ongoing educational programs can be implemented.
4. Develop a peer education program with the primary goal: to promote health and well-being through awareness, prevention, and education.

Appendix E
Student Engagement Annual Report 2015-2015
Ophelia Morgan, Assistant Dean for Student Engagement

1. **Introduction**

Student Engagement in the 2014 - 2015 academic was focused on building student engagement with clubs and organizations; providing resources and skill development in program planning for student leaders and developing communication plans to reach out to students in all schools regarding the activities and events happening on campus that promote retention through building community, making connecting and learning essential skills for success at Trinity and beyond.

1. **Dashboard Data Summary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
| Recognized Student Organizations | 12 | 16 | 13 | 15 |
| Student Organization members | 120 | 150 | 141 | 209 |
| Student Government election voters | n/a | n/a | 235 | 235 |
| Student Leader Cumulative GPA | n/a | n/a | n/a | 3.26 |

As part of the Student Affairs Retention management plan, Student Engagement encourages student participation in Trinity’s recognized student organizations. This participation has a positive impact on a student’s level of connectedness to campus. Sixteen student organization certification packets were submitted for approval this year. 15 organizations gained official recognized during the 2014-2015 academic year. This was consistent with the number of organizations in the past year, but there were some shifts in the specific organizations. Three organizations were recognized for the first time this year:

1. Dreamers Club. Club purpose: To come together as a united group to help each other through the college experience; advocate on behalf of Dreamers and the undocumented community; and to foster an atmosphere of communication and understanding at all times. This club, under the advisement of Iris Escarraman, Senior Associate Director of Admissions, has hosted educational trips, panel discussions and other events for the community, and has developed a foundation for students to come together, network and mentor incoming Dreamer scholars at Trinity.
2. Entrepreneurship and Marketing Club. Club purpose: To assist and provide education to students who have an interest in pursuing careers in entrepreneurial, business or marketing sectors. This club is organized by graduate students in the Business and Graduate School, under the advisement of Associate Dean and Director of Media Studies Dr. Peggy Lewis. This club has hosted networking events and panels focused on a business topics, career exploration and professional
3. OUT. Club purpose: To provide advocacy, education and support to the LGBTQA community at Trinity Washington University. This club, under the advisement of Dr. Jamey Piland hosted events to open the dialogue amongst students regarding differences and tolerance. They participated in many events including Domestic Violence Awareness, Service projects and Take Back the Night.

Although the number of student organizations remained the same as the previous year, the number of student organization members increased by 33% in 2014 – 2015. This increase is a positive attribute that is helping students to be connected and engaged in their Trinity experience.

2014-2015 Recognized Student Organizations

|  |  |
| --- | --- |
| **Name of Organization**  | **Members** |
| African Student Union  | 10  |
| Business and Economics | 14 |
| College Democrats | 11 |
| Communication  | 10  |
| Criminal Justice | 14 |
| Dreamers (new club in 2014-2015) | 10 |
| Entrepreneurship and Marketing club (new club in 2014-2015) | 26  |
| Ladies F.I.R.S.T.  | 18  |
| Latin-American/Caribbean- American Student Association (LACASA) | 12 |
| OUT (new club in 2014-2015) | 10 |
| Model United Nations | 13 |
| Muslim Student Association  | 10 |
| Psychology club  | 11 |
| Women on a Mission  | 23 |
| Women’s Student Action Coalition  | 17 |
| **Total**  | 209 |

Registered student organizations are a vital part of the campus life and afford students the opportunity to interact with others while fostering learning outside the classroom. Student Organization overview meetings were held with organization leaders and their advisors in the fall and spring. The intentions of the meetings were to discuss resources for planning and implementing organizational programming, clarify vision and goals for the academic year as well as policies and procedures. Registered student organizations and Student Government Council had access to Main Hall, room 225 as a resource center for holding small meetings, and for planning and executing programming. Students used the space by checking- in, they used the room a total of 160 times during the year.

**Student Governance**
The College of Arts and Sciences Student Government Council (CAS-SGC) met regularly throughout the year, and worked to support the individual club programs and Trinity traditions like Sophomore Pin, Junior Ring, Cap and Gown Weekend and maypole. The CAS-SGC student leaders participated in a 1-day leadership program at George Mason University which focused on leadership skill development through large and small workshop formats. During the academic year the CAS-SGC focused more on programming. They held events including ‘Kickback’ in collaboration with Sodexho where they incorporated a live twitter feed into the event; Winterfest, a whimsical week of activities that marked the end of the fall semester and promoted building community. Over 240 students participated in the week’s activities. CAS-SGC elections were in April for the 2015-2016 officers.

The School of Professional Studies Student Council did not elect officers for 2014-2015, and moving forward, the structure needs to be reviewed given that the current structure includes graduate students, which are now enrolled with Business and Graduate Programs. Discussions with Deans have included the idea to create an overarching Graduate Student Council that would serve as a student government for all graduate students enrolled at Trinity.

The School of Education Student Advisory Council assisted the Deans with reaching out to students to promote registration each term as well as attendance at department sponsored events including the Student Research Colloquium.

**Programming**

Fall 2014 Student Involvement and Service Fair was a successful event. Although, the same cannot be said for the Spring 2015 Involvement and Service Fair. We need to rethink the timing due to the nature of students and their commitments outside of campus. It is not, as necessary, to host a fair in the spring due to the drop in numbers of new enrollment during the spring semester.

|  |  |  |
| --- | --- | --- |
|  | Fall 2014 | Spring 2015 |
| Number of Students in attendance | 95 | 20 |
| Number of tables (student organizations, offices and service partners) | 26 | 27 |
| Commuters | 44 | 10 |
| Residents | 48 | 8 |

2014 Fall Student Involvement and Service Fair Survey of Student Attendees – 88 responses collected:

* In response to the question “How did you learn about the Fair”:
	+ 18 friend
	+ 51 email
	+ 4 club
	+ 5 walk-in
	+ 5 class
	+ 4 flyer
	+ 1 staff
* 84 students from the College of Arts and Sciences, 4 students from the School of Professional Students and 1 student from the School of Nursing and Health Professions participate in the fair.
1. **Progress to Meet Goals**

Student Engagement contributed to fulfilling Student Affairs Strategic Priority: 1. Enhance Student Engagement & Retention and 2. Build Campus Community by the following initiatives:

The Student Engagement Source and electronic newsletter for the campus community which included approved student organization events, and student leaders spotlights was created in Fall 2014.

Over the course of the academic year, 94 events were held by Student Organizations or Student Engagement which included club meetings, informational tables and programs such as but not limited to Walkfest against Modern slavery, Domestic Violence Awareness discussion, Billy Holiday and Friends, screenings of A Day in the Life of an Islam Student, Girls Just Wanna have Funds, Dear White People movie and discussion with Dr. Voltz, and traditional events such as the Junior Ring Ceremony.

Overall this annual report demonstrates our commitment to achieving Trinity’s strategic goals. With substantial attention specifically on Goal #8: Service to Students and Community. Student Engagement promoted and fostered student learning and success through programs, services and initiatives. We developed and implemented partnerships with key stakeholders such, as but not limited to, the College of Arts and Science advising team, and Enrollment Services. Ultimately, our dedication to student leaders and engagement campus wide creates an arena for students to achieve. The idea of being affiliated or associated with the programs provided will help stem initiative and create incentive for students to achieve. Our goal is to build on community by adding the desire to work diligently with students through continued hard work, creativity and team work.

1. **Key Assessments**

Student Leader GPAs

As illustrated in the graph below, student leaders maintained higher GPA's when compared to the College of Arts and Sciences GPA average. This was upheld during the transitioning phase into the spring semester; while disparity grew between the campus average and the student leaders. Student Engagement will continue to monitor the academic performance of student leaders and make continued participation contingent upon academic success.

Another fact also shown by the graph is that student leaders who commuted and resided on campus also, maintained very comparable GPA's within the fall semester. GPA(s) rose slightly, while commuter student performance grew at a higher rate than students who resided on campus.

**V. Goals for 2015-2016 academic year**

Develop a program/curriculum for leadership development to assist students in gaining leadership experience by providing opportunities to learn and apply leadership techniques, theories, and models.

Revise and update the Student Organization/Club Manual for the new school year.