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INTRODUCTION

Hudlin Wagner, Vice President for Student Development and Dean of Students

Among many other projects, the Office of the Vice President for Student Development and Dean of Students focused this year on creating a culture of assessment to inform the work of departments within the division. One result of this effort is this Student Life Division annual report, which highlights the many accomplishments of our staff and departments in fulfilling our mission of providing a safe, secure, and healthy environment for students; building inclusive learning communities; and fostering educationally purposeful engagement.

As is documented in this report, we conducted our work in a fiscally responsible manner, improved internal business processes, and provided quality student services in response to rapidly increasing expectations of students and families that we provide our students with opportunities for meaningful learning and engagement in venues on and off campus.

Making data-driven decisions grounded in theoretically based best practices helps to address both our strategic planning and our institutional effectiveness. This practice also helps to explain the value of our work to our many constituencies and lays the foundation for future co-curricular and curricular collaboration and partnerships as the college strategically plans and works to create a seamless learning environment. When we strive to learn from our own practice in the pursuit of excellence, we exemplify the values and mission of the college for, and on behalf of, our students.

Hudlin Wagner
Vice President for Student Development and Dean of Students
STRATEGIC VISION

Carleton’s Division of Student Life dedicates its staff and resources to actively engaging students in an intentional learning experience. Student Life encourages students to develop life-long respect and responsibility for self and others and expects learners to embrace diversity, intellectual courage, personal achievement, integrity and social responsibility. The Student Life staff, services, programs, and facilities reflect the division’s commitment to encourage every student to think, reflect, imagine, connect, and act for the betterment of self and community. As an integral partner in the academic process, the Division of Student Life participates in the Carleton vision of preparing graduates for a lifetime of learning, achievement, and service.

IDENTITY STATEMENT

The Student Life Division cultivates a campus community environment that optimizes student learning. Our offices, programs, activities, and facilities support student development in civic and community engagement, informed reasons, effective communication, personal responsibility, pluralistic maturity, and well-being.

CORE VALUES

- **Diversity:** By holding diversity as a core value, we commit to honoring and learning from the experience of all individuals, moving beyond tokenism into a transformative experience for ourselves and individuals who interact with the division. Valuing individual diversity means using the strength and different perspectives that each person offers as a result of his or her culture, religion, ethnicity, gender, race, national origin, disability, sexual orientation, or age. We intentionally create an environment that challenges our assumptions and increases our awareness of historical, national, and global issues that influence our worldview.

- **Intellectual Courage:** We provide opportunities for students to think critically, reflectively, and creatively by ensuring an open-minded atmosphere that allows students to learn how to think independently and fairly. We value the courage to honestly consider ideas, beliefs, or viewpoints, thus creating a community that embraces dynamic learning.

- **Personal Achievement:** We provide opportunities for an individual’s life-long commitment to accomplish worthwhile objectives through practice and perseverance. An individual strives for personal and collective success through a process of prioritizing values, defining goals, creating plans, involving others, overcoming obstacles, and recognizing progress. Pursuing meaningful accomplishments represents a significant action in defining and affirming the values of one’s own life.

- **Integrity:** We operate in an atmosphere of openness and are committed to ethical conduct and practices, public accountability, cultivating personal values and moral reasoning, and maintaining the highest professional standards in all academic and administrative endeavors.

- **Social Responsibility:** We create safe, caring, respectful, and productive learning environments. We also help work with others to develop the social skills, emotional competencies, and qualities of character they need to succeed and become contributing members of their communities.
PURPOSE
The Vice President for Student Development/Dean of Students Office serves a central role in student learning and development at Carleton, advancing the College’s mission to provide an exceptional undergraduate liberal arts education by fostering co-curricular and curricular networks through which students develop as intentional learners and global citizens. The office provides strategic leadership for maintaining the residential living learning character of the college by creating opportunities to involve students and faculty and staff members in diverse learning communities for enriching the student experience.

CORE AREAS OF RESPONSIBILITY
• Create a transformative college experience that dissolves the traditional barriers between in and out of classroom learning
• Enhance academic performance and intellectual excellence by building effective learning communities that emphasize and support the active engagement of students and faculty and staff members
• Maintain the residential character and community standards through a structural support system that fosters well-being, security, safety, accessibility, capability, and encouragement, and provide students with resources for belonging, recognition, contribution, and respect
• Promote healthy lives and balanced minds to ensure the well-being of the Carleton community and establish the foundation for individual learning and personal development
• Forge collaborative partnerships to achieve a seamless learning environment that links, aligns, and integrates programmatic and academic endeavors
• Expand opportunities for experiential learning, civic engagement, cultural enrichment, leadership development, and service learning
• Conduct ongoing assessments upon which to generate policies and programs that meet the changing needs and interests of students and increase our capacity for doing so
• Provide opportunities for intellectual challenge and courage and increase the overall sense of community by generating dialogue around issues of tolerance, justice, moral responsibility, and human dignity
• Espouse, embody, and impart the values of the community standards within our residential community

![Student Services Satisfaction Trends](chart.png)

Student Services Satisfaction Trends
(percent responding generally satisfied or very satisfied on senior survey)
CORE AREAS OF RESPONSIBILITY

- Develop a student centered learning environment: Focus on student centered learning and educational activities that prepare students for leadership as well as for life-long learning. In partnership with students and faculty and staff members, shape and enrich a learning community that fosters self esteem and personal development while preparing students to work, live, and lead in a pluralistic society.
- Class dean program (see report, opposite)
- Community Standards: Provide students with a living and learning environment that reflects the values of the Carleton community and develops the moral, spiritual, intellectual, and social competencies of our students; provide leadership training, peer mentoring, and programs that involve students as partners in this process of creating an environment that is respectful of the rights of all individuals within the community.
- On-Call Emergency Response System: (see report on page 7)
- Academic Standing Committee (ASC): coordinate the ASC committee within the Education and Curriculum Committee (ECC) that considers exceptions to academic policy and addresses academic integrity concerns and students in academic trouble; provide administrative support and coordinate weekly meetings and end of term academic reviews of students experiencing difficulty.

- Represent the Division of Student Life on various College committees including the Off Campus Studies Advisory Committee, Education and Curriculum Committee, Capital Funding and Priorities Committee, Emergency Response and Welfare Needs Committee, Judicial Hearing Boards, Colleague Steering Committee, Fellowship Selection Committees, Community Board on Sexual Misconduct, Alcohol Review Team, Accessibility Awareness Committee, Advisory Council on College and Community Relations, and Northfield Healthy Communities Initiative.

HIGHLIGHTS

- Changes to Carleton’s alcohol and smoking policy were implemented in fall 2011. Discussions continued about large campus events and traditions.
- The Co-curricular Intergroup Dialogue Pilot Project continued into a second year with the course “Conversations about Diversity and Community” [IDSC 103] co-facilitated with faculty and staff members in the Division of Student Life.
- The Student Leadership and Involvement Grant distributed $7,583 to 16 Carleton initiatives that afforded 89 students the opportunity to learn in order to make positive change in the Carleton community. For example, 40 students participated in a Carleton-sponsored leadership workshop.

Campus Life Satisfaction Trends

(Percent responding generally satisfied or very satisfied on senior survey)

- Opportunities to Participate in Extracurricular Activities
- Social Life on Campus
- Extracurricular Speakers, Cultural Offerings, and Events
- Sense of Community on Campus
- Sense of Community Where You Live

2006 2007 2008 2009 2010
DEAN OF STUDENTS OFFICE
Class Dean Program
Joe Baggot, Cathy Carlson, and Julie Thornton, Associate Deans

PURPOSE
The Class Dean Program, staffed by the three associate deans of students, is grounded in three basic principles: First, effective support and counsel of students is enhanced by individual relationships. Second, students often need an accessible generalist who is well informed about all aspects of campus life to advise, refer, and assist. Third, students face many common developmental issues with each class year that can be addressed programmatically.

CORE AREAS OF RESPONSIBILITY
• Academic and educational counseling: Work with the Academic Standing Committee and faculty advisers to provide students with accurate and timely information about academic planning and status (e.g., notifying students of review actions, processing requests for academic extensions, addressing faculty concerns regarding student progress); provide a safety net for students who are confused, lost in the system, or in need of additional support

• Counseling with a small ‘c’: Be effective listeners, help students sort out a variety of issues, and offer support as needed (e.g., concerns about friends or family crises); take a “whole student” approach to helping students grow, develop, and make decisions about their academic, personal, and professional lives; follow up on reports of community standard violations (e.g., alcohol misuse or sexual misconduct)

• Referral: Provide information and direction about on- and off-campus resources

• First-year students: Joe Baggot
• Sophomores: Julie Thornton
• Juniors and seniors: Cathy Carlson

HIGHLIGHTS
• Associate deans—in their role as class deans and otherwise—meet regularly with students. During the 2011–12 academic year associate deans had approximately 1,000 scheduled individual and group meetings with students. Associate deans consulted with students, parents, and faculty and staff members via phone and e-mail, as well.
• The dean’s office provided support and advising to students with high-risk behavior that was interfering with academic persistence.
• On behalf of the Academic Standing Committee (ASC), 29 referrals were received from the faculty regarding matters of academic integrity in the 2011–12 academic year. Of these referrals, 26 were mitigated by the ASC subcommittee while 3 referrals required hearings by the full committee. All cases required administrative coordination and support to involved faculty members and students from the dean’s office.
PURPOSE
The Healthy Communities and Relationships/Sexual Misconduct Support and Response Lead Team, which is made up of six staff members, coordinates and monitors sexual misconduct prevention, support, and response efforts on campus. The team meets weekly to discuss upcoming training sessions, prepare to hear complaints, respond to administrative concerns, and oversee the Healthy Communities and Relationships initiatives.

CORE AREAS OF RESPONSIBILITY
• Facilitate the collaboration of sexual misconduct prevention and response through training, policy review, and education
• Manage the training of everyone involved in the student sexual misconduct complaint process
• Review and respond to community concern forms submitted by faculty and staff members and students
• Facilitate the formal sexual misconduct complaint process, including intake, investigation, adjudication, and post-complaint follow-up

HIGHLIGHTS
• Overseen by the Gender and Sexuality Center, 36 Healthy Communities and Relationships events served more than 2,489 faculty, staff and students
• More than 110 hours of training on sexual misconduct policies and procedures were provided for students and faculty and staff members, of which 30 hours were designed specifically for members of the support and response team.
• The Sexual Misconduct Committee modified policy language, approved by College governance, to be more consistent with Title IX obligations, national trends, and campus practices. The language changes will be reflected in the 2012-13 policy booklet.
• There was increased utilization of the Community Concern form, a tool created last year to respond to concerning behavior that may not rise to the level of a policy violation, allowing for earlier intervention.
• The Community Concern form continued to increase individual prevention and communication between students and administrators and helped to build trust and a better response mechanism for behavior that is disruptive and potentially dangerous.
• The Community Concern form was used as a reporting tool for incidents non-sexual in nature as well, resulting in other forms of misconduct being addressed.
• There was increased national attention on and interest in the Carleton prevention, support, and response model (website, adjudication, prevention education, collaborative support, and response).
• The lead team coordinated a two-day “think tank” for select members of the broader support and response team with national leaders in restorative justice.
• There were four complaints of student–student sexual misconduct; the Community Board on Sexual Misconduct heard the cases and made rulings that included suspension and additional sanctions.
PURPOSE
Carleton students, as members of a residential community dedicated to learning, should act responsibly and respectfully and hold themselves and others accountable. The student conduct system at Carleton is guided by the community standards policy and addresses violations through a private, consistent, and individualized process. Education and the development of the whole person is a guiding principle; we recognize that students are developing skills and knowledge that should assist them in making positive life choices. Therefore, follow-up and sanctions associated with violations of community standards encourage students to reflect intentionally on incidents, identify areas for personal growth, and use campus and/or community resources to support this growth.

The purpose of the on-call system is to have a 24/7 presence and a quick response to issues/situations on campus (and occasionally off campus) that require immediate attention and action of College staff. RAs, the Security staff, hall directors, the dean of students central staff, and the counseling staff are all part of the on-call system.

CORE AREAS OF RESPONSIBILITY
• Report (via Security Services and Residential Life) all incidents that occur on campus that may be in contrast with our community standards and/or require staff attention and follow-up with those involved by the Dean of Students Office, Residential Life, Security, or other designated College staff.

HIGHLIGHTS
• 50 of the 141 incidents reported through the on-call system were reported by both Residential Life staff members and Security staff members. When reporting an incident, Residential Life staff members worked directly with Security staff members 35 percent of the time.
• 281 of the 501 incidents reported by Security Services (or 56 percent) occurred in a Residential Life space.
• 342 of the 501 incidents reported by Security Services (or 68 percent) involved students as the primary concern.

• The number of actual medical transports decreased by 27 percent this year due to a new protocol that provided taxi vouchers to students who called in about being ill or requesting a ride to the hospital/urgent care rather than having Security transport students. This new system keeps security staff members on campus and gives students the responsibility to seek care.

<table>
<thead>
<tr>
<th>Residential Life Incident Reports</th>
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</thead>
<tbody>
<tr>
<td>Alcohol (primary concern)</td>
</tr>
<tr>
<td>Drug Use/Suspicion</td>
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<tr>
<td>Noise/Quiet Hours</td>
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<tr>
<td>Other</td>
</tr>
<tr>
<td>General Concern</td>
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<tr>
<td>Damage/Vandalism</td>
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<tr>
<td>Medical or Mental Health</td>
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<tr>
<td>Improper Party</td>
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<tr>
<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Security Incident Reports (primary concern only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Transport</td>
</tr>
<tr>
<td>Fire Alarm, Fire/Smoke, Nuisance Alarm</td>
</tr>
<tr>
<td>Larceny, College/Personal Attempted/Recovered/Unrecovered</td>
</tr>
<tr>
<td>Liquor Laws (Clery Act)</td>
</tr>
<tr>
<td>Medical</td>
</tr>
<tr>
<td>Vandalism, College</td>
</tr>
<tr>
<td>Narcotics (Clery Act)</td>
</tr>
<tr>
<td>Disorderly Conduct, Noise</td>
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<tr>
<td>Other Crimes, Tampering with a Fire Alarm</td>
</tr>
<tr>
<td>Miscellaneous</td>
</tr>
<tr>
<td>Other Crimes, Trespassing</td>
</tr>
<tr>
<td>Suspicion</td>
</tr>
<tr>
<td>Burglary, Attempted, Force Entry, Unlawful Entry (Clery Act)</td>
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<tr>
<td>Other Crimes, Harassment</td>
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<tr>
<td>Vehicle Accident</td>
</tr>
<tr>
<td>Medical, Suicide Attempt/Gesture</td>
</tr>
<tr>
<td>Other Crimes, Fireworks</td>
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<tr>
<td>Motor Vehicle Theft Report (Clery Act)</td>
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<tr>
<td>Other Assaults</td>
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<tr>
<td>Missing Person (Clery Act)</td>
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<tr>
<td>Sex Offenses, Forcible (Clery Act)</td>
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<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Other Reports</th>
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<tbody>
<tr>
<td>Sexual Misconduct Reports</td>
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<tr>
<td>Community concern forms/unlabeled reports</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

**TOTAL INCIDENT REPORTS SUBMITTED 745**
ACADEMIC SUPPORT CENTER
Academic Skills Coaching, Academic Tutoring, and the Speakeasy
Kathy Evertz, Director

PURPOSE
The Academic Support Center (ASC) supports and guides all Carleton students in their pursuit of academic excellence. ASC programs and services provided students with individual and group opportunities to develop as active learners through critical thinking and problem solving. We engage in this process by acting as listeners, collaborators, guides, and facilitators.

CORE AREAS OF RESPONSIBILITY
• **Academic Skills Coaching** in the areas of time management, study skills, test preparation strategies, and test anxiety offers individual conferences, large-group workshops, and an array of handouts and web links to assist students who want to develop new or more productive ways to meet their academic goals
• **Academic Tutoring** offers one-on-one support in specific subjects and provides information regarding assistance offered by other programs and departments
• **The Speakeasy** offers individual and group coaching to students working on class presentations, comp talks, and interview skills

HIGHLIGHTS
• 45 students sought one-to-one support from the academic skills coach, for a total of 100 visits during the 2011–12 academic year.
• 77 students sought individual tutoring for a total of 197 reported hours of one-to-one tutoring.
• The Speakeasy provided 260 office hours to students seeking feedback on individual and group presentations and interview skills.
• Tegra Straight, the academic skills coach, led workshops for residence hall floors on time management, managing test anxiety, and study skills; collaborated with TRIO Support Services to offer time management programming for their first-year class; and offered campuswide programming on issues of time management and term planning.
• 18 students worked as academic tutors in 18 subject areas, including art history, economics, French, Russian, and Spanish.
• *Businessweek* featured Carleton’s Academic Skills Coaching in a May 2012 article.

Number of Students Who Requested Individual Academic Tutoring

![Number of Students Who Requested Individual Academic Tutoring](chart1)

Number of Reported Hours of Academic Tutoring Provided

![Number of Reported Hours of Academic Tutoring Provided](chart2)
ACADEMIC SUPPORT CENTER  
Math Skills Center  
Russ Petricka, Director

PURPOSE
The Math Skills Center supports all Carleton students in any mathematics or math-related course they are taking in which they are experiencing difficulty, either with the mathematical concepts or with the mathematical tools needed to succeed in the course. This support levels the playing field by giving students who enter Carleton without strong mathematics backgrounds the tools they need to succeed at Carleton.

CORE AREAS OF RESPONSIBILITY
• Provide a physical space and a staff of tutors actively moving about the Center, engaging students in order to assist them as they work on problems
• Create learning moments that allow students to assimilate the material more easily and retain it longer
• Provide a space where group activity, discussion, and inquiry are valued, and where students come to inquire, reflect, and gain insight into a problem, rather than coming to “get the right answer”
• Offer sustained, term-long one-to-one tutoring, during which a student and tutor pair meet at least once per week throughout the term

HIGHLIGHTS
• The average number of staffed hours per week was 76.5.
• 37 Carleton students worked as math tutors in 2011-12
ACADEMIC SUPPORT CENTER
Prefect Program
Kathy Evertz and Russ Petricka, Co-Supervisors

PURPOSE
The Prefect Program increases students’ knowledge, deepens their understanding, develops habits of mind, and introduces ways of learning in specific courses.

CORE AREAS OF RESPONSIBILITY
• Hire (with faculty input) and train experienced students to facilitate group study sessions in courses in biology, chemistry, computer science, economics, mathematics, political science, and psychology
• Offer optional collaborative learning sessions that focus on active learning, critical thinking, and problem-solving strategies centered on course material—prefects offer two sessions per week per course and combine what-to-learn with how-to-learn strategies

HIGHLIGHTS
• Prefects were assigned to 56 math, science, computer science, and social science courses during 2011-2012.
• 34 students worked as prefects during 2011-2012.
• Approximately 900 unique students, or 45% of the Carleton student body, attended at least one prefect session.
• Approximately 71 percent of students enrolled in a course with a prefect attended at least one prefect session. Around 13 percent of students attended at least half of the offered prefect sessions.
• On average, a student enrolled in a prefect-supported course attended 3.2 sessions. For students who attended at least one session, the average was 4.5 sessions.
• The average prefect session saw approximately 21 percent of the class in attendance.

Percent of Class Attending an Average Prefect Session (by subject area)
ACADEMIC SUPPORT CENTER
The Writing Center, Writing Assistants, and Second Language Writing Support
Kathy Evertz, Director; and Renata Fitzpatrick, Coordinator of Second Language Writing

PURPOSE
The Writing Center, Writing Assistants Program, and Second Language Writing Support are designed to help students develop as rhetorically aware writers and critical thinkers.

CORE AREAS OF RESPONSIBILITY
• Hire and train student writing consultants to work in the Writing Center
• Assign Writing Assistants (WAs) to specific courses who will serve as a resource to students, from brainstorming to the finished draft, focusing on process rather than course content; create a comfortable environment where students can discuss and improve their writing; and provide professors with additional feedback about students’ writing, questions, etc.
• Connect second language writers who request one-to-one support with a consultant for a term-long tutoring relationship

HIGHLIGHTS
• The staff conducted more than 1,342 sessions (9.1 percent increase over last year), approximately 75 percent of which were return visits. The center saw 417 unique visitors, or 21.5 percent of the student body.
• Across all class years, students’ top three writing concerns at the Writing Center were thesis development, clarity, and organization.
• 18 departments offered courses that were supported by course-specific Writing Assistants; WAs contributed 1,650 hours to 55 individual classes.
• 27 students received second language writing support from 20 peer writing consultants, for a total of 563 reported conferences.
• 37 students sought specialist second language writing support from the coordinator (24 of them for regular, ongoing appointments) for a total of 380 consultations of varying lengths. Of these students, 2 were exchange students, 5 were domestic multilingual students, and 30 were international visa students.
• Two international students sought support with English pronunciation.
• 35 students worked as writing consultants during the 2011–2012 academic year.

Number of Reported Conferences with Writing Center and Second Language Writing Consultants

Outcomes of Second Language Writing One-to-One Consulting Program (average responses)

1=strongly disagree
5=strongly agree

I feel better prepared to succeed in courses: 4.4

I have a better understanding of the expectations of American academic writing: 4.6

I have more confidence in my ability to write effectively: 4.3

I can better approach a writing assignment: 4.7
PURPOSE
The Career Center supports students as they explore, test, and secure professional and career opportunities across and beyond the undergraduate years. We offer career counseling, postings and referrals to employment and internship opportunities, and support for fellowships and advanced study application, and we manage participatory programs for exploring the wide range of professional and other post-baccalaureate options. Our mission is to engage the Carleton community and facilitate connections among our partners (students, alumni, parents, faculty members, employers and friends). We empower Carls to help Carls in their exploration and pursuit of satisfying lives and careers.

CORE AREAS OF RESPONSIBILITY
• Coach students on self-presentation, from resumes to interviewing and active networking; provide diagnostics and counseling for career decision-making
• Provide exploratory programs and mentoring through alumni and parent networks
• Post and cultivate internships, fellowships, and grants for internships and similar experiences
• Support students and their faculty advisers on testing, applications, and funding alternatives for graduate and professional degree programs
• Actively partner in three national consortia focused on information, opportunity postings, and interviewing events for internships and entry-level employment
• Build and coordinate activist boards and committees of alumni and parent partners

HIGHLIGHTS
• Alumni volunteer enrollment in core Career Center initiatives continued to increase, rising 18 percent (3,405 to 4,027) from 2011 to 2012.
• After years of work and preparation, the new Career Center website was launched in January with the goal of being friendlier and easier to use for students and volunteers. The site focuses on Carls helping Carls, with students making connections to both alumni and concrete job and internship opportunities.
• Implementation of a card swipe method of check in, launched at the beginning of winter term, in which students entering the center use their One-Cards to check in and indicate the reason for their visit. The new system provides a much better way to track student visits. (See initial data, below left.)
• The Career Center conducted a survey to determine both the top career interest areas and the top post-graduation geographic regions for all students. The results (below) will inform Career Center programming decisions.
• All Career Center staff members participated in the process of creating and refining a mission statement for the office because one did not previously exist.

![Career Center Visits by Class Year November 11, 2011–June 8, 2012](chart)

<table>
<thead>
<tr>
<th>Student Career Interests (Reflecting top three choices of each student)</th>
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<tbody>
<tr>
<td>Grad./Prof. School</td>
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<tr>
<td>---------------------</td>
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<tr>
<td>Grad./Prof. School</td>
</tr>
<tr>
<td>Science</td>
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<td>Education</td>
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<tr>
<td>Nonprofit</td>
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<tr>
<td>Medicine/Health Care</td>
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<tr>
<td>Environ./Sustainability</td>
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<tr>
<td>Business</td>
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<tr>
<td>Social Service</td>
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<td>Technology</td>
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<td>Arts</td>
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<td>Public Policy</td>
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<td>Government</td>
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<tr>
<td>Communications</td>
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<tr>
<td>Law/Legal Asst.</td>
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<tr>
<td>Volunteer Service</td>
</tr>
</tbody>
</table>

![Student Career Interests](chart)
**PURPOSE**

Dacie Moses, a long-time employee at Carleton, was known for inviting students to her house for cookies and conversation. In her will she donated her house. It is still a shared gathering spot, and two students now live there each year. Whether to bake cookies (which must be left for all to enjoy), share brunch, or maybe catch one of the a cappella groups practicing, this house provides a sense of home for many.

A comment on the role of the Dacie Moses House by Parker J. Palmer ’61, soon after Dacie’s death: “Let it (Dacie’s home) become a place of ministry, the rarest kind of ministry, a ministry not of preaching or persuasion or programming, but of simple hospitality—for this was the ministry Dacie performed over all those long and faithful years. . . . In the hospitable space of Dacie’s house we have always been free to be who we are without embarrassment, inadequacy or shame.”

**CORE AREAS OF RESPONSIBILITY**

- Be a welcoming and accepting space for students
- Help build bridges between the Northfield community and Carleton, as the house did in Dacie’s time
- Provide a home-like setting where students take leadership and provide vision and energy for house programs, house care, and projects
- Provide a space in which students are given the opportunity to learn the art of hospitality, community and responsibility

**HIGHLIGHTS**

- A total of 2,342 students, faculty and staff members, and friends attended the 50 weekly brunches and other events at Dacie Moses House.
- A total of 856 students and guests participated in special events, including Posse events, fundraisers, prospective student baking events, student worker suppers and desserts, a tea and staff meeting for academic administrative assistants, Saturday Graduation Brunch, Qigong in the backyard, student-led bluegrass jams, and an end of the year picnic and celebration.
- Dacie Moses House hosted a variety of summer and winter break programs including potlucks, homemade ice cream making, dessert receptions, bonfires, sledding parties, ornament making, cribbage tournaments, game nights, movie nights, etc.
- Students continue to come to the house to study, bake, play games, meet friends, play music and form baking/interest groups. The Knights and the Knightingales continue to use Dacie’s for their practice sessions.
- Carleton faculty and staff members, alumni, students, and community friends donated various items to the house in 2011-12, including baking goods, kitchen equipment/supplies, garden produce and plants. Collectively, these items were conservatively valued at $1,509.
- Volunteer hours (valued at $5,108) were donated to the House by students, community friends, alumni, and faculty and staff members.
- The volunteers who do odd jobs around the house are as young as 10 years old and as old 87.
- The guest room at Dacie Moses House was booked approximately 112 nights, raising $2,239.12.
- Recent facility improvements include a new window in the student room, a lock for the buffet to secure it during brunches, and a new kitchen sink and cupboard unit, which were installed over the summer.
DISABILITY SERVICES FOR STUDENTS
Andy Christensen, Coordinator

PURPOSE
Disability Services provides academic accommodations to Carleton students with disabilities. Some 109 students were registered with Disability Services. Although each student’s needs were unique, the majority of students had learning disabilities and/or ADHD. For those students, the most common accommodation was additional time on timed class exercises, such as tests and quizzes.

CORE AREAS OF RESPONSIBILITY
• Meet with each registered student each term to monitor and fine-tune individual accommodations
• Proctor exams on behalf of faculty members for students needing testing accommodations—during the 2011-12 academic year 117 regular exams and 62 final exams were proctored by Disability Services
• Interpret disability documentation and student self-reporting to determine appropriate accommodations
• Serve as a resource for faculty members who have specific questions about meeting certain specialized student needs
• Work individually with students to develop appropriate disability management skills and plan for meeting future disability-related needs in graduate school and/or the workforce
• Scan textbooks onto CD-ROM for students who listen to their course texts because of a disability—62 books were scanned this year
• Serve as initial contact for students considering petitioning the college for modification to the foreign language requirement and administer testing to students as needed for use by the associate dean of the college in evaluating such requests
• Refer students who think they might have a disability affecting their studies to appropriate off-campus resources for determination and documentation
• Oversee student participation in Project Eye-To-Eye, a mentoring program that pairs college students and middle school students who have similar disabilities

HIGHLIGHTS
• The Accessibility Awareness Committee was activated to consult and advise on disability issues affecting the community.
• Processes were revised for providing consistency and streamlined services for students with disability related needs in areas of residential life housing, dining, physical education, and facilities.
• Disability Services brought a nationally-known speaker on disability issues in higher education to campus for Student Life training in January.
• Disability Services brought a filmmaker to campus for a screening of a disability-themed documentary in May.
• The director presented at the Association for Higher Education and Disability (AHEAD) conference in Seattle in July 2011.
GENDER AND SEXUALITY CENTER
Kaaren Williamsen, Director

PURPOSE
The GSC offers resources and support on LGBT, women’s, and men’s issues and coordinates campus initiatives to prevent sexual violence. We work with other campus organizations and offices to strengthen and sustain an inclusive campus community that promotes gender equality and awareness and welcomes people of all sexual orientations and gender identities.

CORE AREAS OF RESPONSIBILITY
• Coordinate sexual violence prevention activities through awareness, bystander intervention training, comprehensive sexuality education, and survivor support
• Coordinate peer education on sexual health, sexual violence prevention, and gender and sexual orientation diversity
• Work with entire campus to create supportive community for LGBT students
• Provide resources and support to LGBT students to encourage identity development, reflection, and community building
• Provide multiple opportunities for student engagement with issues related to gender, sexuality, and intersecting identities
• Foster strong student leadership development through student work and volunteer opportunities
• Maintain and create connections with alumni through Out After Carleton and the Human Sexuality Endowment Fund

HIGHLIGHTS
• The GSC implemented a New Student Week program called “Doing It Right” about healthy relationships and Carleton policies.
• The GSC coordinated five sections of FemSex, a no-credit course on female sexuality with 70 participants and 11 facilitators.
• The GSC also coordinated MSex, a new peer-led, weekly discussion group on masculinity and male sexuality.
• Alumni Relations, Out After Carleton, and the GSC worked closely together to coordinate the fourth Out After Carleton Reunion.
• 150 participants in the 5K for Hope race raised over $1,500 for the Hope Center, Rice County’s rape crisis center.
• The Lens and the GSC co-produced a second edition of When I Knew, a beautiful publication of coming out stories. More than 50 students were involved in the projects as writers, editors, and designers.
• The GSC sponsored an innovative sexuality education program with Francisco Ramirez, an HIV prevention consultant for the United Nations and MTV.
• The GSC coordinated a campus visit by Mary Koss to present “Justice that Heals: A Restorative Approach to Responding to Sexual Assault.” She spoke to 60+ people and worked with a small group for an eight-hour workshop to envision a new Carleton process.
• 45 students participated in the 12th annual Rainbow Retreat, where they discussed intersections of race, religion, gender, and sexual orientation.

2011–12 GSC Events by Category
(141 total events with estimated cumulative attendance of 6,520)

- LGBTA Campus Education/Community Building
- Sexual Violence Prevention (Healthy Sexuality & Relationships)
- Women/Feminism
- Men/Masculinity
- Intersecting Identities
- Sexual Violence Prevention (Awareness/Bystander Intervention)
PURPOSE
The Office of Intercultural and International Life (OIIL) fosters a campus-wide climate of respect. The office reflects the changing paradigms of the growth of many U.S. cultures reflected by currently enrolled students of color and international students and the needs of a diverse intercultural community. OIIL advocates for the promotion of a diverse and nondiscriminatory campus community, preparing students for pursuit of lifelong learning. The office is open to assist all students regardless of race, gender, color, age, religion, disability, sexual orientation, and national or ethnic origin. However, the office has a unique role with regard to enhancing the overall quality of life for students of color and international students on campus by focusing on retention, programming, leadership development, training, and education.

CORE AREAS OF RESPONSIBILITY
• Provide retention programs that support and advocate for students of color and international students
• Plan and implement leadership development programs
• Advise student organizations
• Plan campus-wide diversity and cultural events
• Provide diversity and cultural competency training for students
• Provide assistance in Carleton’s diversity initiatives

HIGHLIGHTS
• During the 2011-12 academic year, OIIL has provided and/or supported more than 142 programs, including 48 retention based programs, 44 community-wide programs, 35 programs that support student organizations, 10 collaborative programs with other faculty/staff members and/or departments.
• OIIL is in its second year of the creation of the Cultural Programming Board, which brought representatives from 16 student of color and international student organizations together each week to build community and support for one another.
• OIIL sponsored a diversity workshop with Dr. Shakti Butler for about 500 first-year students and about 250 peer leaders.
• OIIL supported the International Festival student committee. (More than 500 people from the campus and community attended the festival.)
• OIIL served 64 first year students of color and international students in its Intercultural Peer Leader (mentoring) program.
• During fall term, 74 students and faculty and staff members attended the women and men of color retreats.
• 45 international students participated in Curricular Practical Training (CPT) and/or Optional Practical Training (OPT).

Number of Participants in Campus-wide Diversity Programming

- NSW Diversity Workshop
- Sponsored Convocations (avg.)
- International Festival
- Peer Leader Diversity Training
- Martin Luther King Celebration
- Union Street Block Party
- Chili and Ubuntu Nights (avg.)
- International Education Week
- ‘Intersecting Identities’ Diversity Institute
- Play ‘Neighbors’

Number of Participants:
0 100 200 300 400 500 600 700 800
OFFICE OF INTERCULTURAL AND INTERNATIONAL LIFE
Retention Programs
Joy Klututz, Director

PURPOSE
OIIIL strives to create a welcoming environment for international students and students of color by orienting them to the culture of the institution and assisting with their adjustment to college life through our retention programs. Many programs are targeted to first and second year students. During the 2011-12 academic year there were 443 (or about 22%) domestic students of color and 158 (or approximately 9%) degree seeking international students. Over the past 12 years, there has been a substantial increase in international students; in 2000 there were twelve in attendance. Over the past twelve years the four-year graduation rates of both students of color and international students have fluctuated but with a steady increase for all groups since 2005. When we look at six year graduation rates, all groups graduation rates increase dramatically (see graphs below).
PURPOSE
The Office of Residential Life strives to provide a safe and supportive residential environment which complements and extends the educational experience of students. Student-centered programs and services are developed and implemented with an emphasis on holistic individual and community development; student leadership; individual responsibility; advocacy of academic inquiry; and freedom of thought, opinion, and expression in the spirit of mutual respect. These are the hallmarks of the Carleton residential experience and provide the essential foundation for a quality liberal arts education within a diverse and dynamic community.

CORE AREAS OF RESPONSIBILITY
• Provide safe, attractive, and engaging residential environments for students to live, learn, and grow
• Provide ongoing residential programs designed to engage, support, and entertain students in residence
• Provide leadership development opportunities and training for student staff members
• Support Carleton’s Community Standards and assist in the development, promotion, and enforcement of campus policies and procedures

HIGHLIGHTS
• Goodhue Hall was refurbished, including new carpet, paint, window treatments, and lounge furniture.
• Planning efforts on the Evans renovation project continued. Highlights include creating more than 40 temporary bed spaces to help absorb the impact of having Evans closed for fall 2012; sponsoring an Evans Information session that showcased the new plans for Evans, showed the new furniture, and provided an opportunity for students to provide feedback; and conducting a special Evans Room Draw so that all of the new bed spaces will be filled for winter 2013.
• The Residential Life office went through an external review process and received the report with observations and recommendations. We will begin communicating and working on implementing those recommendations in fall 2012.
• Residential Life provided information and conversation to several Strategic Planning Groups over the academic year.
• Hall Directors and Resident Assistants offered 876 programs for students living in college housing.
STUDENT ACTIVITIES
Lee Clark, Director

PURPOSE
The Student Activities Office coordinates and supports a variety of social, recreational, cultural, and developmental programs and services in conjunction with the Student Activities Programming Board (SAPB) and the Carleton Student Association (CSA). These programs and services are designed to challenge beliefs, educate, inspire the individual, entertain the soul, and create a sense of campus community and pride.

CORE AREAS OF RESPONSIBILITY
• Develop, implement, and assess a variety of programs, events, and services initiated by students, student organizations, and other departments throughout the academic year and during breaks
• Oversee the development, implementation, and assessment of large, annual events for the campus community
• Lead the College in the overall design, implementation, and assessment of New Student Week (see separate report)
• Advise and support approximately 170 active student organizations
• Address risk management issues related to student organizations, event planning, and events with alcohol
• Provide leadership in the overall management and long-term vision of the Sayles-Hill campus center (see separate report)
• Oversee the event registration process for large social events and events with alcohol in non-residential areas

• Student Activities partnered with the Career Center to offer an etiquette dinner that paired students with the Carleton Career Alumni Board.
• Friday and Saturday night movies, coordinated by the Student Union Movie Organization (SUMO), were moved from Olin Hall to the cinema in the Weitz Center for Creativity. This year 24 movies were screened, and the average cost per attendee was reduced from $14.45 in 2010-11 (with a total of 1,056 attendees) to $4.82 in 2011-12 (with a total of 3,794 attendees).
• 86 large outdoor student events were registered and approved; 44 large events with alcohol were approved in non-residential areas.
• 96 editions of the Noon News Bulletin (NNB) were published containing approximately 6,532 text ads and 244 designed ads.
• The Student Activities website had 15,834 visitors and a total viewing audience of 174,059 on Facebook (an increase of more than 300% from last year).
• The Student Activities/CSA sound system was reserved 77 times for student events.

Carleton Student Association (CSA)
• 128 events were sponsored by recognized student organizations and often advised by the Student Activities Office.
• Cumulative student participation at these events was approximately 18,500.
• Average cost per attendee was approximately $7.00.

HIGHLIGHTS
Student Activities Office and SAPB
• The Student Activities Office and SAPB coordinated a total of 201 events with a cumulative student attendance of approximately 27,000.
• Average cost per attendee was approximately $5.00.
• Student Activities resurrected Boxes & Walls, a half-day workshop designed to personally connect participants with issues related to the oppression of minority groups.

Student Activities by Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
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<tr>
<td>Intercultural Programs</td>
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STUDENT ACTIVITIES
New Student Week
Lee Clark, Director

PURPOSE
The purpose of New Student Week is to provide incoming students with experiences and information that prepare them to thrive both academically and socially at Carleton. We accomplish this through activities and interactions designed to introduce new students and their families to the values of the institution, as they are embodied in and enacted by the people, programs, and lived experience of our campus. Our hope is that by the end of New Student Week, students have begun to situate themselves in this rich environment with a clearer sense of how their own talents and abilities can flourish and grow.

CORE AREAS OF RESPONSIBILITY
- Lead the College in the overall design, implementation, and assessment of New Student Week (NSW), Carleton’s first-year orientation program
- Coordinate the selection, training, development, and supervision of student employees, including 2 NSW program assistants and approximately 80 (volunteer) NSW leaders
- Train all peer leaders in the Division of Student Life on their involvement and role in NSW
- Coordinate events that provide reliable sources of information on academic issues and institutional policies and regulations to first-year students
- Coordinate social opportunities for new students to help them begin to make connections

HIGHLIGHTS
New Student Week Structure
- Based on student feedback, an additional 16 New Student Week leaders (volunteers) were hired to provide more support for new students.

Peer Leader Involvement (Sophomores, Juniors, Seniors)
- Total peer leader involvement in welcoming and orienting incoming students to campus was 252.
- Of those who responded to the NSW Peer Leader Survey, 99% felt their involvement in NSW improved their leadership skills.
- More than 95% of the respondents felt their involvement in New Student Week benefited the incoming class.

- Peer leaders facilitated small group discussions to improve their facilitation and leadership skills.

New Student Involvement
(Based on survey results from first-year students)
- More than 57% of first-year students had a parent or family member attend portions of NSW.
- Approximately 99% of first-year students were satisfied with the NSW Welcome Tent check-in process.
- More than 97% of first-year students believed they acquired valuable sources of information on academic issues during NSW.
- Approximately 97% of first-year students were satisfied with the New Student Week website.
- Approximately 99% of first-year students felt they acquired reliable sources of information on institutional policies and regulations during NSW.
- More than 95% of first-year students believed they acquired valuable sources of information on academic issues during NSW.
- Approximately 96% of first-year students believed their NSW experience helped them become more aware of the support structures on campus for social, emotional, and physical health and well-being.
- Approximately 86% of first-year students believed their NSW experience helped them gain an understanding of the rewards and challenges of living and working within a diverse community.
- By the end of their first term, approximately 97% of first-year students considered themselves a leader at Carleton and 99% felt like a valued member of the Carleton Community.
PURPOSE
The Sayles-Hill Campus Center exists as a universal crossroads that brings together students, faculty and staff members, and alumni. Built in 1910, Sayles-Hill has served Carleton as the campus “living room” for over a century in support of student involvement, learning, and creativity. Sayles-Hill provides the Carleton community with a variety of opportunities and resources, including venues to study, eat, recreate, and meet with friends and colleagues. The building is also home to many offices, including Campus Services, Student Activities, the Bookstore, Security Services, the Center for Community and Civic Engagement, the Post Office, the Info Desk, KRLX, the Carleton Student Association (CSA), the Photo Co-Op (Darkroom), and the Carletonian.

HIGHLIGHTS
• Discussions about developing a comprehensive master space plan, office space utilization, and long-term facility vision continued.
• The Department of Art and Art History and the CSA assisted with the renovation of the Sayles-Hill darkroom for non-academic student use.
• CSA and Facilities were partners in the installation of a bike repair station on the exterior of Sayles-Hill and the Recreation Center.
• A new large-screen television was installed in upper Sayles.
• The felt on two billiards tables in upper Sayles was replaced.
• Table tops in the upper Sayles common area and meeting rooms were resurfaced.
• Outdated display cases on the stairwell were removed and replaced with more usable cabinets for office and student use.
• 96 online work requests were submitted during the 2011-12 academic year to address the maintenance needs of the facility.
• There were 1,833 room reservations in Sayles-Hill for a total of 9,184 hours.
• There were 702 Great Space table reservations and 1,022 banner reservations from students, staff and faculty members, private businesses, and various non-profit organizations.
STUDENT HEALTH AND COUNSELING
Counseling Services
Marit Lysne, Director, Clinical Psychologist

PURPOSE
Student Health and Counseling (SHAC) offers a range of mental health services to the Carleton community, including individual, group, and couples counseling as well as crisis appointments and after-hours crisis phone consultations for enrolled students. SHAC also provides consultation services for campus, community, and family members concerned about the mental health of Carleton students. Counselors provide consultation, training, and education to the campus community (e.g., individual and departmental consultation, committee participation, and training of peer leaders and faculty and staff members). SHAC also functions as a counselor training facility. Each academic year, graduate practicum students are chosen to train with us. They provide individual and group counseling to Carleton students while receiving supervision from the SHAC licensed psychologists.

CORE AREAS OF RESPONSIBILITY
• Provide individual, group, and couples therapy for Carleton students
• Provide urgent/crisis management services via daily emergency appointment slot and 24/7 on-call telephone consultation during academic terms
• Make psychiatric assessment/medication management and nutritional services available via consulting psychiatrist and dietitian
• Have consultations with concerned students/friends, faculty and staff members, and family members
• Complete alcohol and drug use assessments resulting from student self-referral or referral by judicial sanction or other campus office (e.g., Dean of Students, Residential Life)
• Train peer leaders and faculty and staff members regarding common mental health issues on campus
• Give off-campus studies health and safety talks to students and provide consultation to OCS faculty program advisers
• Implement campus community outreach with educational programming (in collaboration with Student Wellness Advocate program) regarding alcohol/drug use, sexual health and safety, mental health, resilience, and stress management

HIGHLIGHTS
• Scheduled counseling appointments increased by 111 over last year (2,381 appointments scheduled, 2,000 attended, and 385 individual students served).
• Emergency services utilization was high (54 after-hours calls and 78 emergency or walk-in appointments).
• The number of psychiatric hospitalizations was much higher than normal this year; eight compared to an average of one or two in years past.
• Deliberate attention was focused on maximizing access to care via offering more group services (eating disorders and personal process groups) and referrals to community providers for longer-term individual treatment.
• The staff gave 33 presentations to students and faculty and staff members (i.e. OCS health and safety, sleep, sexual assault, relationships, boundaries, general mental health issues).
• A bi-weekly symptom assessment was begun to monitor change and guide treatment for counseling clients.
• Electronic health records were utilized to enhance efficiency, ease information sharing amongst providers, and provide quick access to critical information during crisis situations.

Scheduled Appointments by Type

<table>
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<tr>
<th>Year</th>
<th>Counseling</th>
<th>Medication Management</th>
<th>Nutritional Services</th>
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<tr>
<td>2011-12</td>
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22
PURPOSE
SHAC supports students by providing convenient on-campus health care including assessment and management of common illnesses and injuries, preventive and early detection services, and education on health related topics. In addition to helping students with health issues that arise at Carleton, we also facilitate students’ continuation of care initiated by a home provider and access to care in the broader Northfield area. Working from a developmental-educational framework, the advanced practice nurses help students meet their acute health care needs, incorporate self-care and prevention strategies as appropriate, and understand and engage the health care system.

CORE AREAS OF RESPONSIBILITY
• Provide primary health care (i.e., respiratory, dermatologic, musculoskeletal, gastrointestinal, mental health, reproductive and sexual health, eating disorder treatment, etc.) geared to the college student population with convenient, on-campus access
• Collaborate with the mental health counselors, psychiatrist, and dietician to coordinate and enhance care
• Assist students in obtaining health care off-campus when evaluation or treatment is beyond our scope
• Teach students to navigate the health care system, including insurance, fee-for-service, and public programs
• Provide education to classes and student groups (TRIO, SWAs, RAs, etc.) about health issues and campus/local resources
• Build and maintain relationships with colleagues in the Division of Student Life and with off-campus health care providers to coordinate services for the benefit of students
• Coordinate campus public health efforts by serving on the Pandemic Team, organizing immunization clinics, issuing infrequent alerts about campus health issues, and being a resource to students and faculty and staff members about health and health care

HIGHLIGHTS
• Annual appointments increased by 330 visits over last year for a total of 2,427 visits (999 individual students served).
• By winter term we were fully-staffed with three practitioners, providing appointment, walk-in, and same-day services.
• A phone triage system was adopted to increase access to practitioners; 348 same-day, non-urgent phone triage calls were handled.
• We improved our hours: Appointments became available from 9:00 a.m. to 9:00 p.m. on Monday and from 9:00 a.m. to 6:00 p.m. Tuesday through Friday.
• We introduced new services: HIV testing and cryotherapy for warts (in collaboration with the chemistry department!).
• SHAC’s reception/administrative roles were restructured to better address students’ needs and improve workplace efficiency. On a spring term satisfaction survey, 97 percent of students agreed that the reception staff was friendly, professional, and attentive to their needs.
• Electronic health records were adopted to comply with national standards, allow e-prescribing, and improve quality of care.
• The staff increased regional and national networking with professionals in college health to share ideas and resources.
• A new system for inventory management was introduced, resulting in more timely ordering and less waste.
PURPOSE

The mission of the Carleton College TRiO/SSS program is to assist participants in overcoming social, cultural, financial, personal, academic, and other challenges to fully participate in the life of the college and ultimately achieve the goal of retention and graduation. The TRiO/SSS program is funded through a competitive grant process every five years through the U.S. Department of Education. Participants must be Carleton students who are U.S. citizens or permanent residents, and they must meet federal eligibility criteria of being from families that are either low income, and/or the first generation to attend college (neither parent has a baccalaureate degree), and/or a student with a documented disability. Carleton’s TRiO/SSS program is currently funded to serve more than 115 students. Federal regulations require that at least two thirds of the participants be both first generation and low income, or have a documented disability.

CORE AREAS OF RESPONSIBILITY

• Provide supplemental advising and mentoring (one-on-one meetings and individualized support)
• Provide professional writing and math assistance
• Run peer mentoring program
• Plan and host social/cultural programs
• Run informational workshops (study skills, money management, resource fairs, etc.)
• Lead freshman retreats focusing on assessment, community building, and resources for success
• Lead a sophomore retreat focusing on identity and community development, social/cultural connections, goal clarification, and how these areas impact academic achievement
• Provide financial resource information and exploration
• Run a textbook and resource lending library
• Provide sophomore transition support (retreat; resume writing; choosing a major; career exploration, internship, and fellowship opportunities)
• Help students with graduate and professional school exploration and preparation
• Provide space in the TRiO/SSS house for studying, socializing, relaxation, and community building
• Host “Class Act” discussions led by peer leaders and engaging all campus members about socioeconomic class issues and how they might impact the campus climate

HIGHLIGHTS

• Carleton’s TRiO program celebrated its 30th anniversary during fall term 2011.
• A faculty mentoring program for TRiO students was developed this year, along with a TRiO alumni support network.
• TRiO student graduation rates are surpassing the current Carleton six-year graduation average of 94 percent, with 96 percent of the TRiO 2012 cohort still retained and on track to graduate. The average GPA of our 2012 seniors this spring was 3.32.
• There was a high rate of TRiO student academic and leadership achievement, with three Mellon Mays winners, two Diversity Achievement award winners, and three national honor students in the graduating 2012 TRiO cohort.
DIVISION OF STUDENT LIFE ORGANIZATIONAL CHART

Vice President for Student Development and Dean of Students
Hudlin Wagner

Kate Spurgeon
Sr. Assistant to VP for Student Development/Dean of Students

Tammy Anderson
Sr. Administrative Assistant to Associate Deans

Associate Dean
Joe Baggot
First Year Class Dean

Disability Services
Andy E. Christensen
Coordinator of Student Disability Services

Student Activities Office
Lee Clark
Director
Nadine Sunderland
Assistant Director
Jessica VanZuilen
Administrative Assistant
Cave Bartenders

TRiO/Student Support Services
Mitchell Madson
Director
Alena Rivera
Assistant Director
Susannah Shmurak
Writing Assistant
Database Manager
Kathy Sommers
Administrative Assistant

Associate Dean
Julie Thornton
Sophomore Class Dean

Gender & Sexuality Center
Kaaren Williamsen
Director

Residential Life
Andrea Robinson
Director
Amy Sillanpa
Associate Director
Patrick Gordon
Toni Grant
Chris Remley
Rose Rezaei
Greta Simons
Tegra Straight
Hall Directors & Division Collateral Assignments
Vicky Deering
Kari Scheurer
Administrative Assistants

Academic Support Center
Kathy Evertz
Director
Renata Fitzpatrick
Assistant Director
Russ Petricka
Math Skills Center Supervisor
Robbie Groth
Program Assistant

Office of Intercultural and International Life
Joy Kluttz
Director
Luyen Phan
Associate Director
Martin Olague
Assistant Director
Kristen Askeland
Brisa Zubia
Administrative Assistants

Career Center
TBD
Director
Mike Hendel
Jessica Mueller
Brent Nystrom
Associate Directors
Brad Kmoch
Assistant Director
Deb Olien
Career Counselor
Brian Murphy
Project Coordinator
Sarah Rechtzigel
Administrative Assistant

Dacie Moses House
Julia Uleberg
Swanson
Program Coordinator

Student Health and Counseling
Marit Lysne
Director, Psychologist
Daryn Rogers
Drew Weis
Psychologists
Natalee Johnson
Adv. Practice Nurse/Medical Services Coordinator
Dawn Fadden
Betsy Lane-Getaz
Nurse Practitioners
Jan Foley
Medical Admin. Assistant
David Wolff
Administrative Assistant