# Division of Student Life | 2012–2013 Briefing Book

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I am pleased to present the Division of Student Life Briefing Book for the 2012–2013 academic year. This annual report provides you with a snapshot of the work of each department and includes outcome data that guides our strategic planning for areas of program assessment and improvement. The many accomplishments of the staff are highlighted through the building of inclusive learning communities; safe, secure, and healthy living community; fostering educationally purposeful engagement; and commitment to providing a life-changing value of a residential, personalized liberal arts education.

As our students are preparing for an era characterized by global connections, diverse perspectives and people, and the acceleration of technological change, we will continue to provide quality programs in response to rapidly increasing expectations that our students will be prepared to respond critically and creatively for future change and progress. We are committed to achieving these ends through strategic alignment and laying the foundation for future co-curricular and curricular collaboration 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 and deliver the top-quality liberal arts education we promise to our students.

Hudlin Wagner
Vice President for Student Development and Dean of Students

On the front cover: a reproduction of the cover image from the inaugural issue, “American Ethnicity” (winter 2006), of The Lens, Carleton’s student-run magazine of politics and culture; photography by Nick Shepard ’07 and design by Elizabeth Keary ’06. Besides obtaining the prestigious 2009 Gold Medalist ranking from the Columbia Scholastic Press Association (CSPA), The Lens has received a number of other accolades: First Class from the Associated Collegiate Press, Silver Crown Award from CSPA, and Second Place Newspaper of the Year Award presented by the National College Newspaper Convention.
ABOUT THE DIVISION OF STUDENT LIFE

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.
DEAN OF STUDENTS OFFICE
Hudlin Wagner, Vice President for Student Development and Dean of Students

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
• Oversight of the offices within the Division of Student Life

Student Services Satisfaction Trends
(percent responding generally satisfied or very satisfied on senior survey)

- Career Services
- Food Services
- Psychological Counseling Services
- Student Health Services
- Student Housing Facilities
- Student Housing Office/Services

2006 2007 2008 2009 2010 2013
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, College Council, 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

• The Academic Standing Committee (ASC) made 669 decisions over the course of the year in either full committee or in a sub-committee.

• Purposeful and enhanced communication and collaborations between the Dean of Students Office and others, including Information Technology Services with the use of OnBase; Physical Education and Recreation (PEAR) in working with various students and programs; the Northfield East Side Neighborhood Association (NESNA) and Northfield Option students regarding neighbor relations; and faculty with student referrals and academic advising.

• Completed the first year of a multi-year transition into paperless student files with the utilization of OnBase and close collaboration with staff from Information Technology Services.
DEAN OF STUDENTS OFFICE
Class Dean Program

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 programatically.

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 2012-13 academic year, associate deans met with approximately 1100 scheduled individual and group meetings with students (an increase of 100 from the previous year). Associate deans consulted with students, parents, and faculty and staff members via phone, email and in person as well, which is not reflected in these numbers.

• The class deans provided support and advising to multiple students each term with high risk behavior that were interfering with academic persistence, which may have resulted in a hospitalization, leave of absence, or late dropping a course.

Individual/Group Student Meetings

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<tr>
<th></th>
<th>Fall Term</th>
<th>Winter Term</th>
<th>Spring Term</th>
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<tbody>
<tr>
<td>2011-2012</td>
<td>350</td>
<td>300</td>
<td>400</td>
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<tr>
<td>2012-2013</td>
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DEAN OF STUDENTS OFFICE
 Peer Leadership Program

PURPOSE
The Division of Student Life is committed to the leadership development of Carleton students and preparing them as peer leaders and future engaged citizens. Based upon that, the Division of Student Life annually employs approximately 300 students in peer leadership development positions. These student leaders are vital in providing important programs and services to the campus community. With the talent, energy and spirit of Carleton’s student peer leaders, the College stands well-positioned to provide a true liberal arts education that challenges students to “learn broadly and think deeply.”

DEFINITION OF PEER LEADERSHIP
The goals of a peer leadership program are to provide services intentionally designed to assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational goals. This is typically done by selecting and training upperclass students to lead and role model what it means to be a successful student. Students performing in these paraprofessional leadership roles go through specific training and are supervised by qualified professionals.

CORE AREAS OF RESPONSIBILITY OF PEER LEADERS
• Collaborate with other peer leaders as well as staff and faculty members in creating a welcoming and inclusive campus community
• Provide resources and opportunities for students to pursue and reflect on experiences that prepare students for their lives after Carleton
• Serve as positive role models and mentors for other students
• Encourage students to explore and become involved in a variety of curricular and co-curricular activities on campus and in the community
• Participate in combined peer leader training
• Be available to assist in welcoming new students and their families during New Student Week
• Serve as an effective participant in small group settings during New Student Week

LEARNING OUTCOMES
Students who are part of the Peer Leadership Program at Carleton learn the following skills from their training and experiences:
• Leadership skills
• Interpersonal communication skills
• Critical thinking
• Facilitation and presentation skills
• Management of groups
• Collaboration and team building
• Organization and time management
• Enhancement of academic skills
• Understanding of diversity
• Knowledge of campus resources
DEAN OF STUDENTS OFFICE
Peer Leader Training Committee

PURPOSE
The Peer Leader Training Committee was created to provide oversight and strengthen the Peer Leadership Program. This committee has three main goals:
• Train peer leaders for their positions by developing their leadership skills with a focus on cultural competencies
• Develop a successful and inclusive combined Peer Leadership Training Program that builds community
• Identify how to best utilize the talent, energy and spirit of the student leaders in assisting fellow students in a collaborative manner.
In pursuing these goals, the committee hopes to build camaraderie among student leaders, promote greater understanding of the varied resources available to students, and ultimately lead to a higher level of student satisfaction and development.

CORE AREAS OF RESPONSIBILITY OF PEER LEADERS
In order to plan and implement an inclusive combined training program for the 300+ peer leaders at Carleton, the Peer Leader Training Committee has been charged with two main areas of responsibility: coordinating recruiting efforts for various peer leadership positions and proving training opportunities for the peer leaders.

Recruitment
• Coordinate the peer leader interest fair
• Maintain the peer leader website (go.carleton.edu/peerleaders)

• Review and establish a shared hiring and selection timeline of peer leader positions to ensure students applying to multiple positions are able to accept positions they most desire

Training
• Implement a fall peer leader conference that includes training around topics of diversity, cross-cultural communication, facilitation skills, teambuilding, and planning for New Student Week
• Plan and coordinate the spring peer leader kick-off for those recently hired into peer leader positions for the upcoming academic year along with other ongoing leadership training opportunities
• Continuously evaluate, review, and update learning outcomes for various training events

HIGHLIGHTS
During the 2012–13 academic year, the Peer Leader Training Committee offered the following events:
• Peer leader fall conference (250+ peer leaders in attendance)
• Cross-Cultural Interactions: Our Expectations and How We Begin to Work Together
• Marketing Your Peer Leadership Position
• Peer leader interest fair (all Student Life offices and a few offices outside of Student Life participate to recruit students for their peer leader positions)
• Preparing for Your Peer Leader Interview (for students applying for peer leader positions)
• Spring kick-off celebration and training
DEAN OF STUDENTS OFFICE
Healthy Communities and Relationships/Sexual Misconduct Support and Response
Julie Thornton, Associate Dean

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, 13 Healthy Communities and Relationships events served more than 2400 faculty, staff, and students.
• Planned and executed over 70 hours of trainings on sexual misconduct policies and procedures to students, faculty and staff, of which 30 hours were designed specifically for members of the support and response team.
• The Title IX Lead Team participated in ongoing professional development (conferences, webinars) as related to sexual misconduct prevention and response and various members presented nine times at related conferences and professional meetings. Our model has been attracting national attention as institutions are leaning to Carleton for best practices regarding working with students on sexual misconduct support and response.
• There were no complaints of student-student sexual misconduct resulting in a hearing before the Community Board on Sexual Misconduct. However, there was a complaint and hearing during the summer (August 2012) after the submission of the previous year’s data.
• 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. There were a total of 88 concern forms filed in 2012-13. Less than half of those were sexual in nature.
• The Sexual Misconduct Committee (SMC), was chaired by Amy Csizmar Dalal, associate professor of computer science, and Kaaren Williamsen, director of the Gender and Sexuality Center. The committee met several times during the year and discussed faculty/staff training, conversations around trigger warnings, and was updated on current student issues and staffing changes (re-visioning the Investigator role). At the start of the 2012-13 year, the committee of 2011-12 gave College leadership an update on how the College is situated regarding the Office of Civil Rights
Dear Colleague Letter of April 2011.
PURPOSE
As members of a residential community dedicated to learning, Carleton students 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 on-call system provides a 24/7 presence and a quick response to issues/situations on campus (and occasionally off campus) that require immediate attention and action. RAs, the Security staff, area directors, the dean of students central staff, and the counseling staff are all part of the on-call system. Security Services and Residential Life report 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 members.

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<td><strong>103</strong></td>
<td><strong>128</strong></td>
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| TOTAL INCIDENTS/REPORTS | 703 | 745 | 659 |
OFFICE OF RESIDENTIAL LIFE
Andrea Robinson, Director

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.

Living at Carleton provides opportunities for student development and is a rewarding experience—an experience of intellectual, emotional, and social growth. By living in a residence hall, students learn from other students a great deal about themselves and how to work and live with others. In all residential settings, students have the opportunity to learn about citizenship and responsibility by developing community standards. Carleton has space for 1858 students in a variety of Residence Halls, houses, and campus apartments (see charts on next page for room type breakdown).

CORE AREAS OF RESPONSIBILITY
• Provide safe, attractive, and engaging residential environments for students to live, learn, and grow
• Manage all administrative aspects of housing including assignments, access, room moves, special accommodations and oversight
• 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
• Help residents learn to accept responsibility for self and personal actions
• Assist with the development of self-management, health and wellness skills
• Assist with development of balancing life’s pleasures and responsibilities
• Work with students to develop sense of respect of self, others and property
• Continually identify renovation/remodel needs of current spaces and identify potential additional spaces
• Liaison with and provide additional services for multiple campus offices through Area Director collateral positions (25% time)
• Manage summer and break housing for students and commencement housing for graduating seniors and families
• Ensure safety of residents throughout the year through fire drills, fire safety checks, and providing information during severe weather

HIGHLIGHTS
• Office of Residential Life went through an external review process and received the report with observations and recommendations. We are in the beginning stages of implementing those recommendations.
• The COFHE senior survey indicates an increase in student satisfaction in several key areas: sense of community on campus, sense of community where [students] live, and student housing facilities.
• Residential Life has been collecting reflections from students, parents, and alumni on what it means to be a residential college so this language can be shared throughout the campus community.
• Together, the residential staff of one director, one associate director, two administrative assistants, six

![Types of Housing Chart]

- Traditional Hall: 80%
- Draw House: 8%
- Interest House: 5%
- Institutional House: 4%
- Apartment: 3%
area directors (master’s level), 68 resident assistants, and 14 house managers provided more than 700 programs for students throughout the year.
• Nourse Hall is undergoing refurbishing, including new paint, carpet, window treatments, and furniture.
• Henrickson House is being renovated for student housing and will provide nine independent living spaces for students in the 2013–14 academic year.
• Evans Hall was renovated to include additional bed spaces and many necessary updates. Evans reopened for the 2012 winter term.
• As Northfield Option decreases in line with the strategic plan, students have expressed interest in additional independent living spaces. In order to accommodate this need, the following new areas were added to room draw: Page House West (five spaces), Henrickson House (nine spaces), Nourse apartment (three spaces).
• Housing spaces were adjusted to identify maximum housing capabilities and accommodate a larger than expected first year class.
• Residential Life participated in many local, regional, and national professional development opportunities by attending, presenting, and serving on committees.
• Our central office redesign has been configured to offer better customer service.
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

• Increased scheduled counseling appointments by 178 appointments from last year (2178 attended; 388 individual students served).
• Emergency services utilization was high (50 after-hours calls; 75 emergency or walk-in appointments).
• Continued high number of psychiatric hospitalizations, 9 this year (8 last year).
• Provided 47 presentations to students, faculty, or staff (i.e. OCS health & safety; sleep; sexual assault; relationships; boundaries; general mental health issues).
• Continued bi-weekly symptom assessment to monitor change and guide treatment for counseling clients.
• Honed our utilization of electronic health records enhancing efficiency, easing information sharing amongst providers, and providing quick access to critical information during crisis situation.
• To increase marketing to students, SHAC has a social media presence on Facebook and Twitter, sharing educational topics and advertising services and special events.
• SHAC staff collaboratively created a new logo and color scheme to increase branding and recognition on campus.

Scheduled Counseling Appointments

<table>
<thead>
<tr>
<th>Year</th>
<th>0</th>
<th>500</th>
<th>1,000</th>
<th>1,500</th>
<th>2,000</th>
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</thead>
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<td>2009-10</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>2010-11</td>
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<td>2011-12</td>
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<tr>
<td>2012-13</td>
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</tbody>
</table>
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
- Medical appointments increased by 492 visits over last year for a total of 2919 visits (1,176 individual students served—an increase of 177 more students seen this year than last).
- Approximately 1/3 of appointments were same-day or walk-in appointments.
- Students can self-schedule appointments online and receive confidential messages through the electronic health record.
- Although we continue to have a consistent, friendly face at the front desk, students may also choose to confidentially use the self-check-in kiosk upon arrival for medical or counseling appointments.
- Electronic messages are now sent for appointment reminders and subsequent to any missed appointments.
- We offer the blood test for tuberculosis, which is consistent with the new American College Health Association recommendations for international students.
- We also offer a 12-week course of directly-observed medication therapy for students with latent tuberculosis.
- Clinic hours continue to be available from 9 a.m.–9 p.m. on Monday and 9 a.m.–6 p.m. Tuesday through Friday, including over the lunch hour.
- We were a participant in the first-ever SWA created Health Fair.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Health Services Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>1,500</td>
</tr>
<tr>
<td>2010-11</td>
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<tr>
<td>2011-12</td>
<td>2,500</td>
</tr>
<tr>
<td>2012-13</td>
<td>3,000</td>
</tr>
</tbody>
</table>
STUDENT ACTIVITIES
Lee Clark, Director

PURPOSE
The purpose of the Student Activities Office is to coordinate and support 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 others, 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 involving students, and faculty/staff members
• Advise the CSA Senate and support approximately 240 student organizations
• Address risk management issues related to student organizations, event planning, and events with alcohol
• Oversee the event registration process for large social events and events with alcohol in non-residential areas
• Manage several remote locations (outside Sayles-Hill), including The Cave, the Goodhue Band Rehearsal Room, and the Chaney House Garage utilized by the CANOE club
• (See separate reports on New Student Week and Sayles-Hill Campus Center)

HIGHLIGHTS
• The Student Activities Office and SAPB coordinated a total of 218 events with a total student participation of 27,000 and an average cost of approximately $5 per attendee.
• Collaborated with the Office of the Dean of Students in offering the Student Leadership Grant, providing funding and other resources to students wishing to augment their academic experience with co-curricular leadership opportunities.
• Opened a student band room in Goodhue, providing a permanent rehearsal space for student musicians. The room offers OneCard access and a variety of amplifiers and instruments, including a professional-grade drum set and piano. The room is also climate controlled and treated with acoustical paneling to dampen the sound. The room had 301 reservations during its first two terms open (winter/spring).
• Partnered with the Career Center in offering an etiquette dinner, pairing students with faculty and staff members.
• Friday and Saturday night movies, coordinated by the Student Union Movie Organization (SUMO), experienced more growth in their second year in the Weitz Center for Creativity theater. This year the average cost per attendee was reduced from $4.82 per person in 2011-12 (with a total of 3,794 attendees) to $3.78 per person (with a total of 5,962 attendees) in 2012-13. A total of 25 movies were screened by SUMO this fiscal year.
• 78 large outdoor student events were registered and approved; 36 large events with alcohol were approved in non-residential areas.
• 96 editions of the Noon News Bulletin (NNB) were published containing approximately 6,515 text ads and 251 design ads.
• The Student Activities website had 25,617 visitors, a 60% increase from the previous year.
• The Student Activities Facebook page has 247,529 likes, up from 174,059 the previous year.
• The Student Activities/CSA sound system was reserved 83 times for student events.

Student Involvement Opportunities

- CSA Sponsored: 40%
- Special Events: 12%
- Intercultural Programs: 4%
- Music & Dance: 22%
- Art & Film: 13%
- Leadership Development: 4%
- Break Programming: 5%
STUDENT ACTIVITIES
New Student Week

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 in their first year at Carleton and beyond. 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 the 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 two NSW program assistants and approximately 80 (volunteer) NSW leaders
• Train the 240+ student peer leaders from 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
• Coordinate social opportunities for new students in order to begin to make connections at Carleton

HIGHLIGHTS
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, 98% 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
(Survey results from first-year students)
• More than 58% of first-year students had a parent or family member attend portions of NSW.
• Approximately 98% of first-year students were satisfied with the NSW Welcome Tent check-in process.
• 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 were satisfied with the New Student Week website.
• Approximately 98% of first-year students felt they acquired reliable sources of information on institutional policies and regulations during NSW.
• Approximately 95% of first-year students believe their NSW experience helped them become more aware of the support structures on campus for social, emotional, and physical health and well-being.
• Approximately 85% of first-year students believe 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 95% of first-year students considered themselves a leader at Carleton and 99% felt like a valued member of the Carleton community.
STUDENT ACTIVITIES
Sayles-Hill Campus Center

PURPOSE
The Sayles-Hill Campus Center exists as a universal crossroads that brings together students, faculty/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. The Center 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, CSA, the Photo Co-Op (darkroom), and the Carletonian.

HIGHLIGHTS
• Continued discussions about developing a comprehensive master space plan, office space utilization, and long-term facility vision.
• Launched a new art exhibit program in upper Sayles-Hill providing opportunities to faculty, staff, students, and alumni to display original works of art.
• Created new Live at Sayles program that offered 11 musical performances during the lunch hour in Great Space.
• Continued support of student spaces in the building, including the CSA, the Photo Co-Op darkroom, KRLX, and the Carletonian.
• Installed a OneCard door access system on the darkroom.
• Collaborated with Facilities on the following projects:
  • Replaced the hallway flooring in lower Sayles-Hill
  • Installed a new drop ceiling in the lower Sayles-Hill hallway
  • Removed abandoned bikes from the exterior of the building
  • Removed the outdated poster display boards from the entrance and replaced with modern trash, compost, and recycle bins
  • Removed the various wire newspaper racks from the entrance and replace with matching wooden racks, labeled for each specific periodical
  • Collected student feedback regarding the possible renovation of the Sayles-Hill lounge
  • Replaced the felt on two billiards tables in upper Sayles.
• Created a storage room in lower Sayles-Hill for student musicians to safely store and check out CSA-owned musical equipment.
• Submitted various ITS/technology requests for the upper Sayles-Hill meeting rooms, including additional projectors and the removal of outdated and/or unused equipment.
• Submitted 87 online work requests to address maintenance needs of the facility.
• Accepted 1,899 room reservations for a total of 9,357 hours.
• Accepted 722 Great Space table reservations and 896 banner reservations from students, staff/faculty members, private business, and various non-profit organizations.
GENDER AND SEXUALITY CENTER
Kaaren Williamsen, Director

PURPOSE
The GSC offers innovative programs to create a welcoming campus climate for LGBT students and create a community that fosters healthy, safe, and supportive relationships free of violence and coercion. We do so through events, peer education, community building and individual support.

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
- Coordinated 121 events, serving more than 5,200 students.
- Sponsored two widely popular peer-led no credit courses in the spring—Fem Sex (4 sections with 90 participants and 9 facilitators) and M Sex (1 section with 24 participants and 2 facilitators)—that met twice a week for 10 weeks spring term.
- Sponsored two fundraisers—Vagina Monologues and 5K for Hope—which raised over $5,000 for our local rape crisis center.
- Worked collaboratively with the PEAR department and St. Olaf to bring transgender athlete, Kye Allums, to campus for a public talk and training with coaches.
- Sponsored three Healthy Communities and Relationships dinners. Topics included how to support a friend, creating healthy mentoring relationships, and sex education.
- Professional and student staff gave a presentation about our work at regional and national conferences, including student staff presentations at BACCHUS Regional and MN OUT! College Conference and professional staff presentations at the Association for Student Conduct Administration Conference, the National Scientific Meeting on Violence Against College Women, the Campus Sexual Assault Policy Conference, and the Association for Conflict Resolution Annual Conference.
- Sponsored 13th annual Rainbow Retreat for 50 participants to discuss intersections of race, religion, gender, and sexual orientation.

Student Assessment of FemSex 2013

1. This course has enhanced my understanding of healthy sexuality.
   - Agree: 64.29%
   - Neutral: 32.14%
   - Strongly Agree: 1.79%

2. After taking this course, I am more confident in my ability to communicate about my own sexual boundaries and desires.
   - Agree: 48.21%
   - Neutral: 33.93%
   - Strongly Agree: 7.14%

3. This course made me more aware of sexual and gender diversity.
   - Agree: 60.71%
   - Neutral: 32.14%
   - Strongly Agree: 7.14%
OFFICE OF INTERCULTURAL AND INTERNATIONAL LIFE
Joy Kluttz, Director

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 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 college-wide diversity initiatives

HIGHLIGHTS
During the 2012-13 academic years there were 455 or about 22.4% domestic students of color and 170 or approximately 8.4% degree-seeking international students. OIIL provided and/or supported more than 143 programs, including 41 retention programs, 46 community-wide programs, 31 programs that supported student organization, 19 collaborative programs with other faculty/staff and/or departments, and 6 programs that provided outreach to alumni, prospective students, and the board of trustees.
• This was the first year we combined our peer mentor programs, International Student Orientation Leaders and Intercultural Peer Leaders (ISO Leaders and IPLs), and changed the name to OIIL Peer Leaders (OPL). The 18 OPLs mentored both international and domestic students of color beginning with international student orientation and continuing throughout the academic year.
• OIIL has expanded its programming into the residential halls by offering Chili Nights to Go with the goal of reaching students who may not attend a traditional Chili Night. Six programs were offered in winter and spring terms, and 77 students participated.
• OIIL sponsored its first service trip to Chicago, where 18 volunteers served Life Builders United, a non-profit organization that serves women who have been in prison and are reentering the community.
• To better meet the changing needs of students, OIIL combined the Women and Men of Color retreats.
• OIIL presented at the Perlman Center for Learning and Teaching’s program “International Students: Then and Now.” About 70 staff and faculty members and students attended.

Number of Participants in Campus-wide Diversity Programming

<table>
<thead>
<tr>
<th>Event</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW Diversity Workshop</td>
<td>1,750</td>
</tr>
<tr>
<td>Sponsored Convocation Speakers (4)</td>
<td>1,750</td>
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<tr>
<td>International Festival</td>
<td>1,500</td>
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<tr>
<td>Peer Leader Diversity Training</td>
<td>750</td>
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<tr>
<td>Martin Luther King Celebration</td>
<td>750</td>
</tr>
<tr>
<td>Union Street Block Party</td>
<td>500</td>
</tr>
<tr>
<td>Chili Nights (6)</td>
<td>500</td>
</tr>
<tr>
<td>International Education Week</td>
<td>500</td>
</tr>
<tr>
<td>Diversity Institute</td>
<td>500</td>
</tr>
<tr>
<td>Women’s History Month Dinner</td>
<td>500</td>
</tr>
<tr>
<td>LTC Session on International Students</td>
<td>500</td>
</tr>
<tr>
<td>Tiger Among Us &amp; N.I.G.G.E.R. Play Outings</td>
<td>250</td>
</tr>
<tr>
<td>Intercultural Communication Workshop</td>
<td>250</td>
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</table>
OFFICE OF INTERCULTURAL AND INTERNATIONAL LIFE
Retention Programs

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. According to a survey administered after fall term, 96.64% percent of participants agreed or strongly agreed that the OIIIL Peer Leader Program assisted them in becoming integrated into the Carleton community.

HIGHLIGHTS
• Two Chili Nights to Go: “Language 101” and “Creating Connections”
• “Social Justice: When Diversity Isn’t Enough”
• Bafa Bafa workshop on intercultural communications
• “Here But Not at Home”
• Four convocations including student dinners with the speakers: Jose Vargas (Latino Heritage Month), Leslie Harper (Native American Heritage Month), Ebony Utley (Black History Month), and Jeff Chang (Asian American Heritage Month)
• OIIIL supported students as they responded to an article in a student publication (the CLAP) that expressed insensitivity and racially biased undertones.

More than 200 students and faculty/staff members gathered at the Real and Raw Rally in front of Sayles. • OIIIL supported a variety of events coordinated by students in cultural houses and organizations.
• According to the 2013 Carleton Senior Survey, 43.3% of seniors were very dissatisfied or dissatisfied with the ethnic/racial diversity on campus, compared to the steady increase of satisfaction with the climate for students of color on campus. The percentage of students who reported being satisfied or very satisfied with the climate for students of color has risen from 55% to 71% from 2008 to 2013 (see graph below). Throughout the academic year OIIIL promotes and provides spaces to have conversations that address issues related to diversity.

Senior Survey (students satisfied or very satisfied)

Number of Participants in Retention-Based Services and Programs

<table>
<thead>
<tr>
<th>Service</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Student Orientation</td>
<td>120</td>
</tr>
<tr>
<td>Intercultural Peer Leader Program</td>
<td>90</td>
</tr>
<tr>
<td>English Learners Workshop</td>
<td>60</td>
</tr>
<tr>
<td>Writing Portfolio Workshop</td>
<td>50</td>
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<tr>
<td>Tax Information Sessions</td>
<td>40</td>
</tr>
<tr>
<td>International Term Dinners</td>
<td>35</td>
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<tr>
<td>OPT/CPT Training</td>
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<tr>
<td>Informational Session on Fellowships</td>
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<tr>
<td>Break Programming</td>
<td>20</td>
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<tr>
<td>Women and Men of Color Retreats</td>
<td>15</td>
</tr>
<tr>
<td>Cultural Interest Houses</td>
<td>10</td>
</tr>
<tr>
<td>Mellon Mays UG Fellowship</td>
<td>5</td>
</tr>
</tbody>
</table>

Climate for minority students

Ethnic/racial diversity

2008: Climate for minority students = 80%
Ethnic/racial diversity = 60%

2009: Climate for minority students = 70%
Ethnic/racial diversity = 65%

2010: Climate for minority students = 65%
Ethnic/racial diversity = 60%

2011: Climate for minority students = 55%
Ethnic/racial diversity = 50%

2012: Climate for minority students = 75%
Ethnic/racial diversity = 65%

2013: Climate for minority students = 80%
Ethnic/racial diversity = 70%
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, comps talks, and interview skills

HIGHLIGHTS
• 52 students sought one-to-one support from the academic skills coach.
• 40 students sought individual tutoring for a total of 123 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.
• Greta Simons, the academic skills coach, led workshops for residence hall floors on time management, managing test anxiety, and study skills.
• 11 students worked as academic tutors in 11 subject areas, including economics, French, geology, and Spanish.
• *Businessweek* featured Carleton’s Academic Skills Coaching in a May 2012 article.
ACADEMIC SUPPORT CENTER
Math Skills Center
Russ Petricka, Supervisor

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 75.5.
• 34 Carleton students worked as math tutors in 2012-13

Number of Students Who Worked with a Math Tutor

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2012-2013</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>1600</td>
<td>1600</td>
</tr>
<tr>
<td>Winter</td>
<td>1200</td>
<td>800</td>
</tr>
<tr>
<td>Spring</td>
<td>600</td>
<td>600</td>
</tr>
</tbody>
</table>
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 2012–2013.
• 37 students worked as prefects during 2012–2013.
• Approximately 900 unique students, or 45% of the Carleton student body, attended at least one prefect session.
• Approximately 68 percent of students enrolled in a course with a prefect attended at least one prefect session. Around 18 percent of students attended at least half of the offered prefect sessions.
• On average, a student enrolled in a prefect-supported course attended 3.1 sessions. For students who attended at least one session, the average was 4.5 sessions.
• The average prefect session saw approximately 17 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 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 offered more than 2,140 sessions (22 percent increase over last year), approximately 81 percent of which were return visits. The center saw 455 unique visitors, or 22 percent of the student body.
• Across all class years, students’ top three writing concerns at the Writing Center were thesis development, clarity, and organization.
• 17 departments offered courses that were supported by course-specific Writing Assistants; WAs contributed 1,410 hours to 47 individual classes.
• 40 students received second language writing support from 17 peer writing consultants, for a total of 695 reported conferences.
• Students sought specialist second language writing support from the coordinator for a total of 455 (up 17% from last year) consultations of varying lengths.
• 32 students worked as writing consultants during the 2012-2013 academic year.

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

Outcomes (average responses)
1=strongly disagree
5=strongly agree
I feel better prepared to succeed in courses: 4.20
I have a better understanding of the expectations of American academic writing: 4.41
I have more confidence in my ability to write effectively: 4.26
I can better approach a writing assignment: 4.37
PURPOSE
The Career Center empowers students and recent grads to develop the skills and knowledge necessary to apply their liberal arts education and undertake the lifelong process of career development. Through a variety of programs, resources, and tools, the Career Center assists students with self-assessment and skill building and provides experiential opportunities and access to employers and graduate programs. We engage the Carleton community and facilitate career-related connections among our partners—students, alumni, parents, faculty members, employers, and friends—to position students to succeed in their career paths to live a meaningful life after Carleton.

CORE AREAS OF RESPONSIBILITY
• Assist students in assessing their career-related interests, skills, and values
• Provide career counseling and assistance in decision-making about majors and career areas of interest
• Coach students on effective professional self-presentation, including providing instruction on writing resumes, cover letters, and applications as well as interviewing and networking
• Collaborate with faculty and academic departments in advising students on career interests
• Advise students on graduate and professional school application and assist students in applying for academic fellowships
• Guide students through the process of goal setting and reflection on long-term and short-term internship and experiential learning opportunities
• Award funding to students needing financial support for internships
• Cultivate and maintain a database of internships and jobs posted to Carleton students
• Coordinate a variety of job recruiting activities on campus and through off-campus career fairs
• Provide career exploratory programs and mentoring through alumni and parent networks
• Coordinate a Careers Alumni Board and hundreds of alumni and parent volunteers in providing career-related information and experiences for students

HIGHLIGHTS
• Implemented a database to track where Carleton students have completed internships. This database, available to all current students, provides ideas and contact information for sites where Carleton students have interned in the past.
• Coordinated the first annual Carls in Law event to bring together students considering law careers with
alumni working in the field. The event, held at a downtown Minneapolis law firm, featured brief presentations by alumni about various types of law and allowed for informational networking between presentations.

- Awarded a total of $94,900 (provided by gifts to the College) to 27 students undertaking unpaid internships. Each student who receives funding participates in individual consultations with the Career Center staff to develop a learning plan for the internship and presents a poster session on campus upon completion of the internship.
- Sponsored a panel presentation featuring Carleton trustees advising students on how to make a successful transition from being a student to being an employee in a professional setting.
- Continued to build student participation in alumni engagement activities: 235 students participated in 30-Minutes informational interviews with alumni, 38 completed externships with alumni, and 324 participated in the Engagement Wanted program.
- Coordinated alumni participation in Career Center programs: 57 alumni participated in 30-Minutes, 72 participated in Scholars programs, and 3,281 received Engagement Wanted emails.
- Implemented strategic processes for providing resources and job/internship postings via the Tunnel (online tool), which 1,397 students used this year.

### Career Center Program Outcomes

(Students responding ‘agree’ or ‘strongly agree’)

- **Scholars**: I understand the resources, information, and programs available to further my career options.
- **Engagement Wanted**: I believe I am able to utilize networks and resources in my career search.
- **Internships**: I am confident in my ability to define my career-related skills.
- **Externships**: I have a high level of knowledge of industries, career fields, and opportunities.
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 has been on campus for 31 years.
• A faculty mentoring program for TRiO students was developed, along with a TRIO alumni support network.
• TRiO student graduation rates have been near recent years’ Carleton six-year graduation average.
• There is a high rate of TRiO student academic and leadership achievement, with Mellon Mays winners, Diversity Achievement award winners, one Beinecke Scholar, and two Watson winners.
DISABILITY SERVICES FOR STUDENTS
Andy Christensen, Coordinator

PURPOSE
Disability Services provides academic accommodations to Carleton students with disabilities. Carleton, with its tradition of emphasis on faculty/staff/student contact, provides a supportive environment for students with disabilities. It is the college’s policy to create and maintain an environment in which all students may learn and work to their fullest potential.

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
• 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
• 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
• Disability Services proctored 172 regular exams and 81 final exams.
• 167 books were scanned onto CD-ROM for students who listen to their course texts because of a disability.
• 167 letters were written to faculty members on behalf of students with disabilities.
• Disability Services conducted 14 Foreign Language Evaluations.
• The Accessibility Awareness Committee continued its work in consulting and advising on disability issues affecting the community.
Dacie Moses House
Julia Uleberg Swanson, Coordinator

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 place for students
• Be a place that helps bridge 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
• Provide a space where students are given the opportunity to learn the art of hospitality, community, and responsibility.

Highlights
• A total of 2,561 students, faculty and staff members, and friends attended the 51 weekly brunches, and 742 students and guests participated in special events, including fundraisers, prospective student baking events, student worker suppers and dessert special teas for offices, Saturday Graduation Brunch, backyard Qigong, organically evolved Knitting Group, an end of the year picnic celebration, and ice cream making events for Family Weekend and Reunion.
• Dacie Moses House hosted a variety of summer and winter break programs including potlucks, homemade ice cream making, dessert receptions, bonfires, Chinese New Year, our First Annual Dacie Moses Pie Baking Contest, cribbage games, game nights, and movie nights, etc.
• The statistics are just the tip of the iceberg for the total use of Dacie’s by the students. Students 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 practice sessions.
• Student workers and volunteers continue the tradition of student care of the house. They acquire skills in gardening, maintaining a space that is welcoming to all, the responsibility of cleaning and baking, the economics of feeding a group of people, food preservation, and how to create a community among diverse groups.
• Campus and community volunteers ranging in age from 10 to 87 did odd jobs around the house valued at $5,108.
• The Carleton community and neighborhood friends donated various items including baking goods, kitchen equipment/supplies, garden produce, and plants, collectively valued at at least $1,550.
• The guest room at Dacie Moses House was booked approximately 169 nights, raising $3,394.
• Recent facility improvements include: new kitchen sink and cupboard unit installed summer 2012, upstairs apartment painted, and planning for the second phase of the kitchen update.