

Carleton College
DIVISION OF STUDENT LIFE
2013-2014
BRIEFING BOOK

DIVISION OF STUDENT LIFE

2014–2015 BRIEFING BOOK

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INTRODUCTION

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

During the 2013-14 academic year, the Office of the Vice President for Student Development and Dean of Students continued its focus on creating a culture of assessment to inform the work of departments within the division. This annual report 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 and communities; and fostering educationally purposeful engagement.

We continue to conduct our work in a fiscally responsible manner, improving internal business processes and providing quality student services in response to the rapidly growing expectations of students and families. We have expanded and strengthened our co-curricular partnerships to provide our students with opportunities for meaningful learning and engagement in venues on and off campus.

We support student learning by measuring the student learning outcomes and effectiveness of the Division of Student Life programs and services. Making data-driven decisions grounded in best practices has helped to address our strategic initiatives and effectiveness.

Looking forward, we will continue to develop measures that assess the effectiveness of our program initiatives for career development, diversity education, co-curricular programs, and programs designed to reduce college student high risk behavior.

Our learning environment is at the nucleus of all we do. 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



On the front cover: Thomas Hiura '17 was inspired by the popular Humans of New York blog to create a Facebook page called Humans of Carleton, where he chronicles the stories of Carleton community members. The mosaic on the front cover is composed of the 87 student portraits Hiura posted during the 2013-14 academic year.



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.

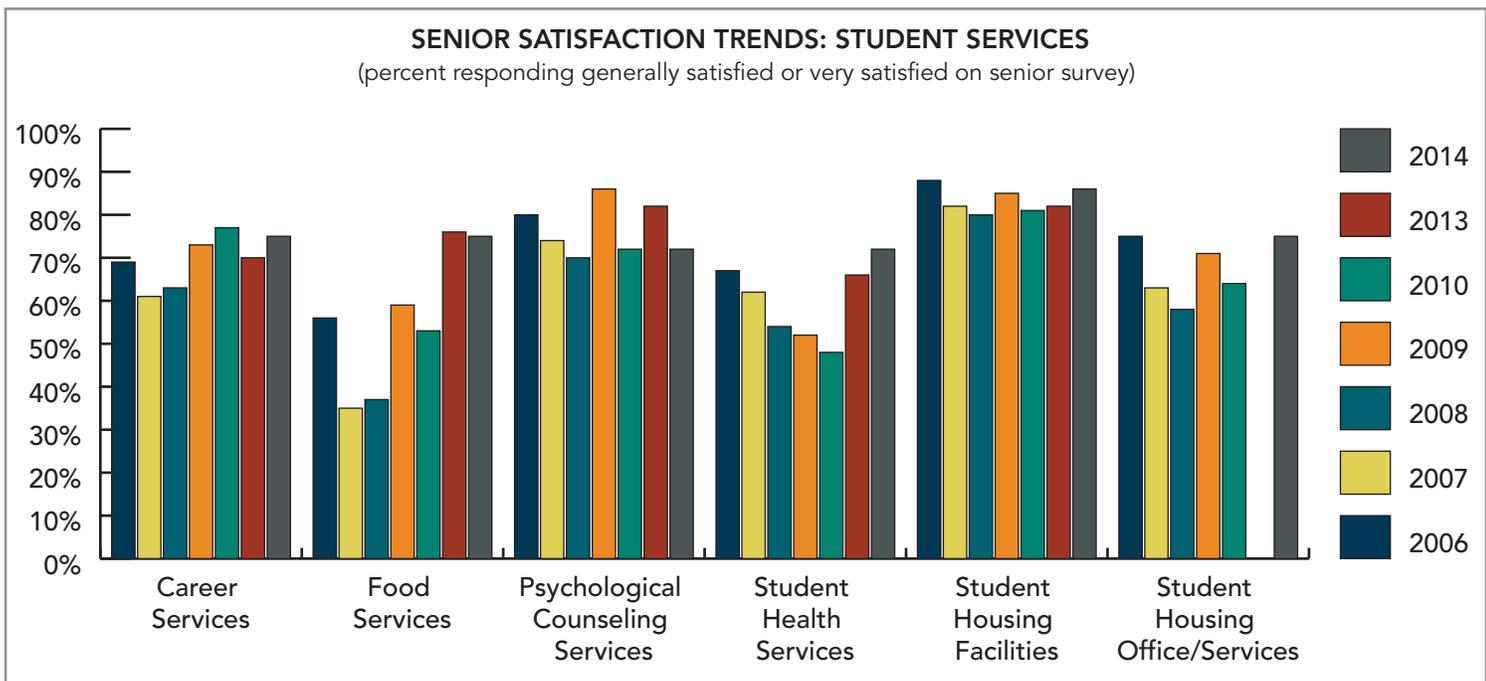
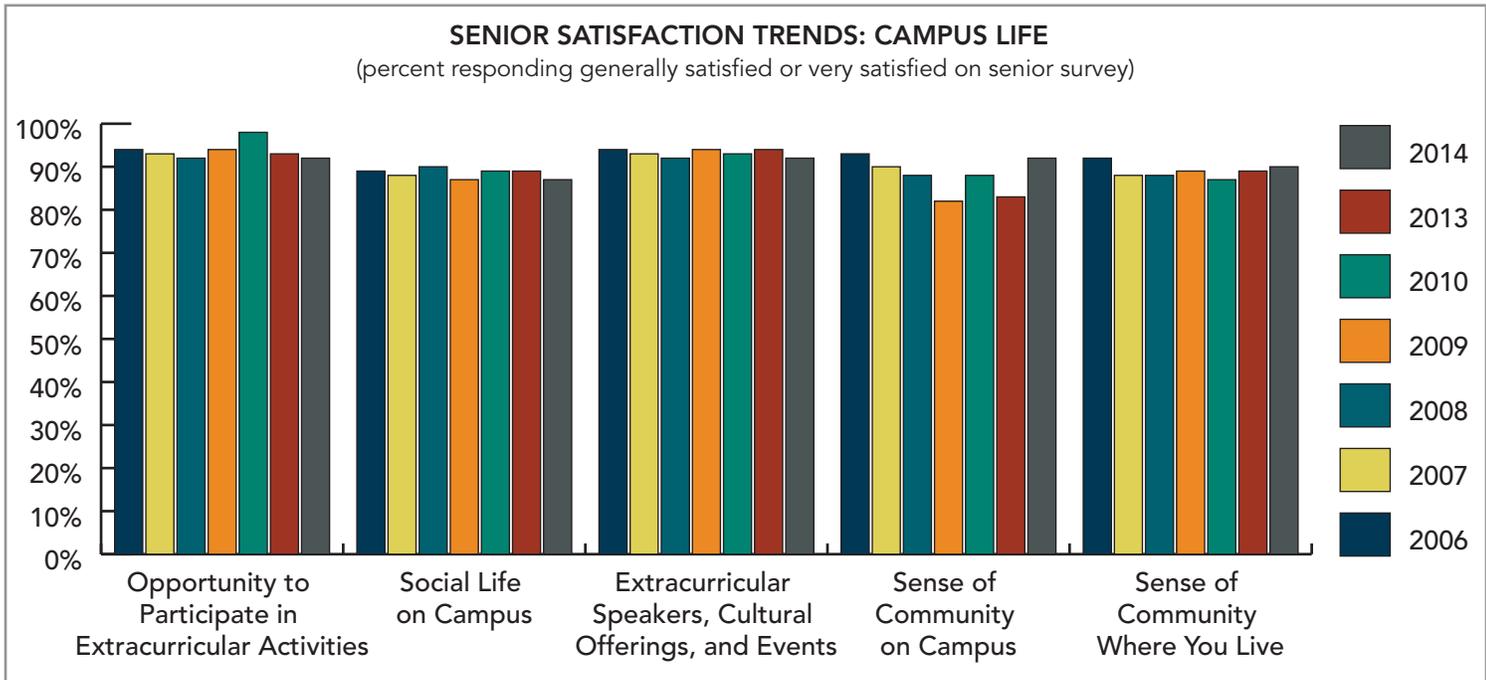
IDENTITY STATEMENT

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.



VICE PRESIDENT FOR STUDENT DEVELOPMENT

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.

HIGHLIGHT

Extensive divisional leadership conversations around divisional priorities resulted in the development of a modified staffing structure, and the elimination of the Student Life collateral assignments. Ultimately, budget neutral staffing shifts took place for an increase in staff in Student Activities and the Gender and Sexuality Resources in the Office of Intercultural and International Life and Residential Life.

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



DEAN OF STUDENTS OFFICE

CLASS DEAN PROGRAM

Hudlin Wagner, Dean of Students; 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

- **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
- **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
- **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)
- **On-Call Emergency Response System:** *(see report on page 9)*
- **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.
- **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

The class deans provided support and advising to students who had varying barriers which interfered with academics. Some of these student issues were so complex that the student may have been hospitalized for psychiatric reasons, needed to take a medical leave of absence, or needed to late drop a course. During the 2013–14 academic year, associate deans handled 1,297 individual and group meetings with students (increase of 197), 197 extensions (increase of 113) and 42 medical leaves of absence (increase of 5). The significant increase in meetings and extensions was partially due to a tragedy at the end of winter term in which three students died in a car accident, which increased the number of students who needed support, extensions, and referrals.

Overall, this year there was an increase in the demand for services because students are familiar with services and are open to seeking assistance, and faculty and staff members are more educated about referring students to the office. In addition to working with students, the class deans also 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 created opportunities to think critically and seriously about how our practices can serve the needs of students with acute and/or ongoing health issues.
- Deans initiated a series of on-going conversations about philosophy and protocol surrounding student conduct, health, and safety.
- Associate deans were placed on sub-committees that stemmed from Strategic Planning initiatives. A representative served on the Facilities Master Planning Committee and another served on the ECC subcommittee on advising.
- Associate dean Cathy Carlson took an educational leave during winter term to research information about College and University Behavioral Intervention Teams (BIT) and implemented a BIT at Carleton. The focus of a team is to identify and monitor concerning behaviors of students and offer college support and resources to these students. In addition to conducting the research, the associate dean also participated in a community service program with a Carleton off-campus program during the second half of the leave.
- Associate dean Julie Thornton has been named the College Title IX Coordinator, and she worked together with the Title IX Lead Team to develop a deputy model to ensure the campus is prepared and trained to address issues of gender inequity. The Title IX Coordinator is responsible for monitoring the Department of Education and Department of Justice recommendations and requirements for college and universities under Title IX, Violence Against Women Act (VAWA), and The Campus Sexual Assault Elimination Act (SAvE Act).



DEAN OF STUDENTS OFFICE

TITLE IX LEAD TEAM

PURPOSE

The Title IX 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 trainings, 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 trainings, policy review and education
- Manage the training of all those involved in response and support in the student sexual misconduct complaint process
- Ongoing review and response to community concern forms submitted by faculty, staff and students
- Facilitate the formal sexual misconduct complaint process, including intake, investigation, adjudication, and post-complaint follow-up.

TITLE IX LEAD TEAM MEMBERS

- Julie Thornton, Associate Dean of Students and Chair of Community Board of Sexual Misconduct, Title IX Coordinator
- Mary Dunnewold, Sexual Misconduct Investigator and Title IX Deputy: Faculty/Staff
- Kaaren Williamsen, Director of the Gender and Sexuality Center and Coordinator of the Sexual Misconduct Advisors, Title IX Deputy: Prevention and Support (left Carleton in July 2014, position has been filled)
- Marit Lysne, Director of Student Health and Counseling
- Amy Sillanpa, Associate Director of Residential Life and Complaint Coordinator, Title IX Deputy: Process
- Rose Rezaei, Healthy Communities and Relationships Area Director (left Carleton in July 2014, position is not being filled)

HIGHLIGHTS

- In August 2013 Mary Dunnewold joined the Title IX Lead Team as the Title IX deputy for faculty and staff and the sexual misconduct investigator. Mary most recently served as associate dean for academic affairs and a legal writing instructor at Hamline University.
- Overseen by the Gender and Sexuality Center, 35 Healthy Communities and Relationships events served more than 3,573 faculty and staff members and students. Examples are The Vagina Monologues, Doing It Right, HCR Dinner, Sweet Talk, and Speak Up.
- The team planned and executed over 68 hours of trainings on sexual misconduct policies and procedures to students and faculty and staff members, of which 30 hours were designed specifically for members of the support and response team. New outreaches this year included a faculty breakout session, The Occasional Meeting (TOM), an academic department chairs meeting, and a presentation to student work supervisors.
- The Title IX Lead Team participated in ongoing professional development (conferences, webinars) as related to sexual misconduct prevention and response, and various members presented at related conferences and professional meetings. Our model has been attracting national attention as institutions are looking to Carleton for best practices regarding working with students on sexual misconduct support and response.
- It has been a significant year for work related to Title IX. The Campus SaVE Act, a provision of the Violence Against Women Act (VAWA), went into effect in March 2014; the White House submitted reports in January 2014 and April 2014; and the Office of Civil Rights issued a significant guidance document in April 2014. In response to these mandates and to ensure that we continue to implement best practices in this area, the Lead Team has spent a substantial amount of time reviewing our policies, procedures, and educational programming (*see page 8*).

- The community concern form continued to increase individual 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 165 concern forms filed in 2013-2014.
- 55 community concern forms were sexual in nature, and accounted for 41 different incidents during the academic year. Members of the Lead Team followed up with all concern forms that were sexual in nature, and conducted inquires and investigations on all matters.
- There were 2 complaints of student-student sexual misconduct that resulted in a hearing before the Community Board on Sexual Misconduct.
- Six non-adjudicated complaints were addressed that arose in student-student situations. In each case, the complaint was investigated and resolved through non-adjudicated means, consistent with the complainant's wishes. In five of these six cases, a formal investigative report was submitted to the Title IX Coordinator.
- The Sexual Misconduct Committee (SMC), was chaired by Lori Pearson Chair of the Religion Department and Amy Sillanpa, Associate Director of Residential Life/Title IX Deputy for Process. The committee met several times during the year and discussed trigger warnings; updates to the SaVE Act and VAWA; and the purpose and future function of the committee.

FUTURE GOALS

The Title IX Lead Team will be using the next six months to review Carleton's programs and resources to verify compliance, with the goal of continuing to be a leader in the field. This includes, but is not limited to:

- Editing the policies against sexual misconduct to include new required definitions and process explanations with the goal of final approval by College governance by May 2015
- Exploring and planning for the implementation of a campus climate survey by working closely with Institutional Research and Assessment staff members to administer a survey during winter or spring term 2015
- Implementing new training requirements which include specialized training for all adjudicators and college officials and regular training for the entire campus community
- A visit to each academic department to discuss policy and procedure changes
- Bringing in a consultant to provide extensive training for College leadership, including adjudicators
- Reviewing staffing structure to avoid conflict of interest, ensure capacity, and remain compliant
- Expanding our already robust sexual violence prevention/healthy relationships education with more emphasis on bystander intervention
- Ongoing monitoring of guidance from the Department of Education, Department of Justice, White House Task Force, and the Centers for Disease Control and Prevention.

DEAN OF STUDENTS OFFICE

STUDENT CONDUCT AND ON-CALL SYSTEM

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.

INCIDENT REPORTS

	2011–12	2012–13	2013–14
Alcohol Detox Transport	2	1	1
Alcohol Hospital Transport	19	15	23
Alcohol in Public Space	22	19	19
Alcohol Intoxication/Impairment	30	10	39
Alcohol Underage Consumption (Clery Act)	29	37	57
Burglary/Unlawful Entry (Clery Act)	1	0	1
Damage/Vandalism to College Property	17	7	7
Damage/Vandalism to Personal Property	2	3	3
Dating Violence	0	0	5
Disorderly Conduct	7	13	14
Drug Possession (Clery Act)	16	9	44
Drug Suspicion	22	8	28
Drug Use (Clery Act)	60	49	51
Fire Safety—No Evacuation	1	0	3
Fire Safety—Tampering	10	8	13
Fire Safety—Fireworks	3	2	2
Guest Policy Violation	3	4	1
Harassment or Intimidation	3	0	3
Quiet Hours	24	12	42
Refusal to Comply	2	2	29
Rooftops/Balconies Violation	24	12	12
Smoking	33	10	23
Theft of College Property	5	4	2
Theft of Personal Property	0	1	2
Trespassing	6	4	23
Unregistered Party	25	1	23
Other	35	12	28
TOTAL	401	243	498

RESIDENTIAL LIFE

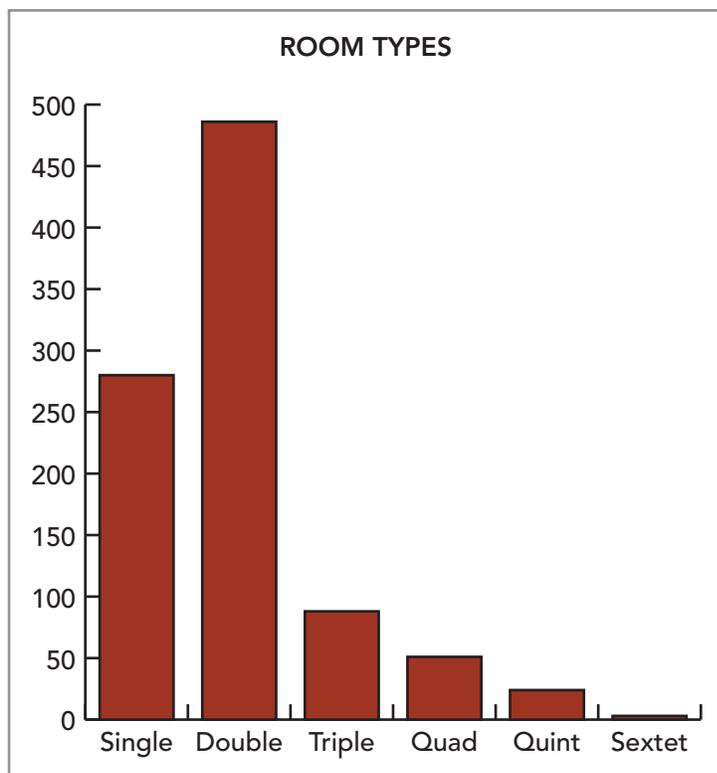
Andrea Robinson, Director

PURPOSE

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. Carleton College has space for 1,858 students in a variety of residence halls, houses, and campus apartments. All of these areas are categorized as either “traditional residential living” or “independent residential living” spaces. Each environment provides unique features that are appropriate and attractive to students, depending on their class year, age, experiences, and preferences. The traditional residence hall design focuses on transitioning to college life, meeting new people, and being surrounded by others sharing the same new experience. 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. The Carleton residential experience provides 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
- 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 residences
- 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



- Assist residents with their adjustment to community living and living with a roommate
- Help residents learn to accept responsibility for self and personal actions:
 - Assist with the development of self-management, health, and wellness skills
 - Assist with the development of balancing life’s pleasures and responsibilities
 - Work with students to develop a sense of respect for self, others, and property
- Continually identify renovation/remodel needs of current spaces and identify potential additional spaces
- Liaison with multiple campus offices through programming and other collaborative efforts
- 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

- Residential Life staff provided 700 programs for students throughout the 2013–14 year. The staff consists of a director, associate director, two administrative assistants, five area directors (Master’s level), 68 resident assistants (RAs), and 14 house managers.
- In conjunction with the facilities master plan, Residential Life worked to correctly identify and categorize the variety of living areas available to students. In addition, we also identified potential areas for expansion.
- 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
 - Student housing facilities
- Residential Life has worked to revamp our interest/institutional housing process to create a charter/goal-setting system for each academic year. The house managers are key staff members in this effort.
- Our previous room draw process will be replaced by an online system for the 2014–2015 academic year. The initial requirements for creating the system have started this past year and will continue. In addition to students choosing their room online, they will also be able to search for roommates and complete their Room Condition Report online.

- Nourse Hall received a facelift in all common areas, including new carpet, furniture, paint, appliances, etc. Burton Hall underwent refurbishing, including new paint, carpet, window treatments, furniture, and appliances this summer.
- Residential Life staff participated in many local, regional, and national professional development opportunities by attending, presenting, and serving on committees.



STUDENT HEALTH AND COUNSELING

HEALTH SERVICES

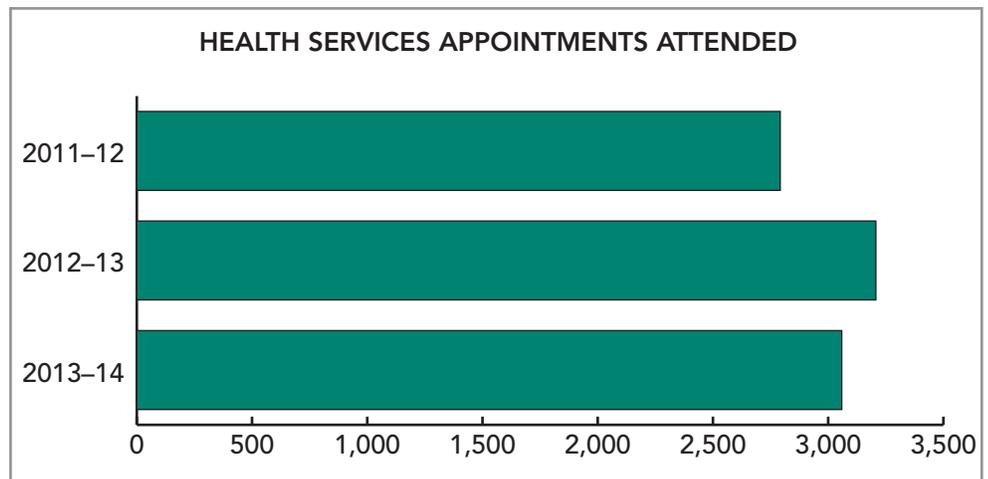
Natalee Johnson, Coordinator

PURPOSE

SHAC provides 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 geared to the college student population with convenient, on-campus access
- Collaborate with mental health counselors, psychiatrist, and dietician to coordinate care
- Assist students in obtaining health care off-campus when evaluation or treatment is beyond our scope
- Provide education to classes and student groups (SWAs, RAs, etc.) about health issues and resources
- Coordinate campus public health efforts by serving on the Pandemic Team, organizing immunization clinics, issuing alerts about campus health issues, and being a resource to the campus community about health and health care



HIGHLIGHTS

- The SHAC staff provided high-quality, developmentally appropriate health care to 1,125 students.
- 42% of appointments were same-day or walk-in appointments.
- 20% of appointments were scheduled by students online.
- 95% of students' medical needs were met at SHAC, with only 5% of students needing referral to local medical providers.
- SHAC provided detection and treatment of common issues including flu, mono, strep, viral meningitis, rashes, injury, sexually transmitted diseases (gonorrhea, chlamydia, herpes, HIV), early pregnancy, and eating disorders.
- SHAC helped prevent unwanted pregnancies through general reproductive health education and awareness, including:
 - Providing low-cost birth control pills and condoms
 - Facilitating streamlined access to IUD placement at a local clinic
 - Assisting with enrollment in the Minnesota Family-Planning Program
 - Providing emergency contraception
- The SHAC staff facilitated student skill acquisition of becoming educated, self-directed consumers of health care, including knowledge of Affordable Care Act.
- The health services staff worked collaboratively with the counseling staff to provide comprehensive support to students.
- SHAC formed an eating disorder treatment consortium of local medical providers to improve awareness, diagnosis, and intervention for eating disorder patients in the community.
- SHAC implemented IGRA screening, a state-of-the-art Tuberculosis blood testing for at-risk students entering in fall 2013.

STUDENT HEALTH AND COUNSELING COUNSELING SERVICES

Marit Lysne, Director and Clinical Psychologist

PURPOSE

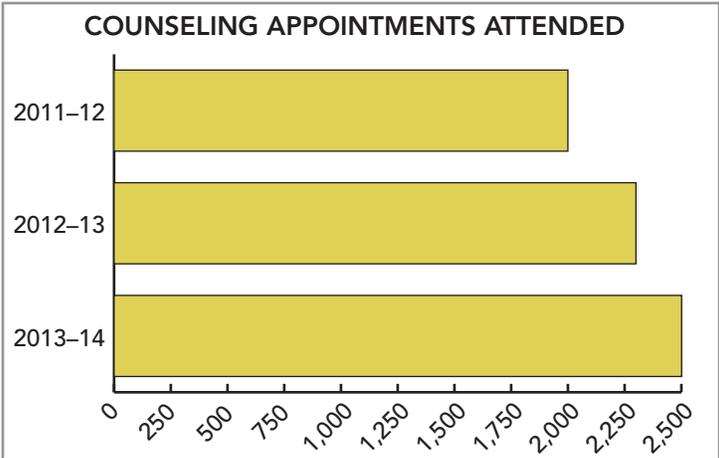
SHAC offers a range of mental health services to the Carleton community, including individual, group, and couples counseling, plus crisis appointments and after-hours crisis phone consultations for enrolled students. SHAC also provides consultation services for campus, community, and family members concerned 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; 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 emergency appointment slots and on-call telephone consultation
- 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 (SWA) program

HIGHLIGHTS

- SHAC provided counseling services to 440 students (52 more students than last year).
- Emergency service utilization was extremely high: 120 emergency or walk-in appointments (up from 75 last year) and 48 after-hours phone counseling contacts.
- There were fewer psychiatric hospitalizations this year, with 6 this year (compared to 9 last year).
- 70 students attended 196 psychiatric appointments with Dr. Emmons and 22 students attended 86 dietitian appointments with Barb Freeman.
- Counseling Services partnered with an outside agency to provide 24/7/365 telephone counseling to Carleton students, including over academic breaks. Students use this service regularly and report being pleased with it.
- Counseling services developed a triage counseling protocol that enables rapid assessment and scheduling of students seeking services at times that counselor schedules are at capacity or in wait-list mode.
- SHAC counselors were involved in the multifaceted response to campus community needs related to the car crash in winter term. They provided direct counseling support for individual students, floor communities, and athletic teams, and provided consultation support to faculty and staff members and parents.
- SHAC launched an electronic newsletter promoting SHAC services, SWA programming, and health info.



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 staff and faculty members
- Lead the college in the overall design, implementation, and assessment of New Student Week (*see page 27*)
- Advise the CSA senate and support approximately 240 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 page 28*)
- 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 and Faculty Club Annex, both utilized by the CANOE club

HIGHLIGHTS

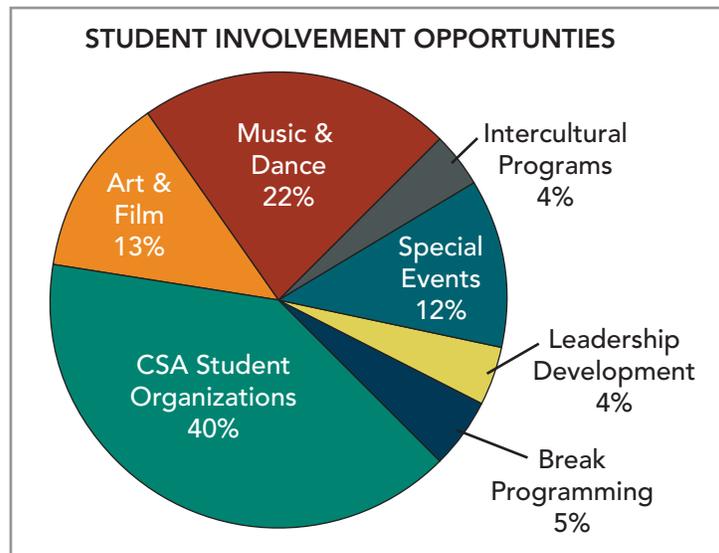
STUDENT ACTIVITIES OFFICE AND THE STUDENT ACTIVITIES PROGRAMMING BOARD (SAPB)

- The Student Activities Office and SAPB coordinated a total of 222 events.
- Total student participation at these events was approximately 26,800 with an average cost per attendee of approximately \$5.00.
- Student Activities enhanced a new art exhibit program in upper Sayles-Hill, providing opportunities to faculty and staff members, students, and alumni to display original works of art.
- Student Activities established a new program called Live at Sayles, which offered nine musical performances during the lunch hour in Great Space.
- Our staff collaborated with the dean of students office in offering the Student Leadership Grant, which provides funding and other resources to students wishing to augment their academic experience with co-curricular leadership opportunities.
- New music equipment was added to the 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 529 reservations during the 2013–2014 academic year, a 38% increase over last fiscal year.
- Several new events were created to raise awareness of issues related to the oppression of minority groups and students of color.
- Our staff partnered with the Career Center to offer an etiquette dinner, pairing students with faculty and staff members.

- Friday and Saturday night movies, coordinated by The Student Union Movie Organization (SUMO), continued to experience growth in their third year in the Weitz Center theater. This year the average cost per attendee was reduced from \$3.78 per person (with a total of 5,962 attendees) in 2012–2013 to \$3.26 per person (with a total of 6,086 attendees). A total of 28 movies were screened by SUMO in the Weitz Center theater this fiscal year.
- 83 large outdoor student events were registered and approved; 42 large events with alcohol were approved in non-residential areas.
- The Student Activities/CSA sound system was reserved 77 times for student-initiated events.
- 96 editions of the *Noon News Bulletin* (NNB) were published containing approximately 6,476 text ads and 255 design ads.
- The Student Activities website had 33,500 visitors, a 30% increase from the previous year.
- The Student Activities Facebook audience reached 247,604, up slightly from the previous year.

CARLETON STUDENT ASSOCIATION (CSA)

- 122 events were sponsored by recognized student organizations and often advised by the Student Activities Office.
- Total student participation at these events was approximately 18,150.
- Average cost per attendee was approximately \$7.00.



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 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 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 97% 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 AT THE COMPLETION OF NSW)

- More than 60% had a parent or family member attend part of NSW.
- Approximately 98% were satisfied with the NSW Welcome Tent check-in process.
- More than 96% believed they acquired valuable sources of information on academic issues during NSW.
- About 96% were satisfied with the New Student Week website.
- Approximately 98% felt they acquired reliable sources of information on institutional policies and regulations during NSW.
- More than 96% felt they acquired reliable sources of information on academic issues during NSW.
- Approximately 95% 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 90% 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

Lee Clark, Director

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 more than 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 (CCCE), Post Office, Info Desk, KRLX, CSA, the Photo Co-Op (Darkroom), and the *Carletonian*.



HIGHLIGHTS

- Student Activities staff members continued discussions with the facilities department about developing a comprehensive master space plan, office space utilization, and long-term facility vision.
- Student Activities enhanced a new art exhibit program in upper Sayles-Hill, providing opportunities to faculty and staff members, students, and alumni to display original works of art.
- Student Activities continued to support student spaces in the building, including the Carleton Student Association (CSA), the Photo Co-Op (Darkroom), KRLX, and the *Carletonian*.
- The staff collaborated with the facilities department on collecting feedback regarding the renovation of Sayles-Hill lounge.
- Two billiards tables in upper Sayles were leveled and had their felt replaced.
- A storage room in lower Sayles-Hill was improved for student musicians to safely store and check out CSA-owned musical equipment.
- The Student Activities staff submitted various ITS/technology requests for the upper Sayles-Hill meeting rooms, including additional projectors and the removal of outdated and/or unused equipment.
- The staff submitted 76 online work requests to address maintenance needs of the facility.
- 1,877 room reservations were accepted for a total of 9,255 hours.
- 805 Great Space table reservations and 643 banner reservations were accepted from students, staff and faculty members, private business, and various non-profit organizations.

DACIE MOSES HOUSE

Julia Uleberg-Swanson, Director

PURPOSE

Dacie Moses, a long-time employee at Carleton, was known for inviting students to her house for cookies, brunch, cribbage, and conversation. In her will she donated her house to Carleton. Two student house residents and a house coordinator provide an open and welcoming space for students to gather, bake cookies, share brunch, play games, study, or listen to one of the a cappella singing groups. 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.”

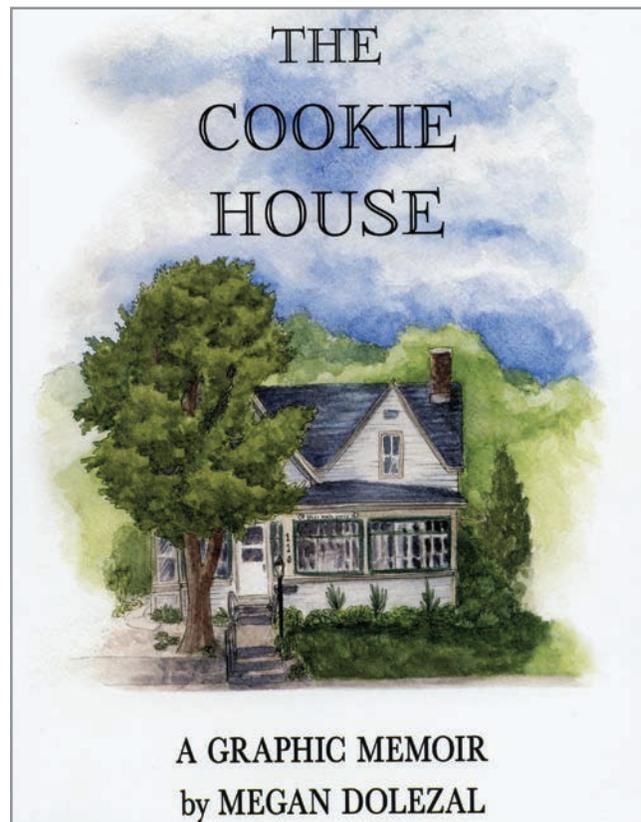
CORE AREAS OF RESPONSIBILITY

- 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 can learn the art of hospitality, community, and responsibility

HIGHLIGHTS

- A total of 2,243 students, faculty and staff members, community friends, alumni, and student family members attended the 51 weekly brunches.
- A total of 1,107 students and guests participated in special events, including Posse events, prospective student baking events, student worker suppers and desserts, Saturday Graduation Brunch, an end of the year picnic/ celebration, and reunion events.
- Dacie Moses hosted a variety of summer and winter break programs.

- After the tragic deaths of three Carleton students, it was comforting to see students gathering in the house to have coffee, meals and to share their shock and grief while supporting each other.
- The Knights and the Knightingales practiced at Dacie Moses three times a week throughout the year.
- Last year community members donated various items including baking goods, kitchen equipment/supplies, and garden produce and plants. Collectively, these items were conservatively valued at \$4,155. This includes the donation of an excellent stove given by the parents of Sophie Greene '14.
- Many volunteer hours, valued at \$13,882, were donated to the house by students, community friends, alumni, staff, and family members. This includes a major donation of time given by Megan Dolezal '13 to complete *The Cookie House*, a graphic novel about Dacie Moses House, from which 80% of the proceeds will go to the house.



PEER LEADERSHIP PROGRAM

PURPOSE

Carleton College employs hundreds of students in a variety of peer leadership roles, many of which are part of the Division of Student Life. 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." The Peer Leader Training Committee coordinates programming that unifies and strengthens the Peer Leadership Program.

PEER LEADER TRAINING COMMITTEE GOALS

- Serve as mentors to other students
- Collaborate with other Peer Leaders and with 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 them for their lives after Carleton
- Encourage students to explore and become involved in a variety of curricular and co-curricular activities on campus and in the community
- Be available to assist with welcoming new students and their families during New Student Week

CORE AREAS OF RESPONSIBILITY

- Optimize the leadership training Peer Leaders receive to prepare them for their positions and enhance their skills
- Develop a successful and inclusive Peer Leadership Training Program
- Identify how to best utilize the talent, energy, and spirit of the student leaders in assisting fellow students in a collaborative manner
- 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



PEER LEADER LEARNING OUTCOMES

- 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

HIGHLIGHTS

- 250 peer leaders attended the Peer Leader Fall Conference.
- The Peer Leader Training Committee hosted the Student Leadership Opportunities Fair.
- The Peer Leadership Committee hosted a Preparing for Your Peer Leader Interview workshop for students applying for peer leader positions.
- 250+ peer leaders attended the Spring Kick-Off Celebration.

INTERCULTURAL & INTERNATIONAL LIFE

Joy Kluttz, Director

PURPOSE

The Office of Intercultural & 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.

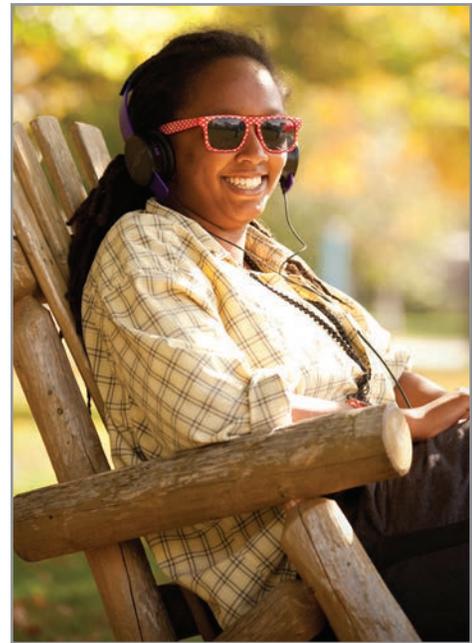
CORE AREAS OF RESPONSIBILITY

- 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 college wide diversity initiatives

HIGHLIGHTS

- During the 2013-14 academic years there were 455 (or about 23.4%) domestic students of color and 179 (or about 8.8%) degree-seeking international students.
- OIIL provided or supported more than 140 programs. These programs supported retention, provided outreach to the wider community, supported student organizations, and provided co-curricular opportunities and partnerships.
- The Cultural Planning Board (CPB) met three times each term and helped students involved in campus identity groups to network and foster collaboration as well as creating a safe place to circumvent and address issues that arise on campus. The subgroup Forum was established in response to students' desire to push and facilitate discussion on campus. CPB also has a direct relationship with the Student Activities Office (SAO). SAO's Intercultural Program Assistant collaborated with CPB on events such as Boxes and Walls.
- Students organized a service learning trip to Detroit, Michigan. Students on the trip volunteered at two organizations:
 - Focus: HOPE's Central Warehouse: Center: students worked in a food shelf, organizing in the warehouse and helping senior citizens shop.
 - Young Detroit Builders: This organization teaches youth construction and buys and repairs homes for resale. Carleton student volunteers hosted an academic day and taught youth in the areas of math, science, and social studies to help them prepare for GED testing.





- OIIL Peer Leaders (OPL) has been a signature mentoring program in the office that has adapted to the needs of the students OIIL serves. The OPL program is designed to mentor both incoming international and domestic students of color. Peer leaders are trained and then assist with International Student Orientation for 50 first-year international students. In 2013–14, 19 peer leaders mentored 96 first-year students of color and international students. Their programming consisted of social events, academic events related to the Career Center, internships, and the Center for Community and Civic Engagement and volunteering.
- OIIL’s retention programs:
 - Women and Men of Color (including Retreat at Camp Friendship)
 - International Student Orientation
 - International dinners
 - Break programming
 - Mellon-Mays Undergraduate Fellowship (MMUF) Program
 - English Learners Workshop
- Campus-wide OIIL programs:
 - Peer Leader Diveristy Workshop with Dr. Becky Martinez
 - New Student Week diversity workshop with Dr. Becky Martinez
 - Chili Nights
 - Go-8 programs in the residence halls
 - Birth of a White Nation with Jacqueline Battalora
 - Boxes and Walls (100 students participated)
 - Martin Luther King Celebration (more than 160 people attended)
 - College convocations:
 - Latino Heritage Month: Leo Chavez
 - Native American Heritage Month: Zonnie Gorman
 - Black History Month: Dr. Joy Degruy
 - Asian American Heritage Month: Kao Kalia Yang '04
 - Play: *Ballet of Emmitt Till*
 - International Education Week
 - Union Street Block Party
 - Forum Presentation: Changing Demographics and Success of our Diverse Populations

GENDER & SEXUALITY CENTER

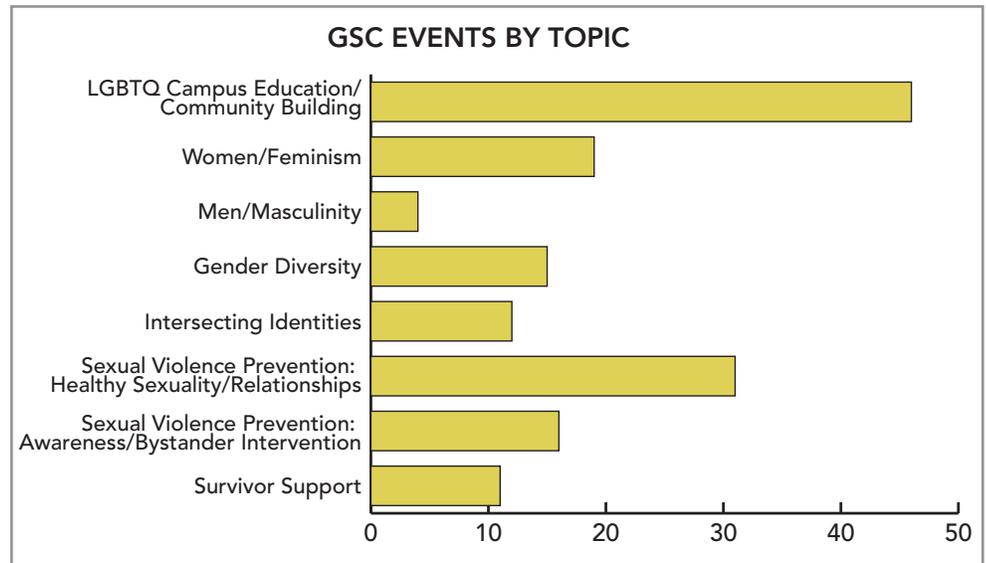
Kaaren Williamsen, Director (2013–14)

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

- The GSC coordinated 118 unique events, serving more than 6,700 students.
- We sponsored three sets of widely popular peer-led no-credit courses in the spring: Fem Sex (six sections with 100 participants and 13 facilitators), MSex (three sections with 45 participants and six facilitators), and the inaugural year of Trans*Sex (one section with eight participants and two facilitators). Each class met twice a week for 10 weeks spring term.
- The GSC worked collaboratively with the CCCE and the Recreation Center to sponsor the Third Annual 5K for Hope. With 200+ runners, we raised over \$3,000 for the Hope Center (rape crisis center serving Rice Country).
- We organized a popular and empowering Coming Out Day Party at the Cave where 25+ people told coming out stories to a supportive audience.
- The GSC staff coordinated Vagina Monologues and SpeakUp with large student volunteer organizing committees, empowering students not only with the event but also with the process to create it.
- The GSC sponsored three Healthy Communities and Relationships Dinners. Topics included: Sexual Ethics; Baggage? How to Integrate Your Past into New Relationships; and Transitions.
- The GSC secured a new assistant director staff position.
- We sponsored the 14th annual Rainbow Retreat for 50 participants, cultivating meaningful space to discuss intersections of race, religion, gender, and sexual orientation. This year's retreat was captured in a 10 minute documentary created by Nona Schamus '14.

TRIO/STUDENT SUPPORT SERVICES

Mitchell Madson, Director

PURPOSE

The mission of the Carleton 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 college (neither parent has a baccalaureate degree), and/or a student with a documented disability. The Carleton College TRiO/SSS program is currently funded to serve more than 115 students. Federal regulations require that at least 2/3 of the participants be both first generation and low income, or have a documented disability.

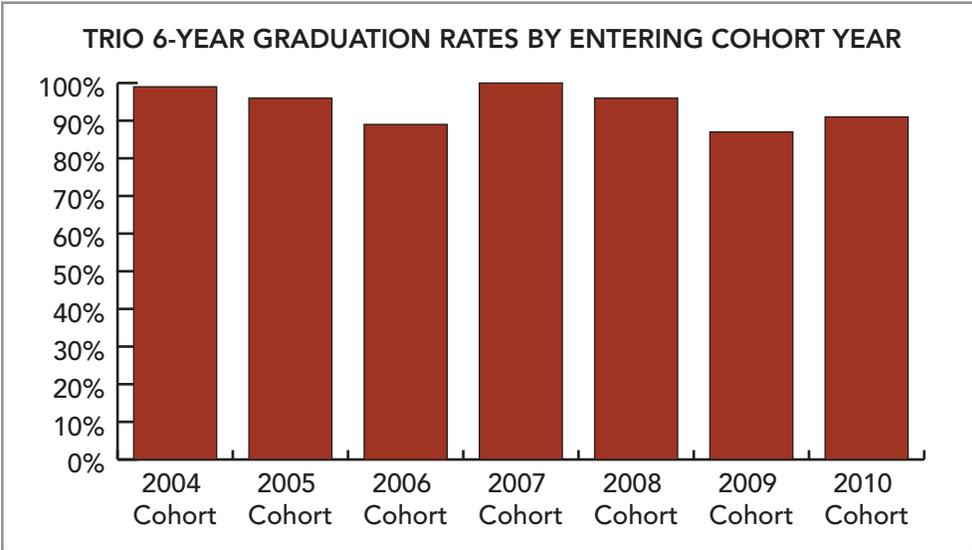
CORE AREAS OF RESPONSIBILITY

- Supplemental advising and mentoring (one-on-one meetings and individualized support)
- Professional writing assistance and math assistance
- Peer mentoring program
- Social/cultural programming
- Informational workshops (study skills, money management, resource fairs, etc.)

- Freshman retreats focusing on assessment, community building, and resources for success
- Sophomore retreat focusing on identity and community development, social/cultural connections, goals, and how these areas affect academic achievement
- Financial resource information and exploration
- Sophomore transition support (retreat, résumé writing, choosing a major, exploration of career, internship and fellowship opportunities)
- Graduate and professional school exploration and preparation
- Class Act discussions, led by Peer Leaders, engage campus members about socioeconomic class issues and how they might impact the campus climate

HIGHLIGHTS

- Carleton’s TRiO program celebrated its 33rd year.
- A network of more than 100 Carleton TRiO alumni has been developed to support current Carleton TRiO students.
- More than 91% of the TRiO 2013–14 senior cohort were still retained and on track to graduate.
- More than 84% of the TRiO 2013–14 senior cohort studied abroad while at Carleton, exceeding the Carleton average.
- There were several Mellon Mays and Carleton Fellowship recipients, an Ele Hansen athletic award recipient, and seven national honor society students in the graduating 2014 senior cohort.



ACADEMIC SUPPORT CENTER

ACADEMIC SKILLS COACHING

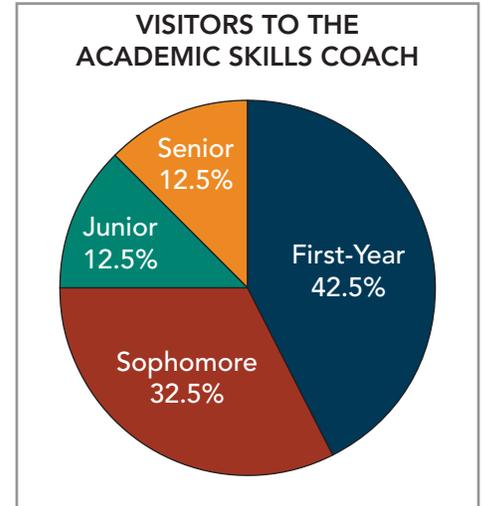
Kathy Evertz, Director

PURPOSE

The Academic Support Center (ASC) supports and guides all Carleton students in their pursuit of academic excellence. ASC programs and services provide 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.

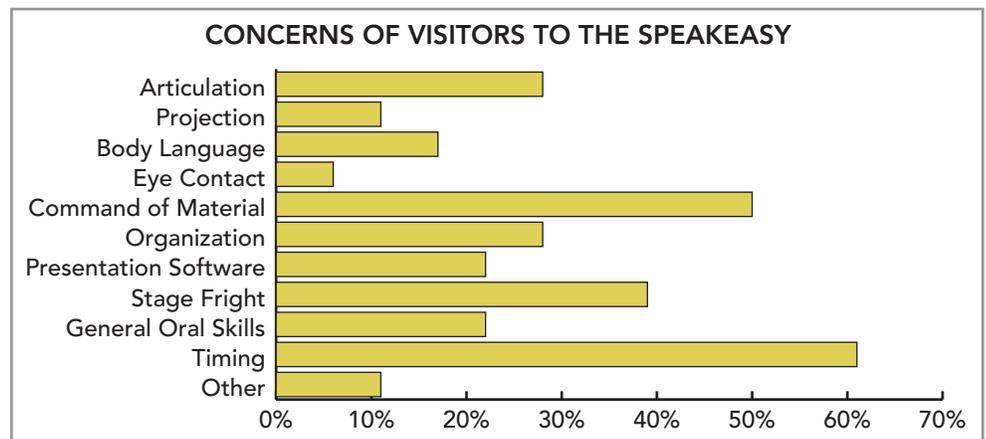
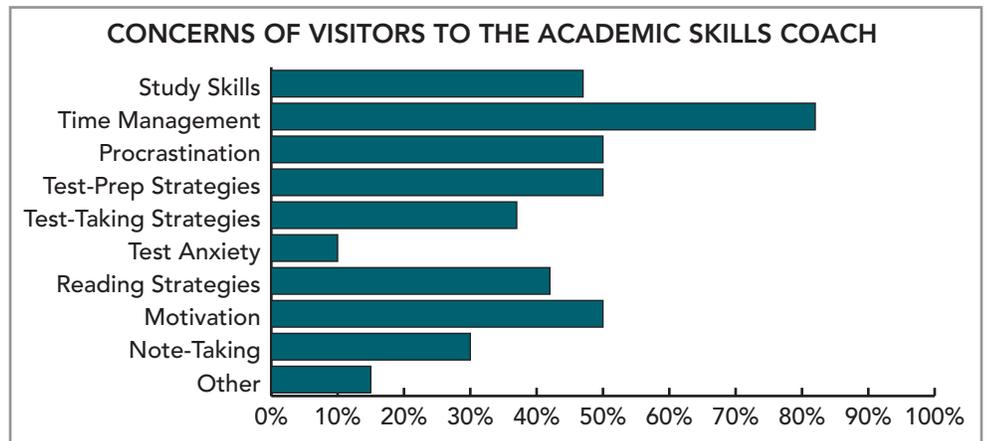
CORE AREAS OF RESPONSIBILITY

- **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-based resources to assist students who want to develop new or more productive ways of meeting their academic goals
- **Academic Tutoring** offers one-to-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

- 41 students sought individual tutoring for a total of 120 reported hours of one-to-one tutoring.
- The Speakeasy provided approximately 200 office hours to students seeking feedback on individual and group presentations and interview skills.
- Greta Simons, the academic skills coach, led 9 workshops for residence hall floors on time management, managing test anxiety, and study skills.
- 12 students worked as academic tutors in 10 subject areas, including French, Spanish, economics, and physics.



ACADEMIC SUPPORT CENTER

MATH SKILLS CENTER

Russ Petricka, Supervisor

PURPOSE

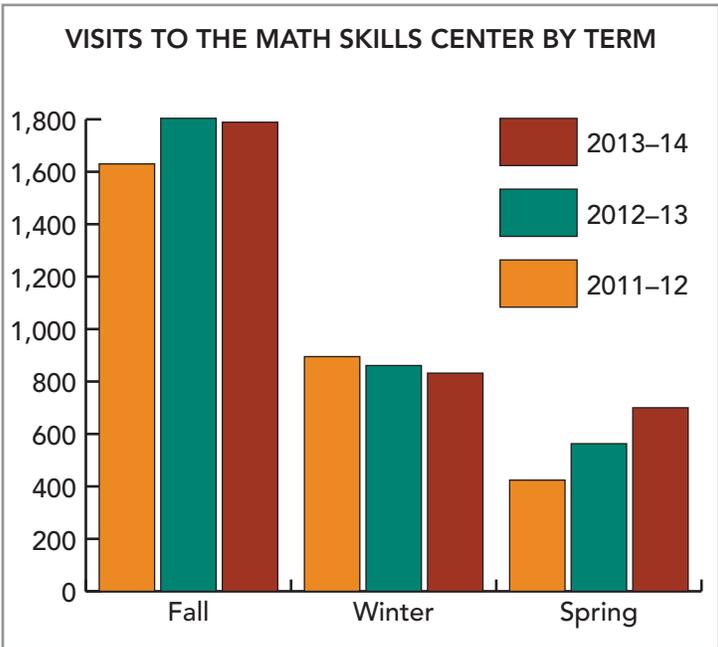
The Math Skills Center supports all Carleton students in any mathematics or math-related course they are taking in which they are experiencing difficulty, either with the mathematical concepts or with the mathematical tools needed to succeed in the course. This support levels the playing field by giving 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 Math Skills Center was staffed for an average of 75.5 hours per week
- 35 students worked as tutors
- Students logged 3,321 visits to the Math Skills Center in 2013–2014



AVERAGE NUMBER OF STUDENTS SERVED EACH DAY OF THE WEEK

Term	Per Day	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
Fall	25	22	24	38	25	36	23	9	1,789
Winter	12	8	13	19	11	18	6	7	832
Spring	10	9	9	14	12	15	8	2	700

ACADEMIC SUPPORT CENTER

PREFECT PROGRAM

Kathy Evertz and Russ Petricka, Co-Supervisors

PURPOSE

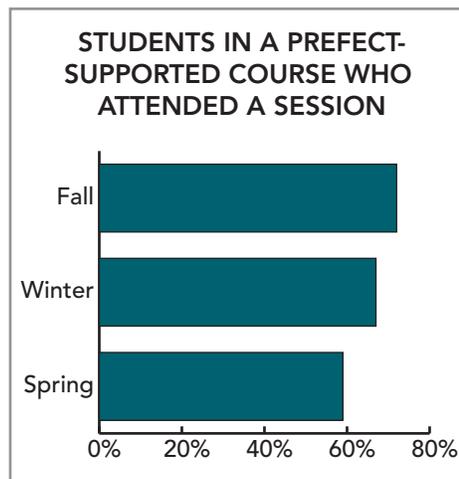
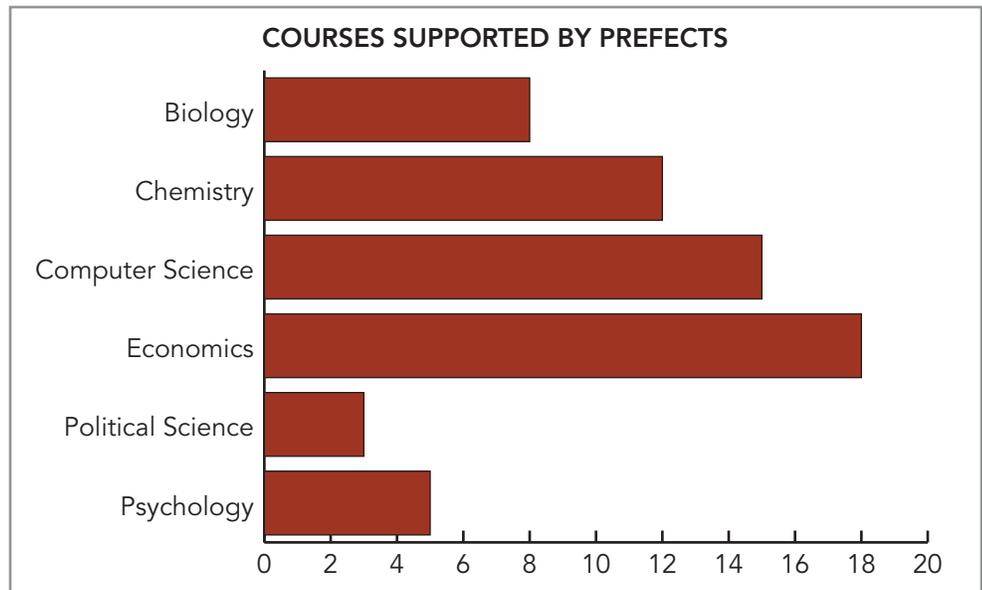
The Prefect Program increases students' knowledge, deepens their understanding, develops habits of mind, and introduces ways of learning in specific courses.

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 59 courses during 2013–2014
- 44 faculty members had one or more prefects assigned to his/her class
- A total of 44 students worked as prefects this year, supporting students taking courses in six departments:
 - Biology
 - Chemistry
 - Computer Science
 - Economics
 - Political Science
 - Psychology



ACADEMIC SUPPORT CENTER THE WRITING CENTER

Kathy Evertz, Director, and Renata Fitzpatrick, Coordinator of Second Language Writing

PURPOSE

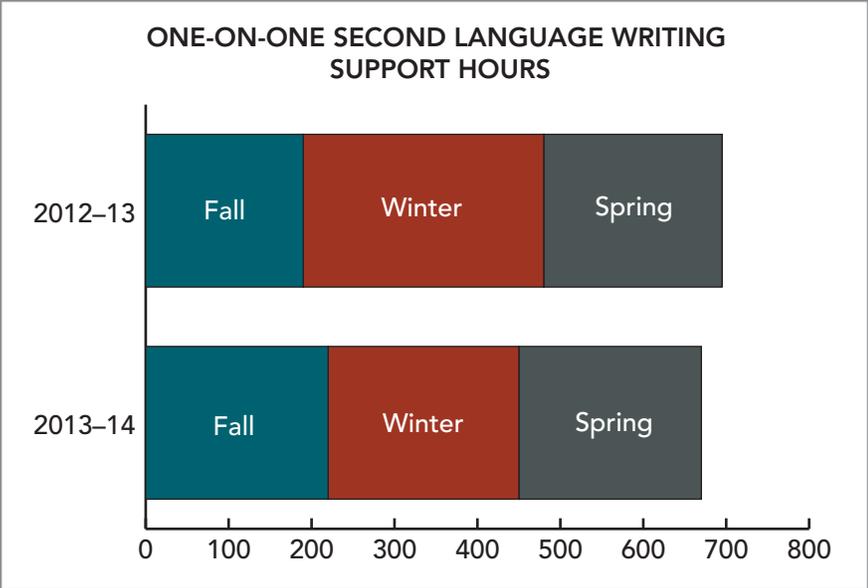
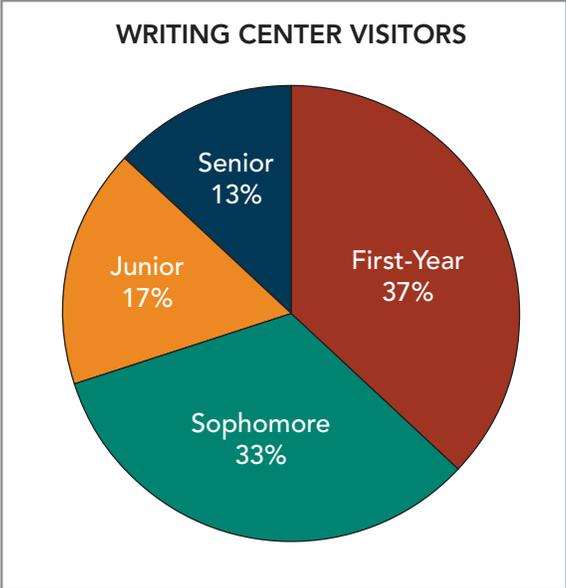
The Writing Center, Writing Assistants, and Second Language Writing Support are designed to help students develop as rhetorically aware writers and critical thinkers.

CORE AREAS OF RESPONSIBILITY

- Hire and train student writing consultants to work in the Writing Center
- Assign Writing Assistants to specific courses who will serve as a resource to students, from brainstorming to the finished draft, by 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 Writing Center logged 1,721 conferences, 81% of which were return visits.
- 446 different students used the Writing Center.
- Across all class years, students' top three writing concerns at the Writing Center were clarity, organization, and thesis development.
- Course-specific Writing Assistants supported students in 49 courses (fall: 28, winter: 9, spring, 12) in 22 different departments.
- Students sought specialist second language writing support from the coordinator for a total of 480 hours (up from 456 in 2012–2013).
- Renata Fitzpatrick and second language writing consulting staff worked with more than 40 multilingual students over the course of the academic year.



CAREER CENTER

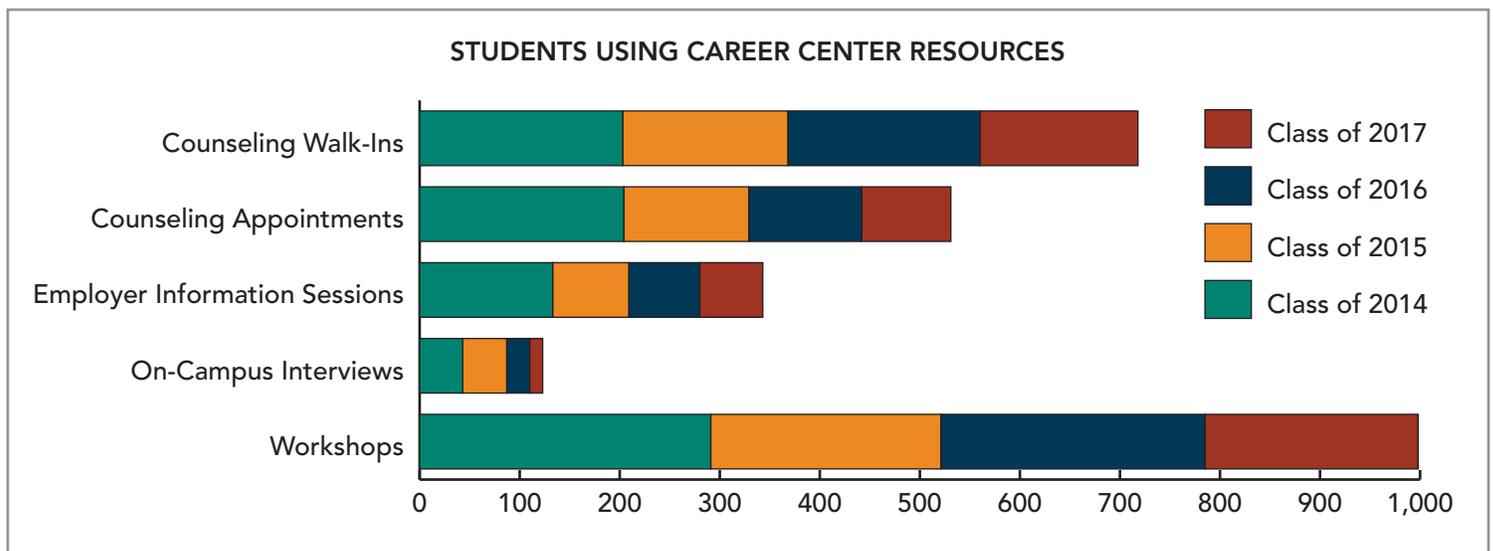
Kim Betz, Director

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

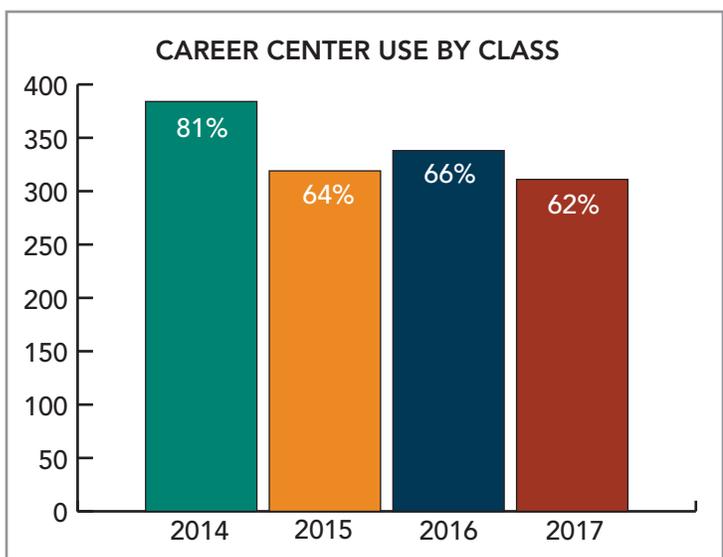
- Assist students in assessing their career-related interests, skills, and values
- Provide career counseling and assistance in decision-making about majors and career areas of interest
- Coach students on effective professional self-presentation, including providing instruction on writing resumes, cover 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

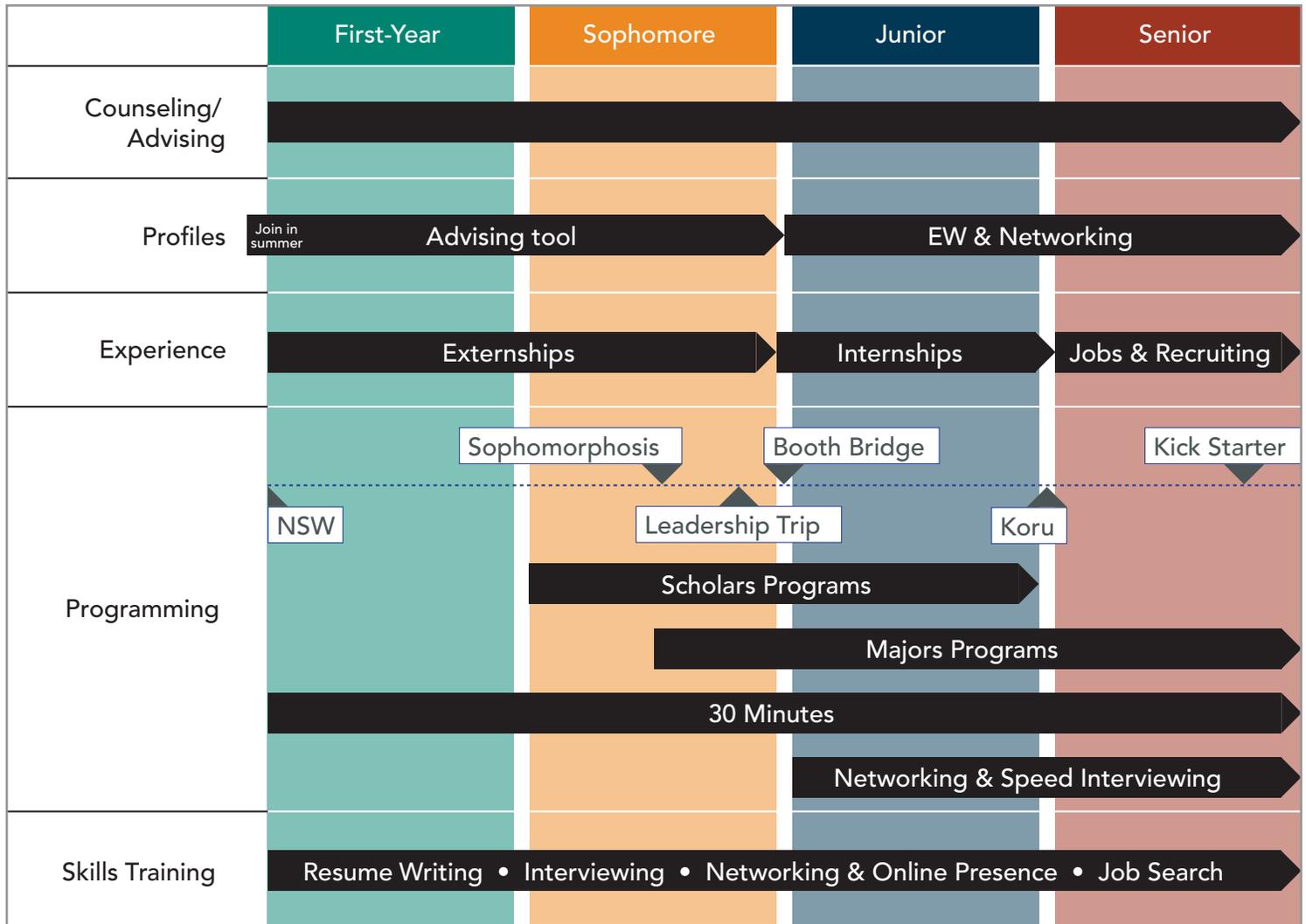


HIGHLIGHTS

- The Career Center offered a variety of ways for students to engage in career development, including individual career counseling, walk-in advising with career counselors or student career advisers, a revamped informational website, alumni-led programming, field trips, and workshops.
- 43 workshops were offered by Career Center staff, 9 workshops were offered by Student Peer Career Advisers, and 32 workshops were offered by alumni.
- 74% of first-generation college students and 66% of other students interacted with the Career Center in 2013–14.
- 377 students connected with 299 alumni through these mentoring and advising programs:
 - On-campus recruiting: 37 alumni
 - 30-Minutes in-person informational interview program: 61 alumni
 - Networking events: 117 alumni
 - Skill building workshops and information panels: 107 alumni
 - Externship hosts: 24 alumni
 - Alumni Tweeters: 12 alumni
 - Scholars Program site hosts: 19 alumni
- 271 alumni volunteered as Career Guides, and 3,109 alumni subscribed to Engagement Wanted emails.
- 71 full-time jobs and 60 internships for Carleton students and/or graduates were posted by Carleton alumni.

- The Career Center developed the Career Guides program, which uses technology to help students identify their transferable skills, engage in career developmental conversations with faculty and staff advisers, and connect directly with alumni who share their career skills and interests. This new resource is unique to Carleton and singularly positions Carleton students and alumni to network with one another by utilizing student and alumni online profiles and connecting Career Guides with students:
 - Student Profiles are an enhancement of Carleton’s online directory. Profiles guide students to identify and articulate their transferable skills and areas of career interest. Profiles are a Carleton-only space in which students can begin to build a professional online presence and serve as a record of each student’s skill development and internship, externship, and research participation. The profiles are being integrated into new academic advising tools, which will allow advisers to engage in meaningful career development conversations with their advisees.
 - Alumni profiles are a new resource developed this year to allow alumni to share their career paths with students, identify skills they use in their work, and give students advice on how to get started in various career fields.
 - Career Guides is a new program that allows students to contact alumni volunteers through their alumni profiles and ask more specific and personalized career-related questions. These connections between students and alumni volunteers occur through Carleton’s custom-built online system, which provides tools to instruct students on professional email etiquette.
- Over the course of the past year, the Career Center created a plan to guide students in engaging with the Career Center during all four years of their Carleton experience. *(See chart on page 16.)*





- The Career Center was guided by the blueprint of Carleton's strategic plan to lay a foundation in 2013–14 for achieving its goals. The following primary Strategic Plan recommendations are related to the Career Center:
 - Create an integrated, holistic academic, personal and career advising system for students. This model will be based on a student's four-year developmental arc.
 - Help students to purposefully explore possible careers, with a particular emphasis on internships.
 - Designate a specific course number for internships and enable students to earn credit for them.
 - Seek funding for internships.
 - Help students integrate—and understand and articulate the value of integrating—the skills they have developed through co-curricular activities (e.g., athletics, civic and community engagement, student leadership) with their academic work, and vice versa.
 - Tap the expertise and help of Carleton alumni and parents.
 - Improve the quality of student and alumni databases.
 - Create and manage large networks of alumni and parent volunteers.
 - Make opportunities for practical career preparation available on campus.
 - Professionalism in the workplace
 - Life and career skills (e.g. managing household finances, interviewing, networking).
 - Extend career and life planning assistance to recent Carleton alumni. Our goal should be to help alumni for at least two years after graduation.

DISABILITY SERVICES FOR STUDENTS

Andy Christensen, Coordinator

PURPOSE

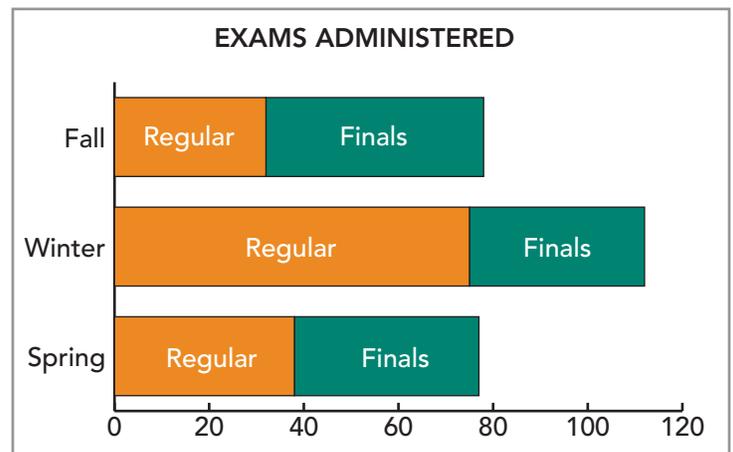
Disability Services provides academic accommodations to Carleton students with disabilities. Carleton, with its tradition of emphasis on faculty/staff/student contact, provides a supportive environment for students with disabilities. It is the college's policy to create and maintain an environment in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

CORE AREAS OF RESPONSIBILITY

- Meet with students 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

- 122 students were registered with disability services.
- 23 students worked with disability services to petition the college for modification to the foreign language requirement. This included counseling as well as the administration of standardized tests. This process was revised and improved in Summer 2013 in consultation with the associate dean of the college.
- Practices concerning final exams were revised, including a new scheduling form and delivery to professors.
- The Accessibility Awareness Committee discussed implications of the Facilities Master Plan at its annual meeting.
- The coordinator presented at the Association of Higher Education and Disability (AHEAD) national conference in Baltimore in summer 2013 and in Sacramento in 2014.
- The coordinator was available to prospective students and their parents throughout the year and continued to participate in training to advise students through the sexual misconduct hearing process.
- Disability Services worked with Residential Life to make decisions on student requests for housing modifications and meal plan modifications.
- Carleton maintained its chapter of Project Eye-to-Eye, a mentoring program that pairs college students and middle school students who have learning disabilities and/or ADHD.



DIVISION OF STUDENT LIFE ORGANIZATIONAL CHART

DIVISION OF STUDENT LIFE ~ ~ 2014-2015

