

2014-2015  
*Annual Report*

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THE DIVISION OF STUDENT AFFAIRS

## From the Vice President for Student Affairs

When we talk about the student experience at Virginia Tech, we talk about holistic learning, bridging formal learning with everyday activities, significant moments that are transformative in a young life, mentors that matter, and meaningful interactions that can make all the difference. It takes hard work, commitment, and innovative ideas to meet the challenge of creating programs and services that enhance and complement the Virginia Tech educational experience. That is where the Division of Student Affairs (DSA) shines.

The Division of Student Affairs is comprised of faculty; full-time staff; wage employees; graduate assistants; and student employees, leaders, and interns — more than 3,600 people who touch nearly every aspect of our students' lives. And our work extends beyond our own organization. The people of the Division of Student Affairs collaborate with many other Virginia Tech departments and centers to make the Hokie experience as personally enlightening as it is academically rewarding.

Ours is a dynamic, proactive, and responsive endeavor, and it is at times difficult to quantify our work. That is why it is so important to us and to our partners to periodically summarize and reflect on our accomplishments and initiatives. The Division of Student Affairs Annual Report is our yearly opportunity to take stock, celebrate successes, assess impact, and prepare for new achievements. It is necessary and good to use this occasion to take a critical look at ourselves, to renew our commitment to our mission, and to provide a baseline for comparison when we take stock again next year.

August 2015 marked my third anniversary at Virginia Tech. I could not be more proud of the culture we have created in the Division of Student Affairs. Grounded in the Aspirations for Student Learning, we have developed a conceptual structure and language that speaks to our common goals and our hopes for our students. The Aspirations focus and connect us and guide our work each day. Every member of the Division of Student Affairs has the knowledge, determination, and capacity to make a positive difference in our students' lives. We are a close-knit community committed to a shared vision and goals.

This annual report is a snapshot of the Division of Student Affairs' initiatives, programs, and services during the 2014-2015 academic year. Through it, I hope you will get a sense of the Division's impact on student development and our contributions to the university community.



Patricia A. Perillo, Ph.D.  
Vice President for Student Affairs  
Assistant Professor of Higher Education

# Division of Student Affairs Annual Report 2014-2015

*The mission of the Division of Student Affairs is to promote student learning, life skills, and personal growth through a strong focus on holistic student development and collaborative partnerships that deliver superior service to, and care for, students in the spirit of Ut Prosim.*

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## Impacting Learning Environments

*The Division of Student Affairs provides opportunities to engage our students in a variety of learning environments by exposing them to new information and experiences that promote personal and professional knowledge, skill, and character development. The Aspirations for Student Learning were developed to guide formal and informal interactions with students. They are: commit to unwavering curiosity; pursue self-understanding and integrity; practice civility; prepare for a life of courageous leadership; and, embrace Ut Prosim as a way of life. Our goal is to inspire students to explore new things and to engage in critical reflection on who they are and what they value so they can lead and serve the greater good with others in a global community.*

## The Aspirations for Student Learning

The Division of Student Affairs hosted the inaugural Aspirations for Student Learning Symposium, which provided an opportunity for more than 100 scholars from nearly 20 institutions, representing academic and student affairs disciplines, to come together and engage in dialog about co-curricular learning and ways to encourage students to develop habits of interpersonal awareness, purposeful actions, and self-reflection. Marcia Baxter Magolda, Distinguished Professor of Educational Leadership at Miami University of Ohio, delivered the symposium keynote address on Self-Authorship: The Key to Student Learning Aspirations. Fourteen scholarly papers were also presented, each focused on one of the five Aspirations for Student Learning.

The Division of Student Affairs celebrated the Aspirations for Student Learning by hosting five Aspire! Awards breakfasts, each focused on fostering understanding of and appreciation for the five aspirations. A total of 25 students and five DSA employees were honored with Aspire! Awards for their accomplishments. For the first time this year, the inaugural Alumni Aspire! Award for *Ut Prosim* was presented to Robby Moser ('97 Civil Engineering). It was a chance to recognize an outstanding student leader and great alumnus of the university, and to let students see that leadership and service continue long after graduation.

## Curiosity

*Virginia Tech students will be inspired to lead lives of curiosity, embracing a lifelong commitment to intellectual development.*

**Student Engagement and Campus Life (SECL)** worked with **VT Engage: The Community Learning Collaborative** (VT Engage) on the outreach program Art Reach, which provides service learning opportunities in the arts for 12 students who received course credit for community outreach through pop up events. In conjunction with Student Engagement and Campus Life, Creativity and Aesthetic classes attended the Perspective Gallery exhibit Medical Avatar: Time Travel Transformations Artwork and a lecture by the artist as part of their coursework.

Nearly 1,000 students attended **Career Services'** 10<sup>th</sup> annual Tailgate Open House to introduce the Smith Career Center location, services, programs, and resources in a fun learning environment of games, activities, and prizes. Seven company sponsors assisted with the indoor and outdoor games and spoke to students at information booths. To promote career fitness, Career Services participated in the first-ever student Health and Wellness Fair, where staff

showcased ways to enhance career development success and provided information about health and wellness occupations.

**Cook Counseling Center** engaged thousands of students across campus through outreach activities which included Mind-Body Fair, Finals Extravaganza, National Depression Screening Day, and other university-wide events.

**Dining Services** offered Coffee College, Universi-Tea, and the Chef Series for DSA staff and students and held a local foods event to showcase what area farms are offering to Virginia Tech Dining Services, including a sampling table in D2 featuring Red Sun Farm tomatoes, vinegars, oils, and sea salts. Dining Services worked with several local schools to host tours for students interested in the field of culinary arts and led tours through the new High Tunnel Hoop House to show the expanded farm area. Registered dietitians spoke with several university classes to teach successful strategies for healthy college dining and hosted nutrition education tables in D2 and Turner Place at Lavery Hall.

## Self-Understanding and Integrity

*Virginia Tech students will form a set of affirmative values and develop the self-understanding to integrate these values into their decision-making.*

In an effort to establish department-wide learning outcomes for student staff members based in the Aspirations for Student Learning, **Student Engagement and Campus Life** staff collaborated with student supervisors to focus on the aspiration Pursue Self-Understanding and Integrity. A strengths workshop enabled student staff who attended to name their top five talent themes and indicate how they use their strengths in their work. Eight Student Government Association (SGA) students participated in a reflective exercise on their personal growth, the accomplishments of which they were most proud, and how they used their values to lead their peers. SGA advisors followed up with the students at their first one-on-one meetings to engage in deeper reflection.

**Services for Students with Disabilities (SSD)** served an increased number of students seeking services as compared to 2013-2014: 26 percent increase in the total number (1,701) of individual students served; 36 percent increase in the number (1,213) of current students with a disability; 13 percent increase in the number (580) of students referred for eligibility for services; 13 percent increase in the number (51) of students with a temporary disability served. SSD conducted a total of 2,832 student appointments which represents a seven percent increase over the number of appointments seen last year. There were 389 documentation follow-up appointments with students who were recently diagnosed with a disability, to support their self-understanding about learning and living in the university environment.

**Campus Alcohol Abuse Prevention Center (CAAPC)** continued to invite students to explore their alcohol use and clarify their values and goals to understand what role alcohol and other drugs may play in their future. CAAPC collaborated with Housing and Residence Life, Cranwell International Center (CIC), and made independent presentations throughout campus. More than 950 students reported to CAAPC for education, remediation, or individual consulting, with 431 students participating in Party Positive educational classes; 194 students in Making Positive

Choices; 266 students in individual consultations for alcohol use; and 60 students in individual consultations for substance use. CAACP facilitated 30 alcohol education workshops in classrooms, residence halls, and fraternities and sororities; facilitated 44 workshops with 431 judicially mandated students; met individually with 469 students experiencing alcohol-related issues and problems; and conducted a focus group to discuss creating a Collegiate Recovery Program at Virginia Tech. In addition to coordinating AlcoholEdu and Haven—Understanding Sexual Assault—two online courses required of all first-year students—CAACP conducted awareness campaigns on the topics of Alcohol and Academic Success, Say Something, and Meet Your Neighbor.

**Career Services** developed the REACH program (Imagine your future. Ignite your passion. Astound yourself) to offer first-year and sophomore students encouragement and support from career advisors as they learned more about who they are and how their unique strengths, talents, and attributes impact their choice of major and career options. Nearly 4,000 students, an increase of 102 percent from 2013-2014, completed one or more of the self-assessment tools and were encouraged to reflect on results with career advisors. Career Services partnered with academic programs to meet with 4,206 students enrolled in 62 Pathways to Success first-year experience classes. Students completed a new on-line self-assessment tool and were encouraged to further explore themselves, their passions, and career options through engaging in student organizations and gaining valuable experiences. Subsequently, 3,736 (88 percent) of these students took advantage of Career Services programs and resources.

**Cook Counseling Center** provided services to more than 3,000 students during the academic year, representing 11 percent of the student population, a 6 percent increase in the number of students utilizing counseling services.

**Dean of Students Student Advocacy** completed approximately 4,100 hours of case management to support and empower students to gain a greater understanding of themselves and their various challenges, representing a 10.8 percent increase from 2013-2014. Student Advocacy made approximately 2,820 student contacts, an all-time high and an 11.9 percent increase from the previous academic year.

## Civility

*Virginia Tech students will understand and commit to civility as a way of life in their interactions with others.*

The Board of Visitors approved the addition of a new adjudication pathway in the **Student Conduct** process during the 2013-2014 academic year. Adaptable Conflict Resolution (ACR) allows for those involved in a perceived conflict to have significant influence in the process and outcomes based on the shared incident(s). During the 2014-2015 academic year, 27 cases utilized an ACR pathway. Twenty (74.1 percent) of those cases were related to an incident involving Dining Services and seven (25.9 percent) were related to some form of interpersonal/intercommunity conflict.

**Services for Students with Disabilities** facilitated 365 accommodations orientations to newly registered students, including instruction on how to effectively and collegially communicate with faculty, and a heightened emphasis on student civil rights, self-advocacy, and civility.

**Campus Alcohol Abuse Prevention Center** continued to improve university-town relations through the Meet Your Neighbor Campaign, distributing door hangers with suggestions on building relationships between off-campus students and town residents.

In preparation for the job search process and the workplace, 1,432 students took advantage of **Career Services'** professionalism programs and services such as LinkedIn Labs, LinkedIn Photo Booth head shots, Speed Interview Program, LGBTQ networking event with alumni, Dining Etiquette Program, professionalism workshops, practice interviews with critiques, Mock Multiple Mini-Interviews for medical school candidates, and a booth at job fairs where students could practice their elevator pitch and handshake.

**Cook Counseling Center** conducted 1,500 group and couples sessions with a focus on understanding self and others which forms the basis for authentic and respectful interactions.

**Fraternity and Sorority Life (FSL)** developed a new intergroup dialogue series called Fraternal Leaders Institute: Engage, to be launched in spring 2016. The conversation group will be grounded in dialogue about identity, social justice, and community elevation. Recognizing the need to be more inclusive of all special-interest fraternities and sororities within their council, the Multicultural Greek Council renamed itself the United Council of Fraternities and Sororities. The fall 2015 make-up of this council will include special-interest organizations serving Asian students; Latino students; female Engineering majors; and male engineering, architecture, and science majors.

## Courageous Leadership

*Virginia Tech students will be courageous leaders who serve as change agents and make the world more humane and just.*

**Assessment and Professional Development** partnered with the faculty principle in the residential college, to participate in an international research study focused on understanding the influences of higher education in shaping socially responsible leadership capacity and other leadership related outcomes. Specifically, this study will provide data that will help Virginia Tech understand the experience of students in living-learning communities in relation to leadership development. The study was completed in spring 2015 and result are forthcoming.

**Student Conduct** implemented a volunteer Title IX hearing officer program, recruiting and training 12 Title IX hearing officers employed outside of Student Conduct to adjudicate the increasing gender-based violence caseload. These hearing officers represented 75 percent of the hearing officers trained to hear Title IX cases. Student Conduct adjudicated 39 sexual misconduct and sexual harassment cases, a 105 percent increase from the 19 cases adjudicated during the 2013-2014 academic year. Fifteen sexual harassment cases were adjudicated, one of which addressed student organization misconduct. This is an increase of 50 percent from the previous academic year when 10 cases were adjudicated. Twenty-four sexual misconduct cases

were adjudicated during the 2014-2015 academic year, an increase of 167 percent from the previous academic year when nine cases were adjudicated.

**Campus Alcohol Abuse Prevention Center** continued to educate students in bystander intervention techniques in all of its groups and classes to give them tools to use when faced with difficult social situations.

The **Corps of Cadets** worked in conjunction with the Women's Center to provide Mentors in Violence Prevention training for commanders and cadre during New Cadet Week and for Echo Company to help them prepare for their service project leading the White Ribbon Campaign at VT. Also, for the first time, all first-year cadets participated in Mentors in Violence Prevention training and the QPR (Question, Persuade, Refer) suicide prevention training. In partnership with the Virginia Tech Police Department, the Corps held Rape Aggression Defense (RAD) training for all first-year female cadets. The Rice Center for Leader Development awarded the minor in leadership studies to 165 graduates for the academic year. This is the largest number of cadets earning the minor in the past 10 years.

**Fraternity and Sorority Life** facilitated the 4th annual IFC Presidents' Academy of Leadership, which brought together 28 chapter presidents and 12 executive officers for the Interfraternity Council that represents approximately 2,000 students within the fraternity and sorority community. In May, FSL successfully launched the summer Fraternal Leaders Institute: Inspire. Since 2013, more than 100 student leaders from 33 different chapters have attended the experience, which occurs each November, February, and May. The inaugural weekend leadership retreat for leaders and members within the National Pan-Hellenic Council was held, and the Emerging Interfraternal Leaders program continued, with approximately 20 new members from throughout the community. FSL attended the Central Fraternal Leadership Conference in Indianapolis sponsored by the Association of Fraternal Values and Leadership, with 35 student leaders from all four governing councils. Through the financial sponsorship of the Interfraternity Council and Panhellenic Council, FSL identified 12 student leaders to attend the Undergraduate Interfraternity Institute coordinated by the North-American Interfraternity Conference. FSL coordinated the National Pan-Hellenic Council and Panhellenic Council's participation in the Southeastern Panhellenic Association with executive officers from both councils attending. More than 60 chapter leaders attended the annual one-day Risk Management Institute leadership program for selected chapter officers.

**Leadership Education Collaborative** (LEC) traveled to the University of Notre Dame with five undergraduate student leaders for the ACC Leadership Symposium, focused on the theme Inspiring Inclusion, Creating Community, Launching Leaders. The Leadership Education Collaborative hosted preparation meetings as well as a reflection meeting following the symposium. LEC hosted the First-Year Student Leadership Conference, which first-year students associated with the Corps of Cadets, Leadership Education Collaborative, Pamplin Business Leadership Center, and the Residential Leadership Community gained exposure to their extraordinary leadership potential and the exceptional leadership opportunities in the spirit of *Ut Prosim* at Virginia Tech. Approximately 50 attendees attended presentations on career exploration, strengths, ethics and values, communication, and conflict. LEC assisted with a section of the Exploring Citizen Leadership Course (three-credit hour course) in fall 2014 in collaboration with the Residential Leadership Community.

## ***Ut Prosim (That I May Serve)***

*Virginia Tech students will enrich their lives through service to others.*

Faculty and staff from the Division of Student Affairs provided the university community with 200 workshops and class presentations on academic, career, student life, and physical and psychological health issues through the Division's **Partners in Learning** program.

**VT Engage** facilitated partnerships for and placed more than 300 students in STEM-related curricular service-learning outreach activities; held 96 co-curricular events, including direct service opportunities, social justice and issue-oriented educational events, and student leadership development opportunities; helped 708 students participate in direct service-learning with 39 different community and nonprofit organizations working on local, regional, and global issues; engaged 19 students in the year-long STEP UP program, which focuses on developing leadership skills, planning co-curricular service trips, and facilitating pre-trip dialogue and post-trip reflection. VT Engage launched Virginia Tech's Campus Kitchen pilot initiative, a partnership with VT Dining Services funded by a \$5,000 grant from Sodexo. In six weeks, 22 student volunteers diverted more than 2,000 pounds of food from a campus dining hall to two community partners. As a result of the collaboration between VT Engage with the College of Veterinary Medicine and campus partners, programming involving Pet Therapy increased, and therapy dogs participate through individual counseling appointments, group therapy, and outreach to the community.

In partnership with VT Engage, **New Student and Family Programs** developed a new Hokie Camp session focused on *Ut Prosim* as a Way of Life.

**Services for Students with Disabilities** recruited 492 volunteer note-takers who provided approximately 14,600 service hours, a savings of \$124,100 per academic year, and implemented the Keystone Experience for volunteer note-takers to deepen their understanding of disability and inclusion.

**Campus Alcohol Abuse Prevention Center** peer educators continue to serve the student body by promoting protective strategies around alcohol use through intrapersonal growth, interpersonal modeling, outreach, and teaching classes.

Career Outfitters, **Career Services'** service project, collected and distributed gently used or new professional attire and accessories to 658 students who were preparing for career fairs, interviews, and networking events and received media coverage from local television stations.

**Cook Counseling Center** sponsored QPR suicide gatekeeper training for professional staff from across campus, including representatives from human resources, academic departments, student affairs, and mental health professionals. Provided QPR training to all professional and student staff in Housing and Residence Life, to all first-year students in the Corps of Cadets, the DSA Leadership Team, and in workshops to employees, faculty, and staff.

**Dining Services** opened up early in Deet's Place and Owens Food Court to feed breakfast to those working the Big Event this year. D2 opened on a Saturday to help with Family Weekend Events and Turner Place at Lavery Hall opened on a Saturday to host a science fair. Dining Services' Flex Out Hunger program allows students with additional dining plan money to donate to local food banks.

**Fraternity and Sorority Life** advised Greeks Giving Back, a registered student organization of fraternity and sorority student leaders that completed its annual one-day service event for Blacksburg and Christiansburg residents. There were 278 job sites registered, with more than 800 fraternity and sorority student leaders participating.

**Student Conduct** conducted an assessment to look at the motivations and learning outcomes of its student volunteers and employees. Common responses when asked why students initially chose and continued to work in Student Conduct were: they wanted to make a difference, their work was an opportunity to make Virginia Tech a safer environment, and they could contribute to student development and learning. Additionally, all students surveyed agreed that they would be able to apply what they learned in their work in other areas of life.

**Housing and Residence Life** reported that Hokie Helpers participation reached an all-time high with 1,641 volunteers compared to 1,287 in 2013. A move-in survey indicated that 90 percent of students stated their room was clean upon their arrival. The total number of work orders submitted for 2014-15 was 15,829, a decrease from the previous year. No work orders were submitted through early October due to room readiness preparation that occurred prior to opening by facilities staff.

**DSA Human Resources** (DSA HR) offered two sessions of The Service Institute foundation course for Division employees, which focuses on operationalizing the Division's Guiding Principles for Service.

## Other Learning Environment Impacts

*The Division of Student Affairs' programs and services impact the learning environment for students in a multitude of ways. Fostering collaborative learning and co-learning with our students in environments designed to promote growth fosters the development of students as unique individuals and further enhances our distinctive university culture.*

The Keystone Advisory Group continues to lead the Division in the creation of **The Keystone Experience**, a co-curricular experience for students focused on the Aspirations for Student Learning. This year, they took the concept to new levels of specificity. The group solicited student feedback on the Keystone Field Guide, created a new version for the 2015-2016 academic year, and modified the distribution process for fall 2015; further developed the Keystone mobile application to introduce students to the Aspirations for Student Learning and inform them about Keystone Happenings; collaborated with Communications and Innovative Technologies to develop an awareness campaign for the Keystone Experience; visited DSA departments to continue the conversation about their participation in and contribution to the Keystone Experience; and led a day-long retreat for the DSA Leadership Team and provided summer training to Housing and Residence Life (HRL) staff.

**Enculturating a Strengths-based philosophy:** In 2014-2015, Strengths resources were introduced to all Virginia Tech students, faculty, and staff. In its first full year, the Strengths web portal created for Virginia Tech by Gallup Inc. attracted more than 10,000 registered users. Approximately 35 Strengths trainings have been facilitated throughout the university and for campus partners, with more than 600 participants. All Corps of Cadets (Corps) commanders completed the StrengthsFinder assessment and Strengths training. Ninety-nine percent of first-year cadets completed StrengthsFinder, enhancing their level of self-understanding and leadership potential by exploring their abilities and how they contribute to the success of the Corps of Cadets.

**Commitment to InclusiveVT:** DSA is an active participant in the InclusiveVT initiative led by the president and provost. The Division-wide Spring Renewal event focused on the theme Commit to InclusiveVT, and it attracted more than 150 participants. We hired an accomplished communicator, speaker, consultant, and trainer in the intercultural and diversity fields to deliver the keynote address on Competence in Cross-Cultural Communications. Following this session, the consultant facilitated a half-day workshop on Inclusive Leadership for the Division of Student Affairs Leadership Team and provided composite feedback to the group on the Intercultural Development Inventory (IDI), which was administered prior to the workshop. As a follow-up to these events, VPSA Council members had one-on-one IDI planning sessions and a series of professional development opportunities was offered for all faculty and staff in the Division as a way for them to personally and professionally commit to InclusiveVT.

**Sexual harassment and sexual violence response and prevention efforts:** In 2014-2015, 94 incidents were reported to the Deputy Title IX Coordinator, 47 were fully investigated and referred to student conduct for adjudication. Inquiries were conducted in the remaining 47 cases. Those inquiries were either resolved prior to a conduct hearing or closed due to lack of information. These numbers represent a 169 percent increase from 2013-2014.

This year the Senior Associate Vice President for Student Affairs and Deputy Title IX Coordinator's office launched a redesigned website at [stopabuse.vt.edu](http://stopabuse.vt.edu) as a comprehensive resource for students seeking information about the university's response to sexual violence and sexual harassment. To further educational efforts and case management, two new Title IX Investigator/Gender-Based Violence Prevention Specialist positions were created and filled. Fraternity and Sorority Life (FSL) hosted an open forum on Leading Courageously against Sexual Violence: Fraternity and Sorority Presidents' Dialogue with President Sands in February 2015 for all chapter presidents.

The Hokie Handbook and Student Affairs Policy Committee researched and proposed several changes to the Hokie Handbook including modifications to the Hazing Policy that better align the policy's wording and format with the Hazing Model Policy provided by the State Council of Higher Education for Virginia. A minor wording change has also been proposed for the Interim Suspension Policy. The committee worked closely with colleagues in Equity and Access to modify the wording in the Sexual Misconduct Policy to ensure its compliance with federal guidance. In addition the committee identified and recommended changes to several university policies that impact the Division of Student Affairs. The Title IX Climate Survey was developed to better understand sexual assault, harassment, stalking, and interpersonal violence on the Virginia Tech campus. The survey will be conducted on campus in fall 2015.

The **Virginia Tech Student Experience Task Force** was created by the provost “to study the campus experience and make recommendations to guide decision-making, resource allocation, and planning for facilities, especially related to the student life experience.” The group completed its work and a [final report](#) was made available for public review.

The **Task Force for a Healthier Virginia Tech Community**, co-chaired by leaders in Student Affairs and Hokie Wellness, presented its final report to the Board of Visitors in May 2015. It examined dimensions of health and well-being on campus, and made recommendations on the topics of bystander intervention programs, promoting a tobacco-free environment, healthier eating options, campus spaces that encourage alternative transportation, indoor and outdoor recreational facilities, the pros and cons of requiring health insurance for students, affordable daycare, and how health and well-being relate to housing, both on- and off-campus. The taskforce based its report on an understanding of local and regional needs as well as peer schools and national perspectives. Because health and wellness concerns are interconnected in a close knit, residential academic community, the Task Force for a Healthier Virginia Tech Community also looked for ways to collaborate and integrate the health and wellness services of diverse offices and departments, within and outside of Student Affairs, in part to enhance capacity and expertise, but also to better allow for services that are caring, cost-effective, and eminently deliverable.

**Student Conduct** received 1,093 conduct referrals that resulted in meeting with 1,394 students by Student Conduct staff, Housing and Residence Life colleagues, and other university hearing officers to discuss community expectations and conduct code violations. Those meetings resulted in 1,578 conduct code violations. Of those violations, 929 were related to the alcoholic beverage policy and 111 were related to the illegal drug policy. This represented a respective increase of 10.9 percent and 19.4 percent from the previous year. As a result of those meetings, 68 suspensions, three dismissals, and one withholding of degree occurred. For comparison, there were 81 suspensions, zero dismissals, and three withholdings degree during the 2013-2014 academic year. Student Conduct adjudicated 29 cases involving student organizations. This is an 81.3 percent increase from the 16 cases involving student organizations that were adjudicated during the 2013-2014 academic year. Virginia Tech retains the authority to impose an interim (immediate) suspension when it is deemed necessary to preserve the safety of persons or property. Nineteen students and three student organizations were suspended on an interim bases, a 37.5 percent increase from the 16 interim suspensions that were issued during the 2013-2014 academic year.

**Services for Students with Disabilities** administered and proctored a record number (3,609) of testing accommodations for students when faculty did not have adequate resources.

**DSA Human Resources** provided the opportunity for 41 students to perform a total of 2,122 hours of community service work in the Division, increasing the number of students placed by 37 percent and the number of hours worked by 5 percent over 2013-2014.

**Recreational Sports** provided recreational facility space for a high volume of students users as demand continues to grow. During the fall semester, 20,023 unique individuals swiped into McComas and/or War Memorial Hall at least one time. For the year, there were 26,725 unique users of Recreational Sports facilities and in one day 5,388 users visited McComas Hall, an all-time one-day high.

The **Corps of Cadets** partnered with the College of Engineering and Northrop Grumman Corporation on the Northrop Grumman Scholarship Program in Military Leadership. This scholarship program supports leadership and national security and will be awarded to six cadets for the next four years. With the scholarship comes the opportunity for a paid internship with Northrop. Citizen-Leader Track cadets were made familiar with the entire job search process through operation of a mock recruitment and selection exercise. Recruiters from two companies observed the final interviews and offered constructive feedback. The Corps continued development of several new classes for seniors to help them begin the transition from college to career. These included understanding their relationship with their supervisor; a panel of military and civilian experts who discussed what graduates should consider as they begin the first few days on a new job; an assignment to develop a First 100 Days Action Plan for their first job; ethics, morality, and contemporary issues that graduates may face as they begin their careers; leadership and metrics to improve organizational effectiveness; personal financial management, budgeting, and investments; a guest lecture by an expert on lean manufacturing which included a tour of the Federal Mogul plant; pay and benefits negotiation, one of the most appreciated presentations of the course; and conducting effective meetings.

The **Corps of Cadets** continued to set records for academic success this year. Overall Corps GPA for the fall semester was a 3.10 with 642 cadets earning recognition on the Commandant's List with a term GPA of 3.0 or higher, 16 of whom earned a perfect 4.0. The spring semester also saw an impressive Corps GPA of 3.10 and 632 cadets earned the Commandant's List with 22 cadets earning a perfect 4.0 GPA for the semester. Additionally, 7 cadets applied to and were accepted by the Honors Program making a total of 52 cadets in Honors. This was the sixth consecutive spring with a Corps GPA over 3.0 and the third year in a row the Corps had fall and spring semester average GPAs over 3.0 since it began keeping records.

**Fraternity and Sorority Life** announced that the fraternity and sorority community's average GPA was higher than the average undergraduate GPA for both fall 2014 (3.226 vs. 3.160) and spring 2015 (3.211 vs. 3.168). Fraternity and sorority membership increased from spring 2014 (4,387) to spring 2015 (4,706). The Panhellenic Council sorority formal recruitment experience was redesigned to offer a more seamless process by merging the two weekends of recruitment to one week. There were 957 students registered to participate, and 838 students started the process. The percentage of students retained through formal recruitment increased.

**Housing and Residence Life** hosted three new welcome and information receptions in the academic resource centers during move-in week, serving 208 students. This will be repeated as an annual welcome initiative that supports residential learning environments. Ninety-five percent of HRL student staff said they mentored, were mentored, or were both the mentor and mentee during fall training, and 61 percent of HRL's student staff found the reflection activities incorporated into their training helpful in promoting their learning. HRL designed and hosted the first national Residential College Symposium bringing national Student Affairs educators together with campus faculty to share about the Residential College experience and its transformational impact on students and faculty alike. HRL proudly served as the hosting institution for ACPA's Residential Curriculum Institute.

The **Leadership Education Collaborative** advanced the strategic planning process with the Leadership Education Collaborative Advisory Council. The Council was formed in fall 2013 to further visionary conversations and inform the planning process by thinking strategically, futuristically, and collaboratively regarding leadership education. LEC embarked upon formal conversations with the newly

formed Women's Leadership Education Initiative Advisory Council. The vision, mission, and strategic goal areas will be unveiled during the 2015-2016 academic year. The Order of the Gavel, a gathering of student leaders that serves in an advisory capacity to one another and the Vice President for Student Affairs, met once a month throughout the academic year; was invited to participate in the Installation Ceremony for President Sands; hosted President Sands and other special guests; and enjoyed lunch with the Board of Visitors. The 30<sup>th</sup> anniversary of the Order of the Gavel was honored during the DSA Order of the Gavel-Student Government Association Reunion. During the ceremony, 27 student leaders and 25 alumni student leaders were inducted into the organization. The Leadership Tech experience is a multi-year, co-curricular leadership education opportunity with a curriculum based upon the Aspirations for Student Learning. During the spring 2015 semester, there were five Leadership Tech groups encompassing approximately 30 participants, peer mentors, and lead peer mentors (a newly formed role this year). Two Leadership Dialogues were facilitated by three alumni of Virginia Tech.

**Schiffert Health Center** had 54,924 patient visits during the academic year, six percent increase from 2013-2014; continued to provide walk-in and online service for self-assessment and cost-free cold medications at the Cold Care Clinic; conducted a patient satisfaction survey through the American College Health Association, which revealed a 97 percent overall satisfaction rate, a 3 percent increase; continued to collaborate with Cranwell International Center for international health care orientation and immunization services; 8,667 total people received direct, in-person, teaching and/or counseling from health education programs, a 37 percent increase and an all-time high; 22 Health Education and Awareness Team members donated a minimum of 1,700 hours to help VT students and community become healthier; continued to provide tobacco reduction and cessation programs, including the Tobacco Free HOKIE T-shirt campaign exhibiting positive non-smoking messages; continued educational classes with two area middle schools with participation of approximately 455 students; sponsored five events for Body Matters Week.

## Fostering Globalization and Inclusive Excellence: Diversity-Related Accomplishments

*The Division of Student Affairs prepares all members of our community to effectively respond to opportunities presented in dynamic and diverse domestic and global environments. Through our work and interactions with our students and each other, we nurture a diverse and inclusive community that supports mutual respect and builds intercultural competencies. The collaboration of cultures, ideas, and different perspectives is an organizational asset that brings forth greater creativity, innovation, and learning.*

The **Division of Student Affairs** hired 29 new administrative professional faculty in 2014-2015, an increase over the 22 hired in 2013-2014. Furthering the commitment to advancing the Division's strategic priority to increase diversity, six new hires are persons of color, representing 21 percent of new hires (up from 18 percent in 2013-2014) and 18 are female, representing 62 percent of the total (up from 55 percent in 2013-2014).

**Services for Students with Disabilities** developed a collaborative process with the Global Education Office to implement a system to screen voluntary student health disclosures for risk management and accommodations to ensure students with disabilities and/or medical conditions can fully participate in the global education experience. SSD executed a Closing the Loop grant to enhance inclusivity for

students with disabilities, including consultation with InclusiveVT and the creation of a new faculty brochure outlining faculty responsibilities and students' civil rights under the Americans with Disabilities Act.

**Communications and Innovative Technologies** hosted a workshop on the use of inclusive language and images, facilitated by the Poynter Institute, a global leader in journalism consulting. The training included specific tools to use in written and visual communications to make the Division's work more inclusive and representative. About 30 writers, communicators, graphic designers, and web producers from the Division of Student Affairs and University Relations attended.

**Campus Alcohol Abuse Prevention Center** began developing a collegiate recovery community dedicated to helping students in recovery from substance use or process addictions.

**Career Services** collaborated with the Global Education Office to enhance students' preparation for experiences abroad as well as understanding how to effectively communicate experiences upon their return by creating and presenting Framing Your International Experience and Unpacking Your International Experience seminars. Career Services encouraged Virginia Tech students to expand and gain intercultural experiences through the GoinGlobal on-line resource with employment guidelines about employment in other countries, company information, and internship and job listings. GoinGlobal had 16,651 hits this year, an increase of 82 percent over the past two years. Career Services created and presented a Marketing Yourself in a Diverse Workplace seminar to engage students in understanding their contributions to and responsibility for working in a diverse society. On a 10 point scale, those in attendance improved their confidence levels of communicating their diversity skills on the resume and during an interview from 3.5 to 7.0 and from 2.5 to 6.5 respectively.

**Cook Counseling Center** connected with international students through outreach activities including drop-in hours at the Graduate Life Center, discussion groups for family members with Cranwell International Center, participation in New Student Orientation, and focused advertising.

Under the leadership of the Spring Regimental Commander Cadet, all spring commanders voluntarily attended Safe Zone training, which led **Corps of Cadets** staff to participate as well. In addition, Cadet Dickey started the HERO (Helping Educate Regarding Orientation) cadet support and education group for LGBTQ+ cadets. This group also participated in Safe Zone training and met weekly throughout the spring semester. The Corps of Cadets used a \$20,000 grant from the Olmsted Foundation's Cadet Travel and Cultural Immersion Program to send cadets on a two-week cultural immersion in a foreign country; coordinated the travel of seven Virginia Tech cadets and two cadets from Norfolk State University for two weeks in Panama. The past performance of the Corps local execution of this program has served as the model the Olmsted Foundation advises other institutions to follow to optimize intercultural opportunities for traveling cadets.

**Cranwell International Center** promoted inclusivity through meaningful interactions among culturally diverse populations by facilitating an overnight trip for international and domestic students to Eagle's Landing Wilderness Adventure. One hundred percent of trip participants reported having meaningful connections with others through the trip's activities and appreciated or valued meeting someone new who was different from themselves. CIC bolstered support for the Global Ambassador training program through a partnership with a graduate level Intercultural Communication Seminar to garner valuable data to further develop intercultural competency among participants. CIC supported the ongoing

increase in enrollment of international students at the university by administering immigration services to 1,153 Virginia Tech undergraduate students; 40+ hours of cultural awareness and sensitivity training to university faculty, staff, and student leaders; and information sessions about Optional Practical Training to 50 international undergraduate students, an all-time high. CIC hosted the 56<sup>th</sup> annual International Street Fair, where 15,000 members of the Virginia Tech and New River Valley communities shared in the celebration of cultures from around the world. As a new initiative, Cranwell partnered with Poarch Law Firm, University Libraries, Intercultural Engagement Center (IEC), TechDREAMers, and the Latin Association of Student Organizations (LASO) to offer a seminar about immigration reform.

In collaboration with the Virginia Tech Muslim Student Association and the College of Agriculture and Life Sciences, **Dining Services** added Halal meats to its menu. West End Market's executive chef helped the students work with the Virginia Tech Meat Science Center to ensure the lamb was prepared appropriately. Under the watchful eyes of a USDA inspector and a USDA veterinarian, the process went smoothly and was a learning experience for all. The Muslim Student Association president was acting Imam for the process.

**Housing and Residence Life** created a flexible housing option enabling all returning upper-class students to select a gender-neutral housing option beginning in fall 2015; continued to offer its 3rd at 3 p.m. series as a way to facilitate dialogue about important and relevant social justice issues.

The Division's **Intercultural Competence Committee** developed a year-long curriculum for DSA faculty and staff engagement to launch September 2015 as part of InclusiveVT.

**Intercultural Engagement Center** delivered 40 Safe Zone training sessions (up 14 percent) for the university community, including four new content areas, certifying 163 new participants and training 558 participants total; acquired 800 new books (160 percent increase) for the cultural centers, including establishment of the Latino Library; funded 12 students to attend social justice intensive skill-development conferences; supported graduate student development and education by advising, mentoring, leading and participating in 12 masters/graduate student learning experiences, a 100 percent increase over 2013-2014; hosted 372 programs in the Black Cultural Center and Multicultural Center during the academic year, doubling the previous year's programs; sponsored and co-sponsored more than 115 programs during the six heritage celebrations throughout the year, up 27 percent; allotted co-sponsorship funding for more than \$23,000 in programming; developed and executed four campus initiatives and policy review efforts meeting the Safe Zone learning outcomes and completed outreach to more than eight faith communities, two higher education institutions, and local NRV high schools in Safe Zone program development; celebrated 135 students in four cultural achievement ceremonies, including Aliyah, Donning of the Kente, Lavender, and Gesta Latina celebrations, a 35 percent increase and the highest number ever; hosted six welcome receptions for underserved, underrepresented students with more than 700 participants; invited community members for lunch and dialogue in the Black Cultural Center, and will continue to create a space for such valuable discussions.

**DSA Human Resources** implemented the candidate liaison program for all AP faculty searches by training a select group of employees to meet one-on-one with finalists during campus interview visits and address their questions about living in Blacksburg and working at Virginia Tech outside of the formal interview process. DSA HR collaborated with Virginia Tech Human Resources to design and implement advanced diversity training for search committee members that addresses implicit bias in the search process. Five workshops were delivered and attended by 77 Division participants.

**Recreational Sports** continued its Hokie World Games series by highlighting the world's second most popular sport, cricket, and the Virginia Tech Cricket Club. Recreational Sports hosted an overnight watch party for the Cricket World Cup game between India and Pakistan. The Cricket Club hosted a knowledge based clinic where members taught fundamentals of cricket and provided cultural food to the university community.

## Creating a Culture of Collaboration and Organizational Efficiency

*The Division of Student Affairs is committed to sharing resources, people, knowledge, and ideas to create partnerships that enhance opportunities for students. We continue to provide world-class opportunities that align with our Aspirations for Student Learning. In addition, we will expand existing efforts and build new collaborations based on meaningful relationships and shared learning outcomes, so that we can offer more rich and dynamic experiences that enable our students to grow and learn.*

The Division of Student Affairs implemented a centralized business center concept that brought together the **Finance and Business Operations** that support the Office of the Vice President for Student Affairs, Student Engagement and Campus Life, Dean of Students Office, Intercultural Engagement Center, Cranwell International Center, New Student and Family Programs, Leadership Education Collaborative, and VT Engage. The consolidated finance team enhances organizational efficiency and effectiveness and eliminates redundancies.

The **Networking and Personal Development Committee** hosted Summer Recess, an end-of-the-academic-year event for Division employees to celebrate the Division's accomplishments for 2014-2015. During the year the committee also offered two Division-wide networking socials, an event featuring the culinary skills of the Dining Services chefs, and an opportunity for staff to express gratitude to others around the Thanksgiving holiday.

**DSA Human Resources** participated in the design and reconstruction of a revised AP Faculty performance evaluation tool to be piloted for select AP Faculty in the Division during 2015-2016.

**Student Conduct** hosted two recognition events celebrating its campus and community partners who support its work to uphold university expectations and values and create seamless services for and with students. Student Conduct invited senior members of the Blacksburg Police Department and Virginia Tech Police Department to attend weekly case management meetings, fostering increased departmental communication and incident reporting as well as case management efficacy.

**Services for Students with Disabilities** collaborated with Housing and Residence Life, Dining Services, Cook Counseling Center, the university's ADA coordinator, Equity and Access, and university legal counsel to develop the university's Service Animals and Assistance/Support Animals Guidelines. SSD staff served as co-investigators with faculty in the Virginia Tech Psychology Department and the Virginia Tech Center for Autism Research on a National Institutes of Health-funded research study for the STEPS (Success Through Education, Play, and Support) transition program for students with Autism Spectrum Disorders.

**Student Engagement and Campus Life** collaborated with faculty and students in the School of Visual Arts to design an art exhibit by two professors called Reconstituting the Vanished: Gender, Memory and Placemaking in the Delta South. SECL collaborated with the School of Performing Arts to process all door sales for 2015-2016 events not held at the Moss Arts Center. This includes the generation of additional revenue from the 43 School of Performing Arts events for 2015-2016.

**Campus Alcohol Abuse Prevention Center** worked closely with Student Conduct and Corp of Cadets to continue to remediate referred students in an expeditious and fair manner; collaborated with Housing and Residence Life, Cranwell International Center, and various student organizations to perform alcohol education and outreach at events and informational classes; hosted the first Regional Virginia College Alcohol Leadership Council (VaCALC) Conference sponsored by Virginia ABC; continued to discuss and refine the referral process from Student Conduct and worked to make the relationship with that office as seamless as possible; continued to support and participate with Student Engagement and Campus Life in the Gobbler Nights late-night programming initiative; collaborated with Housing and Residence Life to hold five educational community-building programs that impacted 250 students; collaborated with the VT Police Department Residence Life Resource Officers during their Community Day, Student Police Academy, and other outreach events; and continued to partner with the Corp of Cadets to support a positive alcohol culture among student cadets.

**Career Services** liaisons worked strategically with academic partners in each college to develop inroads to students, offered advising services in academic buildings, created tailored newsletters to faculty and students, designed targeted workshops, responded to requests for class presentations, and conducted 62 First-Year Experience sessions. These initiatives, as well as increased social media and marketing efforts, special programming, and more students attending job fairs, resulted in a continued rise in the number of students taking advantage of Career Series programs and resources: 21,894 contacts with 14,032 students, a 33 percent and a 38 percent increase respectively over the past two years. In order to give Career Services advisors more outreach time in the university community, we trained Peer Career Advisors (PCAs) to meet with students during walk-in advising hours at Smith Career Center. This strategic efficiency resulted in the PCAs meeting with 1,115 students (30 percent of the total), with 99 percent student satisfaction ratings. Career Services collaborated with New Student and Family Programs in a first-ever webinar for parents and families, with a surprising 540 participants, indicating that this audience is very interested in internships and other valuable experiences for their students.

Collaboration to maximize outreach efforts has been a focus of **Cook Counseling Center** programming throughout the year. Cook has dynamic partnerships with the Graduate School, the College of Veterinary Medicine, Athletics, University Libraries, Human Resources, Virginia Tech Police Department, and Health Education and Student Well-Being in the Division of Student Affairs. Cook maintained a coordinated mental health response to students of concern through active case management, service to the Care Team and Threat Assessment Team, and community providers. Off-campus interventions which reached students of concern increased by more than 100 percent.

**Cranwell International Center** partnered with Career Services to host five workshops for international students interested in pursuing Curricular Practical Training (CPT) opportunities; collaborated with university and DSA partners including New Student and Family Programs, BreakZONE, University Libraries, Academic Advising, Event Planning, Athletics, and the Graduate Student Association, to welcome more than 400 new undergraduate international students during August orientation; partnered with the Department of Motor Vehicles to provide a joint workshop about obtaining a driver's

license to Virginia Tech international students and students attending the Language and Culture Institute, and hosted the Department of Motor Vehicles' mobile unit for three days of on-campus access for students and scholars to conveniently apply for driver's licenses and state identification cards.

**Development for Student Affairs and Parent Support** continued relationship-building and engagement with alumni and friends of the university through their involvement with DSA. Three alumni spoke to Leadership Tech students. A visiting alumnus from Wales spoke to students and learned about VT Engage and Leadership Tech programs. Two alumni were added to the DSA Alumni Advisory Board. Twelve dessert receptions for parents who attended First-Year Orientation were hosted, in an effort to engage parents early and invite them to join the Parent Committee.

**Dining Services** jointly funded a faculty position with Department of Horticulture and partnered with the College of Agriculture and Life Sciences and the Department of Horticulture to build a Hoop House High Tunnel that will provide fresh produce to students more throughout the year. Dining Services hosted several interns from the VT Dietetic Internship Program, the Department of Hospitality and Tourism Management, and the Pamplin College of Business.

**Dean of Students Student Advocacy** convened and coordinated Care Team, a multi-departmental case management group that assisted 202 students, a 30 percent decrease from last year; worked collaboratively with the Title IX advisory group, Student Conduct, Women's Center, and other constituents to support 108 students going through the Title IX process, an 80 percent increase from 2013-2014; and welcomed a new associate dean who is advisor to Vets@VT and coordinator of Martin Luther King Day events and Vet Zone programs.

**Fraternity and Sorority Life**, in conjunction with Housing and Residence Life, continued its collaborative effort to develop a living and learning environment in the Oak Lane fraternity and sorority residential area. Compared to off-campus fraternity and sorority members, Oak Lane residents achieved higher GPAs. We also continued the partnerships with the Virginia Tech Police Department and Blacksburg Police Department to offer risk education through chapter coaching prior to social events on and off campus.

**Housing and Residence Life**, in partnership with the Student Success Center and the Academic Resource Centers, offered 427 tutoring hours and 301 advising appointments (both increased from the previous year) and a total of 2,100 study hours to students over the course of the academic year. Housing and Residence Life Community Resource Officers trained 467 students in 19 Rape Aggression Defense (RAD) classes, interacted with 4,877 students through 10 programs using the fermented 500 drunk goggle carts, met 330 students through the Cops and Candy programs, and mentored 40 students one-on-one.

**Recreational Sports** hosted the first Virginia Tech Student Health and Resource Expo and Fair as a collaborative effort with Schiffert Health Center's Health Education unit. This event brought together 45 different departments from Virginia Tech along with 15 community partners to provide students with resources, interactive activities, and assessments to better understand their overall wellness. Students were also introduced to resources on campus and in the community to help them learn more about improving their well-being. Recreational Sports hosted a collaborative event with Residence Hall Federation called Kick-off 2014: Color Me Hokie during move-in weekend. Follow up survey questions indicated students felt: at home; a sense of community; part of VT; like a Hokie; glad they chose VT; more excited about VT; welcome; happy; intrigued; energized; and exhilarated. Recreational Sports

continued its collaborative effort with Venture Out to provide the enormously successful Battleship as an intramural activity. This year the activity was increased to a month long season as 57 teams tried to keep their battleships (canoes) afloat. This program was also offered during the Residence Hall Federation fall semester kick-off event and was one of the most popular activities of the night.

## Embracing a Networked Society

*The Division of Student Affairs keeps pace with technological advances in order to enhance service delivery and better engage our students in learning environments. We explore ways to harness technology in order to improve access to and quality of the programs and services we offer to students—without sacrificing the “human touch.”*

The **Digital Identity Group**, co-chaired by DSA and Virginia Tech Information Technology, made significant progress in developing the VT Digital Survival Guide for students. There is a need for students to understand the economic, social, and cultural implications of social networking, mobile and cloud computing, and navigating media ecosystems. The VT Digital Survival Guide will provide opportunities and resources for students to use as they develop their digital identities online. Social media sites have become a convenient, inexpensive, and practical outlet for the development of biographical profiles, communications with friends and colleagues, research opportunities and many other expressive purposes. While the benefits of social media are many, there are certain aspects of online socialization that can be detrimental and even dangerous. The VT Digital Survival Guide will educate students about the constructive and beneficial practices in social networking, while also informing students of ways to avoid potential dangers and providing professional advising.

**Student Engagement and Campus Life's** Off-Campus Housing website had more than 1.2 million page views, 85,384 visits, 5,335 new users, 1,219 new listings, and 6,317 email leads.

**Services for Students with Disabilities** upgraded the online note-taking request system to facilitate ease of use for students and faculty.

The **DSA Internal Communications Committee**, facilitated early adoption of VT Office 365-SharePoint Online to increase communication and collaboration throughout the Division.

**Campus Alcohol Abuse Prevention Center** converted many paper surveys to online versions and provided iPads at the end of classes to assess effectiveness. The center continues to stress the importance of pushing its messages out through social media.

**Dining Services** installed electronic message boards for employees in the back area near all time clocks so that important messages, notes, and updates can be communicated faster and more efficiently. Dining Services hired a social media coordinator to monitor and update Dining's Twitter, Facebook, Tumblr, and Instagram accounts. The Twitter account was opened less than a year ago and already has more than 1,500 followers, and in one memorable campaign, the SmartLife program solicited student pictures to show off their healthy behaviors.

As a new initiative, **Cranwell International Center** integrated an online appointment scheduler into its website, which afforded students and community members' greater autonomy and privacy to make appointments with immigration advisors, support services staff, and engagement staff. Between walk-in

hours and scheduled appointments, an average of 220 individual students meetings per month were recorded. There was an increase from 844 'tweet impressions' in the fall semester to 24,400 in the spring semester. Responding to a 110 percent increase in international undergraduate student enrollment between 2008 and 2013, CIC implemented significant changes to its communications and orientation process for welcoming new international students in fall 2014. To assess these efforts, a web-based survey was administered to incoming undergraduate international students to collect their feedback on advance communications from Cranwell and the on-campus orientation conducted upon their arrival. Survey results indicated student satisfaction with the new approach to communication and orientation, with insightful evidence that students were referring to weekly emails more than the new student blog. CIC distributed 908 access codes for software that assists international students and scholars in preparing their tax returns, thereby maximizing staff efficiency and regulatory compliance.

**Housing and Residence Life's** move-in survey indicated that 99 percent of students were aware of the VT alerts and the campus emergency notification system.

**Information Technology (IT)** completed the orderly migration of the Dining Services point of sale computer system to a new, more secure, and higher performing system. IT assisted in the planning and provisioning of major new application systems in Career Services, Recreational Sports, and Housing and Residence Life. IT received a 96 percent Met or Exceeded Expectations rating from computer users on the support provided during 2014-2015.

## Enhancing Our Facilities

*The Division of Student Affairs is committed to creating places and spaces that encourage growth. We provide welcoming, barrier-free, sustainable, living and learning environments for our students. To do so, we evaluate what comprises our physical plant, how we currently use these assets for programs and services, and where opportunities exist to provide out-of-class learning, leadership development, academic partnerships, and research options.*

**Housing and Residence Life** accomplished 18 projects in nine buildings, using nine design firms with 13 construction permits for a total of \$7,288,000. Housing and Residence Life, in collaboration with the Office of University Planning, completed a comprehensive signage and wayfinding project for the residential region of campus. The Residential Wayfinding Project includes new building signs, wayfinding signs, and banners that welcome students and guests and highlight the Aspirations for Student Learning. This project is part of a campus-wide signage and wayfinding initiative.

**Student Engagement and Campus Life** completed more than 1,200 custodial and maintenance work orders for Squires Student Center, Johnston Student Center, the Graduate Life Center, and War Memorial Chapel; completed many minor renovations, including Squires third floor restroom partitions, water bottle filling stations (all fountains in Squires now have filling stations), and office and common space painting; purchased common space furniture for Squires and Johnston Student Centers using students as part of the planning process and final selection.

**Recreational Sports** completed renovation of Lower South Recreational Area fields from natural turf to artificial turf. This \$4.6 million dollar capital project now provides 10 acres of artificial turf field space to be used by its 8,000 intramural sports participants and 1,200 club sport participants with limited weather cancellations. This facility combined with the Upper South Recreational Area Bermuda grass

fields gives Virginia Tech some of the finest outdoor recreational field space in the country. Recreational Sports completed two facility enhancement projects in War Memorial Hall. First, the War Memorial Hall pool was renovated with new diving boards, new tile floor, and paint job. New graphics will soon be added to this space. Also, a new strength and conditioning room for club sport teams and small group training fitness classes was added, providing power lifting equipment. Recreational Sports partnered with fourth year interior design students from the College of Architecture and Urban Studies to conduct a needs assessment and generate redesign ideas to enhance the atmosphere of group exercise studios and classes. This semester-long project provided the students with extensive research on trends, best practices, and user feedback that were then presented in a competition-style format. This experience provided the interior design students with a real life project on campus, and some of their design ideas are now incorporated into newly renovated McComas Hall fitness studios.

**Campus Alcohol Abuse Prevention Center** converted storage space into an office and meeting room to provide a dedicated space for the IMPACT Peer Education Team.

**Dining Services** added Burger '37 to Squires Student Center to replace Sbarro and seating was updated. New furniture and Aspirations of Student Learning posters were added in Owens Food Court. Patio furniture was added at Dietrick.

**Leadership Education Collaborative** and **VT Engage** were relocated to New Hall West to form a closer collaboration with one another and with **Assessment and Professional Development**.

In an effort to provide greater student access to departments that provide services and programs for students, several administrative offices were relocated this year. **Communications and Innovative Technologies** and **Information Technology and Emergency Preparedness** moved from New Hall West to 417 Clay Street, the former home of the Cranwell International Center. **DSA Human Resources** also relocated from its temporary quarters in Sandy Hall to a suite in Burruss Hall formerly occupied by VT Engage.

**Intercultural Engagement Center** completed space improvement projects for the Black Cultural Center and Multicultural Center, increasing user rates and satisfaction.

**Schiffert Health Center** replaced older furnishings in the patient waiting areas with brighter, more modern ones and added color to the walls to create a warmer, more welcoming environment. A bench was added in the main foyer for patient use and convenience.

## Other Accomplishments

*The Division of Student Affairs encourages our staff to think innovatively about creating programs and services to enhance and complement the Virginia Tech educational experience. Our goal is to provide the very best education for our students, from orientation through graduation, both in and out of the classroom.*

**VT Engage** successfully competed for and administered two National Service Programs funded by the Corporation for National and Community Service. The VT Engage VISTA Network placed seven full-time members, including several Virginia Tech alumni, in poverty-focused community organizations. During the inaugural year of the VT Engage AmeriCorps Network, two community partners received member

support for their work in disaster preparedness and response (American Red Cross) and early childhood literacy (Smart Beginnings of the NRV). VT Engage received Virginia Tech's University Exemplary Department Award in recognition of its efforts to promote a culture of service and learning. VT Engage VISTA Network members secured \$36,000 in grant funding for the Blacksburg Farmer's Market SNAP Benefits Program, led campus tours for more than 600 students from low-income schools at Virginia Tech's Kindergarten to College initiative, and supported the Virginia Science Festival.

**Student Engagement and Campus Life** student employees worked more than 13,000 hours to support the 4,406 reservations, 21,417 events, and more than 1.2 million annual guests in Squires Student Center, Johnston Student Center, the Graduate Life Center, and War Memorial Chapel combined. The Virginia Tech Off-Campus Housing Fair was the largest ever held with over 2,000 attendees and 40 vendors.

**Cook Counseling Center** implemented group treatment through Dialectical Behavior Therapy after completion of a year-long training program by eight staff members.

**Development for Student Affairs and Parent Support** established and developed relationships with alumni and parents. Traveled and met with alumni and parents for outreach, to establish relationships and learn about their perspectives, and to share the vision and priorities for DSA and Virginia Tech. During these meetings, alumni and parents were invited to join the Parent Committee, the DSA Alumni Advisory Board, and the Women's Leadership Education Initiative Advisory Board, as appropriate. Events were held by and for alumni and parents in Saratoga Springs, NY; Kilmarnock, VA; and Charlotte, NC with Dr. Perillo as the keynote speaker. Development staff attended events for admitted students in Baltimore, MD and Pittsburgh, PA, establishing and enhancing relationships with alumni and parents, and engaging parents early in their Virginia Tech and Division of Student Affairs relationships. Nine families joined the Division of Student Affairs' Parent Committee, which resulted in pledged and cash gifts totaling \$85,000 of unrestricted private support for DSA. This is an increase over the three families that joined during the 2013-14 year, with pledges totaling \$13,000. Four program endowments were established with private donations, totaling \$100,000 in pledges and gifts: the Carolyn Smith Culicerto Corsi Women's Leadership Education Initiative Excellence Fund is the first to support this new program in DSA's Leadership Education Collaborative; the Karen and Dennis Mabes Excellence Fund for Services for Students with Disabilities Endowed Fund is the second endowment established to support Services for Students with Disabilities; the Timothy A. and Katherine M. Queen Family Endowment for New Student and Family Programs was established by non-alumni parents; the Cecchini Family Aspire! Program Excellence Fund supports the Aspire! Award breakfasts held five times during the academic year. Four endowed scholarships were established by alumni, for a total of \$210,000 in gifts and pledges: the SGA Scholarship was established by four former SGA presidents and will provide tuition support for current SGA leaders; the Eggleston Family Scholarship will support a student from a single parent home and a student who has lost a parent to cancer; the Ellen and Ben Ames Leadership Scholarship was established by a Class of '48 alum after he attended the SGA-Order of the Gavel Reunion and enjoyed reconnecting with Virginia Tech; the Kenneth W. And Katherine T. Bible "Dream Big" Scholarship was established to award a leader within the Division of Student Affairs who is majoring in Engineering. An operating scholarship was established by an alum to support students who participate in the Hellenic Student Association. Overall gift income (new gifts and pledge payments) through May 31, 2015 totals \$461,777.

**Dining Services** was ranked #1 in the Princeton Review based on student feedback and ranked #1 in Niche, which is not only based on highest satisfaction, but also takes into account best value; won the Bronze Governor Award for Sustainability; won a gold award from the Association for the Advancement of Sustainability in Higher Education (AASHE); National Association of College & University Food Services (NACUFS) awarded Dining Services a Silver Horton Award for Sustainability; was asked to travel to University of Massachusetts Amherst to present and prepare some of Virginia Tech's signature dishes. Those invited include universities ranked highest in the Princeton Review. Dining Services added two additional Culinary Camps for children to learn more about the Culinary Arts from Virginia Tech chefs. Dining Services began its ServeWell program for its employees to help them live a healthier lifestyle. The program includes pedometers for all staff, short courses on eating healthy, and group walks together. In the area of sustainability, Dining Services is piloting compostable to-go containers in all of its non-franchise facilities; won a grant to install two additional OZZI machines in Turner Place at Lavery Hall and in Owens Food Court, which will help expand the reusable to-go container program; created a new and improved reusable water bottle which was so popular that it had to be reordered during the year; in collaboration with the Student Government Association, new reusable to-go containers will be provided to all incoming first year students; and switched Coke cups and lids to a compostable version.

**Housing and Residence Life** opened with 9,120 students in fall 2014, a 101 percent occupancy rate which exceeded the previous year and was confirmed at 100.1 percent after roster verification. The number of housing reapplications in spring 2015 exceeded expectations with 1,808 entries received, 539 students did not receive a contract, and 1,098 contracts were issued for returning living-learning community students.

**New Student and Family Programs** increased participation in Fall Family Weekend registrations by 67 percent to 4467 individuals; developed a family sign-up system for New Student Orientation; transitioned successfully from the Dean of Students to Student Engagement and Campus Life; increased applications for student leadership positions; developed the Parent and Family Webinar Series; expanded the VT Magazine cover wrap for parents and families; hosted the Order of the Gavel and SGA Reunion; added a student column to the Hokie Family E-News and solicited feedback on the new format; developed a new Alumni News publication and alumni section on the DSA website, to be launched summer 2015.

**Assessment and Professional Development**, with Recreational Sports, led a summer book club for 25 faculty and staff and facilitated focused discussion on the topic of well-being. Partnered with DSA Human Resources to evaluate the AP Faculty Professional Development and Performance Evaluation Tool (PACE—Plan, Affirm, Check-points, and Evaluation), made improvements, and developed an implementation plan to pilot the tool in 2015-16. Partnered with the Higher Education Association (HEA) and students in the higher education program to sponsor four events for Careers in Student Affairs Month for interested undergraduate and graduate students. The Division hosted a networking social featuring new professionals and faculty from the higher education program. There was also a breakfast with the Vice President for Student Affairs at which she shared her experiences in the profession and answered students' questions. In conjunction with Career Services, there was a resume workshop that included tips for applying to graduate schools and assistantships. Finally, the second year higher education master's students hosted a panel discussion about their experiences in summer internships.

**Fraternity and Sorority Life** invited La Unidad Latina, Lambda Upsilon Lambda Fraternity Inc, Sigma Phi Epsilon Fraternity, and Triangle Fraternity to join the community for the fall 2015 semester, bringing the

total number of recognized fraternities and sororities to 56. Team members facilitated the following presentations at national conferences: “Embracing the F-Word: It’s for Men Too” (American College Personnel Association); “Putting All Your Cards on the Table: How to Become a True Partner” (Association of Fraternity/Sorority Advisors); “Selecting Ideal Change Agents: An Innovative Approach to Cultivate Organizational Change: (Association of Fraternity/Sorority Advisors). Throughout the year Fraternity and Sorority Life team members assisted other campuses and international organizations by facilitating leadership education programming for students throughout the country, offering training for fraternity and sorority educational consultants; and reviewing chapter assessments. These include: Radford University – IMPACT (in conjunction with the North-American Interfraternity Conference); Pi Kappa Phi Fraternity – Pi Kappa College (emerging leader national program); Delta Gamma Fraternity – Delta Gamma Institute; Sigma Phi Epsilon Fraternity – EDGE (emerging leader national program); Undergraduate Interfraternity Institute (sponsored by the North-American Interfraternity Conference); Alpha Tau Omega Fraternity national annual report review; and coaching and consultation to fraternity and sorority life staff at Baylor University, Clemson University, Norwich University, and University of Illinois at Urbana Champaign.

**Recreational Sports** initiated a new program entitled Hoopin’ with @VTSandsman, which allowed Virginia Tech students, faculty, and staff to play organized pickup basketball with Virginia Tech’s 16th president. This program began as part of President Timothy D. Sands’ installation weekend and was an immediate success as 60 lucky participants were chosen by lottery to play during the installation activities. Another 50 participants were chosen to participate with President Sands during spring semester’s 100 Days ‘til Graduation event. In addition to playing basketball, the participants had the opportunity to interact with the president in an informal setting between games.

**DSA Human Resources** facilitated the hiring of 49 faculty, 149 staff, 357 non-student wage, and 1,536 student wage employees, for a total of 2,091 new hires, representing a 23.6 percent increase over fiscal year 2014; reviewed and dispositioned 8,649 job applicant submissions through the HR electronic employment application system, representing a 41.8 percent increase over FY 2014; completed 1,559 criminal background checks for newly hired employees and other qualifying employment changes; expanded employee training and development offerings through 12 distinct workshops, addressing topics related to employee development, employee relations and compliance, management development, organizational development, professional development, and team selection; trained 655 employees through optional Division workshops for a total of more than 1,340 training hours; provided 2,193 Division employees with mandatory training through workshops on Title IX and Retaliation and University Policy 1025 Harassment Prevention and Anti-Discrimination.

**Emergency Preparedness** increased resilience for all Division departments through targeted emergency preparedness training followed by a tabletop exercise to test updated continuity of operations plans.

## Strategic Plan Scorecard

### Administrative Quality and Improvement (AdQI)

The Division of Student Affairs continues to be actively engaged in assessment and regularly uses findings to improve both student learning experiences and administrative functions. Each department has clearly defined mission, goals and outcomes that link to the DSA mission, Aspirations for Student Learning, and the DSA strategic plan. Each department measures several student learning outcomes and

administrative outcomes annually and provides an action plan for each. Many departments complete multiple assessments annually. Departments submit annual assessment plans in September outlining their assessment objectives for the year. Assessment and Professional Development supports departments and the Division by building capacity across the Division, consulting with departments on strategic planning and assessment, assisting with research and assessment projects that require input from the Institutional Review Board, and conducting Division- and university-wide research and assessment projects.

This report includes several examples of successful assessment projects completed in the 2014-2015 academic year. Please note that the WEAVE Assessment Report is not included in the DSA Annual Report as there are 24 departmental reports that total almost 200 pages. These reports will be provided under separate cover.

The inaugural **Assessment Showcase** was held in February in partnership with the Virginia Tech Office of Assessment and Evaluation and University Libraries. Division of Student Affairs faculty and staff and colleagues from academic departments gave brief talks about their assessment work. In addition, 20 posters were on display in the Newman Library main lobby. The Assessment Showcase concluded with a live poster presentation session on Friday afternoon.

The **Assessment Roundtable** is an active committee made up of representatives from each DSA department. The group meets monthly to review and exchange educational information to improve assessment work. Topics this year included development of multicultural competency surveys and conducting a semi-structured focus groups. The group also completed an assessment of the culture of assessment in DSA and in their respective departments.

Two educational **Assessment Camp** opportunities were offered this summer. Advanced Camp focused on strategic planning and development of departmental assessment plans. The Introduction to Assessment provided an overview of assessment terminology, planning, methodology, and reporting. More than 40 DSA employees attended.

## Assessment-Related Accomplishments and Results

*In addition to AdQI outcomes assessments, the Division of Student Affairs employed assessment and systematic review in a number of crucial areas, and conducted assessment training for Division faculty and staff. Assessments projects completed during the 2014-2015 academic year and changes implemented based on assessment findings include the following:*

Several departments including **Dining Services, Communications and Innovative Technology, Recreational Sports, and the Senior Associate Vice President for Affairs** have utilized student advisory boards in the past year. These boards are made up of students who serve as ongoing focus groups that meet regularly to provide feedback on specific department programs and services.

As a result of a 2013-2014 assessment of student self-advocacy and utilization of accommodations, **Services for Students with Disabilities** implemented several changes to its orientation offered to first-year students, including providing more information on troubleshooting with professors when an accommodation is not provided appropriately. Additionally, Services for Students with Disabilities offered six week check-in appointments to all first-year students to review use of accommodations and

to proactively problem-solve concerns at the beginning of the school year. Services for Students with Disabilities created a guide to faculty responsibilities to create awareness of disability civil rights, accessible instructional environments, and inclusion by design.

**Dining Services** completed a comprehensive assessment project involving evaluation of all management staff.

Two departments, **Cranwell International Center** and **Cook Counseling Center**, completed five-year comprehensive program reviews. The internal review process takes a year to complete and involves a committee of department members, external stakeholders, and students reviewing the department against standards in 12 areas set by the Council for the Advancement of Standards in Higher Education. In addition, Cook Counseling Center underwent a significant assessment and evaluation of all of its resources this year through application for re-accreditation by the International Association of Counseling Services and review of operations by Internal Audit.

Six departments in the Division hosted **higher education graduate students** in assessment consulting groups completing at least six comprehensive assessment projects including: evaluation of the reusable container program in West End Market Dining Center; collaboration with DSA Human Resources to study how departments across the Division train student employees and understand their professional development needs; assessment of the experiences of students in student organizations advised by the Intercultural Engagement Center; satisfaction study of students utilizing the Dean of Students student advocacy services; assessment of the experience of student volunteers in Student Conduct; utilization study of digital signs managed by Communications and Innovative Technologies.

**Recreational Sports** staff used a variety of methods to track the usage and popularity of recreational programs, services, and facilities. Observation of usage patterns continues to be extremely important because this information drives and informs decisions about facility hours of operations, program offerings, and equipment purchases.

**Campus Alcohol Abuse and Prevention Center** used the data from the 2014 Alcohol and Other Drugs Campus Survey in interventions and media campaigns to make them as relevant as possible. The center continued to compile satisfaction surveys for educational classes and added a counselor satisfaction measure to individual feedback to help counselors improve. These measures ensure that the center is meeting the needs of students who attend its classes, presentations, and interventions.

In an assessment conducted by **Housing and Residence Life**, 66 percent of residents indicated familiarity with the Aspirations of Student Learning; 26 percent of residents reported that the Commit to Unwavering Curiosity aspiration resonates with them the most; 20 percent of residents indicated that Pursuing Self-Understanding and Integrity is the aspiration that is most meaningful to them; 90 percent of HRL's Diversity Summit attendees felt they had a better understanding of the skills necessary to be a more inclusive leader; 98 percent of HRL's Diversity Summit attendees indicated they would begin practicing the skills necessary to become a more inclusive leader.

## 2015-2016 Division Goals and Outcomes

The Division's Strategic Plan Implementation Group held monthly meetings to monitor progress toward completion of the Division's 33 strategic plan outcomes, which align with the five goals in the

university's long-range plan. Members of the group serve as liaisons to the individuals, departments, and committees working on the priority outcomes. Action plans were developed and include steps to be taken, metrics, and the entities responsible for implementation. Tracking of progress toward implementation was completed each semester. A balanced scorecard approach to assessment of the Division's strategic plan has been developed. Departments are asked to measure four elements: learning and growth, satisfaction and usage, administrative quality and improvement (AdQI), and resources, including financial, space, and human.

The Vice President for Student Affairs encourages a culture of continuous improvement in administrative units by systematically tracking and reviewing department assessment plans in WEAVE. Each department measures and tracks one to two administrative outcomes each year and at least one learning outcome. Executive leaders also measure and track one to two administrative outcomes annually.

*The following strategic outcomes from the Division of Student Affairs 2012-2018 Strategic Plan will be the Division's 2015-2016 strategic focus.*

**1.1** Students will develop skills to analyze, interpret, and synthesize information; reason holistically; communicate effectively; work in teams; and appreciate global perspectives, in order to succeed in the global job market and be active citizens.

**1.2** Students will understand the importance of overall wellness and will maintain a healthy balance academically, physically, emotionally, nutritionally, professionally, and socially.

**1.3** Students will achieve the competencies articulated in our Division's Aspirations for Student Learning which will provide a basis for life-long learning.

**1.4** Develop a Division of Student Affairs curricular framework through which our departments will create and deliver programs, services, and experiences that support our goals and promote the Aspirations for Student Learning and the stages of development outlined in the 2012-16 Undergraduate Division Vision document.

**1.5** Identify and develop optimal spaces across campus that will foster student engagement with Division staff, faculty, administrators, speakers, and others to promote increased learning.

**1.6.** Engage in First-Year Experience programs as collaborative partners to share in the learning process of first-year and transfer students.

**1.7** Develop learning outcomes for all program areas to ensure intentional, value-added experiences for our students and develop supportive assessment tools to measure the levels of learning.

**1.8.** Develop broad and successful relationships with public, private, and non-profit organizations to increase student experiential learning.

**1.9.** Create new spaces for academic advising in residential facilities to increase the number of advising hours and students advised.

- 2.1.** Students and Division employees will expand their appreciation, understanding, and respect for others who are different than themselves.
- 2.2.** Division employees will develop the multicultural competencies to address relevant issues and to offer meaningful services to a diverse student population.
- 2.3.** Develop strategies to promote meaningful interaction between our international and domestic students and find ways to engage international faculty and staff with domestic faculty and staff.
- 2.4.** Establish methods for students to record and reflect upon their experiences that foster multicultural competencies.
- 2.5.** Promote the value of engaging in diverse intercultural courses, activities, and experiences to prepare for employment and community-building in our diverse society.
- 2.6.** Recruit and retain a diverse, multicultural workforce in the Division.
- 3.1.** Division employees will develop the skills to expand and build upon existing dynamic collaborative relationships that will streamline and strengthen programs and services; thereby eliminating redundancies and increasing student engagement.
- 3.2.** Establish a Division-wide shared definition and vision for collaboration and partnerships that articulate ways to increase and enhance communication across all levels.
- 3.3.** Inventory and assess internal and external collaborative partnership efforts, exploring and eliminating the barriers to collaboration – both perceived and real.
- 3.4.** Evaluate each program, process, and service available in the Division of Student Affairs according to its potential to maximize learning and enhance quality over quantity.
- 4.2.** Students will acquire the skills to critically analyze the information shared in social media environments
- 4.4.** Identify the most effective and accessible methods to utilize technology for marketing efforts and information dissemination.
- 5.1.** Division employees will learn how to enhance student learning by providing facilities that offer a welcoming environment and by actively facilitating cross-cultural programming.
- 5.2.** Division employees will develop an understanding of and sensitivity to the needs of our differently-abled students.
- 5.3.** Develop an inventory of our current facilities and their uses.
- 5.4.** Develop a master plan of new facilities that we need across the Division, which identifies commonalities that might be shared and links to budget planning so that our facilities and budget plans are cohesive and integrated.

**5.5.** Develop a Division-wide renovation list that includes existing physical barriers and access issues and compare that list to the needs above to see if there are opportunities to reprogram or meld some of our needs into newly-renovated facilities.

**5.7.** Create welcoming and accessible environments throughout our facilities.

**5.8.** Continue to support the Virginia Tech Climate Action Commitment and Sustainability Plan.