

2013-2014
Annual Report



THE DIVISION OF STUDENT AFFAIRS

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From the Vice President for Student Affairs



Each year at this time we pause to celebrate our achievements and plan for the coming year. It is invariably surprising to see the amalgamated totality of our accomplishments in one document. When gathered together and viewed as a whole, synergies and connections are revealed, and our work as a division committed to the student experience comes to energetic and enthusiastic life.

If I had to choose one aspect of our annual report to highlight this year, it would be our work towards operationalizing our five Aspirations for Student Learning by creating an outcomes-based curriculum called the Keystone Experience. This initiative challenges students to better understand and put the Aspirations for Student Learning into practice through participation, engagement, creation, and reflection. Students will generate their own Keystone Experience --- one that is self-directed, self-authored, intentional, and well-documented. We provide the opportunities, framework, tools, guidance, and encouragement; it is up to them to define it.

This year, our accomplishments also illustrate our strong commitment to using assessment to inform our work. It is not enough to do good things; we must also assess their value. We have created a results-oriented reporting system in which each department evaluates its effectiveness. We use both quantitative data and qualitative insights to more thoughtfully plan our approach to connecting with students, encouraging collaboration, and improving our own efficiencies.

Our annual report is a source of pride and celebration for the wonderful faculty and staff colleagues within the Division of Student Affairs. They deserve recognition for their hard work, commitment, and innovative ideas. It should also be noted that our efforts are admirably matched by those of our students, who rise to the responsibility of making the most of their Virginia Tech experience. Our programs and services, combined with the creativity and enthusiasm displayed by our students, are an unbeatable combination for realizing our Aspirations for Student Learning, and for promoting learning both in and out of the classroom.

Patricia A. Perillo, Ph.D.
Vice President for Student Affairs
Virginia Tech



Our Mission

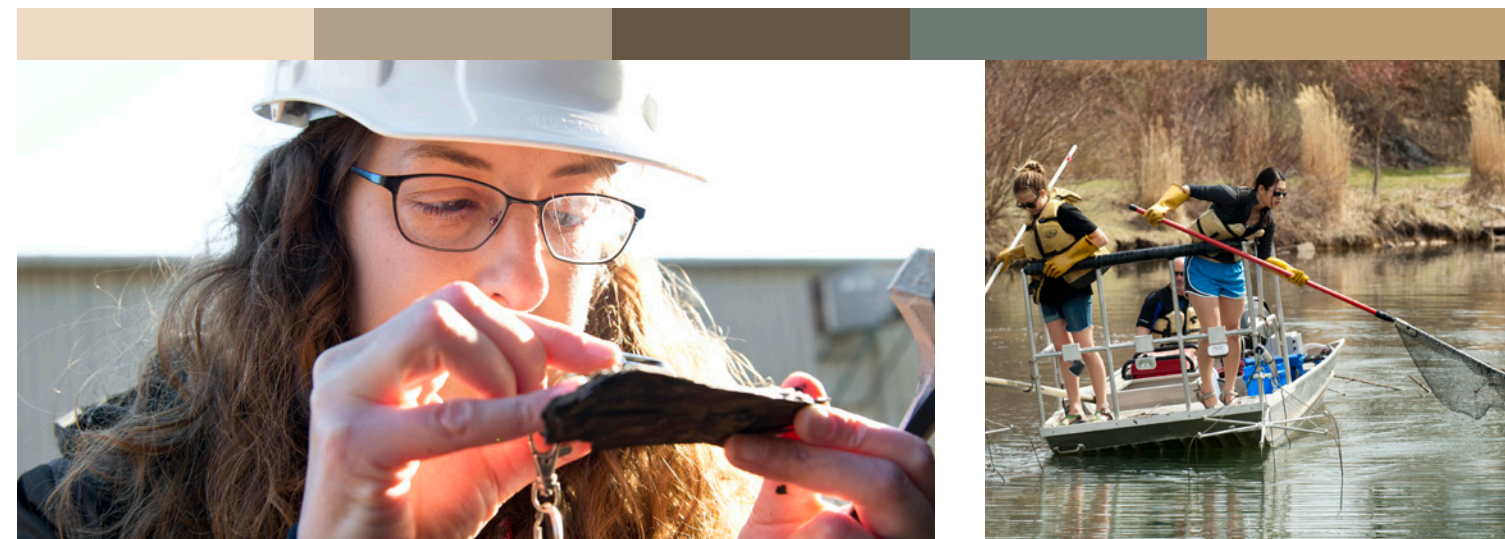
The mission of the Division of Student Affairs is to promote student learning, life skills, and personal growth through a strong focus on holistic student development and collaborative partnerships that deliver superior service to, and care for, students in the spirit of Ut Prosim.

On August 1, 2012, the Division of Student Affairs (DSA) welcomed its new Vice President for Student Affairs, Patricia A. Perillo. Under her leadership, the division developed its 2012-2018 strategic plan to provide a framework to implement its mission. The plan is focused on facilitating student learning, creating global citizen scholars, and promoting diversity and inclusivity on our campus and beyond. These goals will be accomplished in a spirit of collaboration within the division, throughout the broader university community, and with external partners. The plan also includes strategies to identify and maximize administrative efficiencies so the division can continue to be a good steward of university resources.

This annual report describes the Division of Student Affairs' accomplishments during the 2013-2014 academic year as they relate to each of our strategic goals. It includes a progress report on our scorecard measures, as well as our Administrative Quality and Improvement (AdQI) efforts. In addition, the report identifies Division of Student Affairs' strategic outcomes for 2014-2015.

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 that they can lead and serve the greater good with others in a global community.



Commit to Unwavering Curiosity

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

- **Multicultural Programs and Services** sponsored or co-sponsored 90 programs during the six heritage celebrations throughout the year.
- **Recreational Sports** developed new dance programs to provide increased fitness options. These included ballet, hip-hop, and Irish dance. The dance programs were well received by participants already involved in fitness programs and also introduced new participants to existing programs. This pilot program was successful and will be expanded next year.
- **The Black Student Alliance** hosted Campus Movie Fest, a week-long event during which students could check out cameras and editing software to film their own five-minute video. More than 75 teams registered and participated. The event culminated with a red carpet awards ceremony, and winners were given the chance to compete for the national prize. Virginia Tech is one of 60 schools that participated nationally.
- **The Perspective Gallery in Squires Student Center** curated, designed, and installed seven art exhibits and two GobblerNight events. These included collaborations with Blacksburg Regional Art Association, Appalachian Studies (My Friend Earl), Office of Diversity and Inclusion (The Time is Always Right to Do What is Right), Department of Music (Working Class Portraits: Artwork by Jonathan Murrill), College of Architecture and Urban Studies (FORM: Line-Plane-Solid), VT Engage, and the Department of Sociology (Mesoamerica Resiste Beehive Collective pop-up lecture).
- **Communications and Innovative Technologies:**
 - Created a campus-wide marketing and communication plan to encourage participation in the presidential search student forum.
 - Profiled student representatives to the Board of Visitors as part of a marketing campaign to increase awareness and encourage new candidates for the student board positions.
 - Worked with Housing and Residence Life to implement a new and creative campaign for Resident Advisor recruitment.
- **The Residence Hall Federation** produced a number of highly successful campus-wide programming events: Beach Bash, Frank Warren Post Secret, homecoming dance, RHF Relay, and Casino Royale.

Pursue **Self-Understanding & Integrity**

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

- **The Dean of Students Office** supported 2,526 students with advocacy needs, an all-time high. Approximately 3,700 hours in case management were completed, supporting and empowering students to a deeper understanding of self, their challenges, and solutions to those challenges.
- **Student Conduct, Housing and Residence Life**, and other university hearing officers met with 1,423 individual students to talk about community expectations: 1,034 (73 percent) involved male students and 389 (27 percent) involved female students.
- **Housing and Residence Life** implemented the Aspirations for Student Learning curriculum through one-on-one Resident Advisor conversations with each resident.
- **Recreational Sports** provided very successful programs related to overall wellness and how exercise and movement can have a positive impact on social, academic, and mental health. Becoming more active in programs such as Body Matters and the Women's Wellness Series, Recreational Sports continued to enhance programs such as How of Happiness, and the counseling referral program. Additionally, they offered stress management presentations, chair massages, and continued to provide information on the value of exercise as a life-long tool for success.
- **Student Centers and Activities** offered workshops for more than 200 student staff, provided by the Student Staff Development committee, which developed learning outcomes tied directly to the Aspirations for Student Learning. Workshop participation increased by 108 percent over the previous year. More than 50 student staff took the strengths assessment; many students debriefed with staff members and discussed the impact and implications of their top five talent themes in their personal and professional environments.
- **Student Conduct:**
 - Worked with students to create educationally meaningful outcomes that help them explore issues related to self-understanding and integrity: approximately 450 students participated in an alcohol education program; 106 students completed the strengths assessment and follow-up session to better understand their strengths; 137 students completed a personal plan of action; and 223 students reflected in writing about their incident and how it impacted themselves and others.
 - Developed three new educational sanctions: Managing Interpersonal Conflict; Anger Management and Relationships; and AlcoholEdu.



Practice **Civility**

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



- **Career Services** engaged 1,021 students in professionalism programs such as dining and business etiquette, women's networking events, practice interviews, transition from college to work sessions, and the Out-at-Work LGBTQ networking program and reception.
- **Cook Counseling Center** conducted 1,900 group and couples sessions with a focus on understanding self and others to form the basis for authentic and respectful interactions.
- **Cranwell International Center** facilitated an overnight trip to Eagle's Landing Wilderness Adventure for a blend of international and domestic students to create inclusion through meaningful interactions within and across dissimilar populations.
- **Fraternity and Sorority Life:**
 - Facilitated the 3rd annual Interfraternity Council Presidents' Academy of Leadership, bringing together 28 chapter presidents and 12 executive officers of the Interfraternity Council, which represents approximately 1,700 students within the Fraternity and Sorority Life community.
 - Led the Fraternal Leaders Institute for 72 student leader-participants, student peer facilitators, Fraternity and Sorority Life team members, and volunteer facilitators.
 - Continued the Emerging Interfraternal Leaders program with 20 new members from throughout the community.
 - Created the Inter-Council Advisory Group, composed of selected student leaders throughout the Fraternity and Sorority Life community. The group meets monthly for the purpose of building relationships among members and promoting ownership of the community.
- **Multicultural Programs and Services** offered more than 35 SafeZone training sessions for the university community and introduced training for student organizations. Established in 1998, the SafeZone program was created to foster a more inclusive and accepting environment for lesbian, gay, bisexual, transgender, and questioning individuals, communities, and their allies.
- **The Residence Hall Federation** researched and passed a resolution in support of gender-neutral housing at Virginia Tech. In response to the resolution, Housing and Residence Life created a proposal for gender-neutral housing and an implementation plan for fall 2015.

Prepare for a Life of Courageous Leadership

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

- **The Corps of Cadets (VTCC)** continued to have one of the broadest, accredited academic programs in the country:
 - Taught a total of 20 accredited courses on leadership, ethics, and career preparation to cadets. These courses comprise the academic component of the leader development program. They are a sequential, building-block series of courses that will take a cadet from first semester of their first-year, through all the developmental steps to become a leader of character and integrity when he or she graduates.
 - Piloted a new course through the Department of Aerospace and Ocean Engineering. Called Fundamentals of Flight Training, the course is open to all university students and prepares those who are interested in the field of aviation to take the Federal Aviation Administration (FAA) knowledge exam. This is a professional examination, the successful completion of which is required for anyone seeking a flight rating as a pilot. Sixty-three students enrolled in this class.
 - Hosted the annual VTCC Leadership Conference, attended by cadets and faculty from the federal service academies, senior and junior military colleges, several universities, and two high school JROTC programs. Former Secretary of Education Dr. Bill Bennett was the keynote speaker. The conference theme was leadership and leader development, and provided the cadets and midshipmen an opportunity to discuss and reflect on various aspects of individual and unit growth.
- **The Dean of Students Office** created a student leadership team to facilitate a front-line welcoming environment for guests and visitors to the office.
- **Fraternity and Sorority Life** provided leadership development opportunities for students: 37 student leaders from all four governing councils attended the Central Fraternal Leadership Conference in Indianapolis, Ind., sponsored by the Association of Fraternal Values and Leadership; through the financial sponsorship of the Interfraternity Council and Panhellenic Council, 12 student leaders attended the summer 2014 Undergraduate Interfraternity Institute, sponsored by the North-American Interfraternity Conference, the largest cohort of students to attend the program to date; and coordinated the National Pan-Hellenic Council and Panhellenic Council executive officers' participation in the Southeastern Panhellenic Association.
- **Leadership Education Collaborative** partnered with Housing and Residence Life, Student Centers and Activities, Fraternity and Sorority Life, and the Department of Agricultural and Extension Education to coordinate and facilitate the Principles of Peer Leadership course. Student leaders representing a myriad of roles across the university participated in the larger online class session as well as smaller recitations.
- **Services for Students with Disabilities** conducted pre- and post-focus groups for student leaders at their New Student Orientation to provide a framework for student leaders to prepare, engage, and reflect.



Embrace *Ut Prosim* (That I May Serve) as a Way of Life

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

- **VT Engage's** transition from Outreach and International Affairs to the Division of Student Affairs was planned and facilitated. VT Engage will become an important part of the division's programs that support student engagement, service, and leadership development.
- **The Honors Residential College** continued its partnership with Head Start in Giles County and launched a second service partnership with Head Start in Floyd, Va.
- **Career Services interns** engaged 24 Apparel Product Development and Merchandizing Management program students and other volunteers to create and implement the first VT Career Outfitters. More than 800 donated articles of clothing and accessories were given to 531 student recipients in need of professional clothing for career fairs, networking events, and interviews.
- **Cook Counseling Center** organized and completed suicide gatekeeper training for professionals from Cook, the Corps of Cadets, Human Resources, and Housing and Residence Life. These professionals went on to provide suicide prevention training for 450 students, faculty, and staff.
- **Fraternity and Sorority Life** advised Greeks Giving Back, a registered student organization of fraternity and sorority student leaders that conducts an annual day of service for Blacksburg and Christiansburg residents. There were 278 job sites registered, with more than 1,000 fraternity and sorority student leaders participating.
- **Housing and Residence Life** had the highest number of volunteers for Hokie Helpers to date for fall move-in, exceeding 1,000 participants.
- **SERVE living-learning community** provided 2,500 volunteer hours for 22 service events.



- **Recreational Sports** participated in a variety of community outreach programs: Teddy Bear Toss; 3.2 Run in Remembrance; Healthy Kids Day with the YMCA; Y-Toss; the Ryan Lopynski Big Heart Foundation EKG screenings; hosting Youth Soccer and Volleyball tournaments on campus; and providing swim and gymnastics instruction to children.
- **Services for Students with Disabilities** recruited 406 volunteer note takers who provided approximately 9,300 service hours, a savings of \$74,400 per academic year. Students using note taking accommodations numbered 361, a 124 percent increase over the previous year.
- **Service Standards committee** developed an outline and structure for a service institute that will provide Division of Student Affairs employees with an introductory course on the division's Guiding Principles for Service, a variety of elective learning options, and a capstone course that includes a legacy service project. The Service Institute will be introduced in the 2014-15 academic year and coordinated by the division's Human Resources office.



Other Learning Environment Impacts

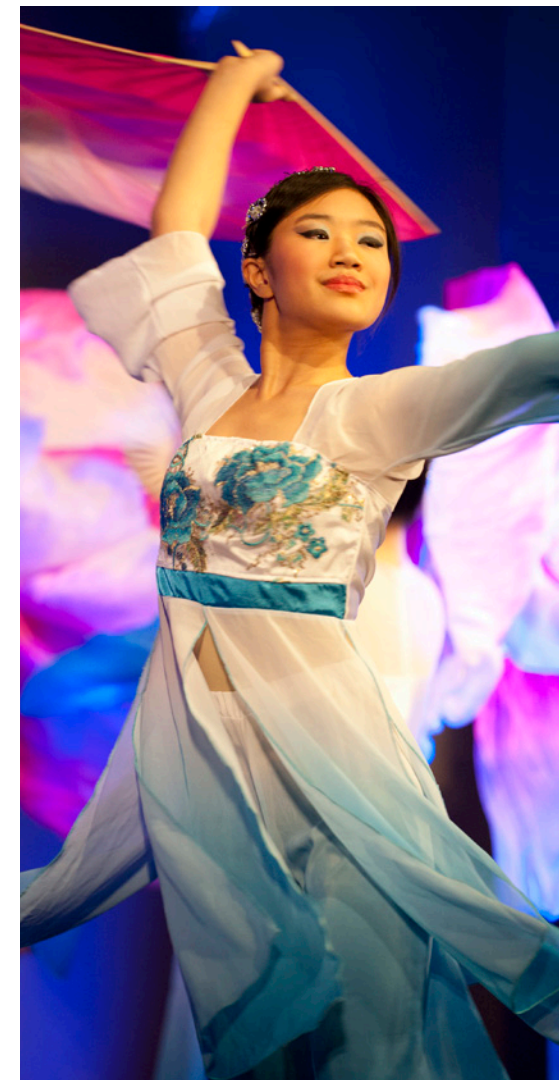
The Division of Student Affairs' programs and services impact the learning environment for students in a multitude of ways. Fostering collaborative learning and co-learning with our students in environments designed to promote growth fosters the development of students as unique individuals and further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

- Created a leadership team in the division to intentionally focus on student engagement and encourage involvement in student activities, leadership opportunities, and civic engagement experiences. This initiative brings together four departments—**Student Centers and Activities, New Student and Family Programs, Leadership Education Collaborative, and VT Engage**, which will think and dream together all the ways to enhance the student experience at Virginia Tech.
- **Virginia Tech** was voted No. 1 by Active Times on their list of the Top 50 Fittest College Campuses. This recognition was based on quality fitness programs offered by Recreational Sports as well as healthy food options offered by Dining Services.
- **The Corps of Cadets** continued to set records for academic success this year, and marked the first time in recent history that all four classes had an average GPA greater than 3.0 for both semesters. In fall 2013: overall corps GPA was 3.09; 647 cadets earned Commandant's List recognition with a GPA of 3.0 or higher; and 18 earned a perfect 4.0. The spring semester was equally impressive: corps GPA was 3.09; 628 cadets earned Commandant's List status; 23 cadets earned a perfect 4.0 GPA; and 17 cadets were accepted by the Honors Program. This is the fifth consecutive spring with a corps GPA over 3.0 and the second year in a row the corps had fall and spring semester average GPAs over 3.0.
- **Fraternity and Sorority Life** generated analytics that reflected positive trends: the fraternity and sorority community's average GPA was higher than the average undergraduate GPA for both fall 2012 and spring 2013; fraternity and sorority membership increased from spring 2013 (4,130) to spring 2014 (4,387); and redesigned aspects of the Panhellenic Council's spring formal recruitment period that resulted in an increase of 131 women participating and 47 more women receiving invitations for membership.
- **The Campus Alcohol Abuse Prevention Center:**
 - Saw 862 students with alcohol infractions: 423 in the Party Positive classes; 204 in the Making Positive Choices classes; and 235 in motivational interviewing sessions.
 - Saw 49 students for substance abuse, representing a new initiative. A well-received and interactive marijuana education program was also piloted this year, for a fraternal organization and for students drawn at random.

- Gave 16 presentations to intact groups (such as fraternities) to provide knowledge and alternatives for action in context.
- In conjunction with the Assistant Vice President, experimented with a World Health Organization alcohol audit for one fraternity and one sorority to provide more individualized group feedback.
- Conducted a rigorous and statistically reliable campus survey that showed the at-risk drinking rate fell to 46.5 percent in 2014. This is a very significant result because the same metric had been 60.1 percent in 2008, 56.9 percent in 2010, and 50.8 percent in 2012. The decline over time is an important indicator of long-term progress. It is also noteworthy that in 2014 the at-risk drinking rate fell below 50 percent for the first time. The at-risk drinking rate is a metric based on the consumption of more than four to five drinks per occasion for women and men, respectively.

• Career Services:

- Engaged in First Year Experience programs as partners, to share in the learning process of first-year and transfer students. In nine of 14 Division of Student Affairs First Year Experience academic partnerships, Career Services collaboratively created and delivered 30 First Year Experience class sessions to 1,830 students, a 66 percent increase from 2012-2013. The sessions focused on the importance of self-discovery, reflective exposure and experience, engagement in student organizations and leadership roles, and the influence of these factors on career decision-making and planning.
- Continued to develop broad and successful relationships with public, private, and non-profit organizations to increase student experiential learning opportunities such as internships, cooperative education, job shadowing, summer jobs, externships, and volunteer experiences. More than 11,200 companies registered in Hokies4Hire; there were 6,666 campus interviews with 3,095 students and 10,115 Hokies4Hire job postings, a 26 percent increase.
- Enhanced service delivery by selecting and training 12 students as peer career advisors who met with 1,302 individual students during walk-in advising hours (43 percent of all walk-in sessions); conducted 44 seminars; coordinated programs such as the national career development employer panel, a women's network event, and a non-profit careers panel; and assisted with college liaison projects, social media campaigns, and marketing efforts.



Other Learning Environment Impacts (continued)

- **Cook Counseling Center** completed a year-long reaccreditation process for the pre-doctoral training program in professional psychology that is accredited by the American Psychological Association. This included a two-day on-site visit from the accreditation panel, which provided verbal and written feedback.
- **Housing and Residence Life** continued to develop important partnerships to integrate academics into the living environment: 593 University Studies students met with an advisor in a residence hall; opened the second Academic Resource Center at Newman Hall, used by 134 students; Pritchard Academic Resource Center (PARC) was used by 267 students; 192 students took advantage of transition advising; in fall semester, PARC hosted tutoring for four classes: Math 1015, 1525, 1205, and Chemistry 1035, with a total of 353 tutoring contacts recorded; and in spring semester, PARC hosted tutoring for five classes: Math 1016, 1526, and 1206, Physics 2305, and Chemistry 1036, with a total of 142 tutoring contacts recorded.
- **Leadership Education Collaborative:**
 - Re-envisioned the Leadership Tech experience. Two leadership dialogues were hosted with sessions facilitated by Virginia Tech alumni. During the 2013-2014 academic year, there were 46 Leadership Tech participants, 34 Leadership Tech peer mentors, and six Leadership Tech advisory committee members.



- Traveled to Richmond, Va., with 100 student leaders for the 16th Annual Hokie Day, an event coordinated by the Student Government Association, Alumni Relations, and Virginia Tech Government Relations.
- Traveled to Texas A&M in College Station, Texas, with 10 student leaders for the Conference on Student Government Associations. Virginia Tech was represented among 400 other student leaders in sessions ranging from organizational governance to innovative service programming. Students participating in the conference gleaned ideas to share with the university community to strengthen the impact of student governance at Virginia Tech.
- Traveled to University of Miami in Miami, Fla., with five undergraduate student leaders for the ACC Leadership Symposium. The symposium included all schools from the ACC and focused on how students can create social change on their campuses and beyond. The students engaged in educational sessions about designing social change while participating in a service project designed to affect social change.
- Hosted the Stepping Into Leadership Conference, which offers first-year students from the Corps of Cadets, Leadership Education Collaborative, Pamplin Business Leadership Center, and Residential Leadership Community exposure to their extraordinary leadership potential and the exceptional leadership opportunities at Virginia Tech. Learning outcomes for the conference included: describing how self-discovery is the key to being a leader of integrity; identifying personal strengths and leveraging them for leadership success; articulating problem-solving and group dynamics in student involvement at Virginia Tech; and identifying the values of Virginia Tech, consistently living these values, and applying them as leaders in student organizations.
- Formed an advisory council in fall 2013 to: advance visionary conversations; think strategically, futuristically, and collaboratively regarding leadership education; and inform the strategic planning process for the new department.
- **Recreational Sports:**
 - Partnered with an Industrial and Systems Engineering class to provide a capstone design project for a team of students. This team of senior students worked throughout the semester with staff to create a registration system for all of the programs offered. The design included a web-based registration process with database integration to streamline registration for the large number of repeat participants and provide reports for individual program areas. The project provided opportunities for students to work with programming staff, Division of Student Affairs IT staff, the university registrar, and others, while giving them experience in working with FERPA and PCI compliance as they relate to online system applications. The students presented their year-long work at a senior symposium in April.
 - Hosted more than 10,000 runners and walkers for the 2014 3.2 Run in Remembrance. The 3.2 Run in Remembrance has become a signature event each spring on the Virginia Tech campus. This year's run had the largest-to-date pre-registration and attendance.





• **Schiffert Health Center:**

- Provided direct, in-person, teaching or counseling through Health Education programs to 6,331 people, the highest number ever. Thirty Health Education and Awareness team members donated 2,450 hours to help Virginia Tech students and the campus community become healthier, an 80 percent increase over last year.
- Continued to provide tobacco reduction and cessation programs, including the Tobacco-Free Hokies T-shirt campaign exhibiting positive non-smoking messages.
- Conducted educational classes with five area middle schools for 739 students.
- Sponsored six events for Eating Issues and Body Awareness Week with more than 800 participants.

• **Student Conduct:**

- Established a formalized process for referring students to the Student Success Center and Career Services.
- Restructured its student leadership opportunities to include more students, provide for a variety of levels of involvement and time commitment, and develop opportunities for more engagement in their experience.

- Met with 37 graduate students for conduct conversations, agreed resolution meetings, and formal hearings, an initiative that is in keeping with Student Conduct's agreement with the Graduate School to help uphold community standards for both graduate and undergraduate students.

• **Services for Students with Disabilities** awarded a total of 45 Services for Students with Disabilities Foundation scholarships, in the amount of \$250 each, to students who would otherwise not be able to pay the full cost needed to undergo psycho-educational testing to determine their need for accommodations. This represents a 350 percent increase in foundation awards granted.

• **Cook Counseling Center:**

- Enhanced delivery of mental health services through a novel walk-in system in which students evaluated for the initial visit simply walked in to the center without an appointment required; thus, students were always seen the same day they wanted an evaluation and were screened, assessed, and offered treatments without any wait.
- Collaborated with academic departments and colleges (Vet Med; Graduate Life Center; Psychology; Communications; Human Nutrition, Foods and Exercise), Athletics, and Student Affairs departments to provide cooperative programming to enhance student growth and development.
- Coordinated the mental health response to students of concern through active case management, service to the Care Team and Threat Assessment Team, and community providers which reached more than students for whom intensive support was required.

• **Student Centers and Activities** hosted the annual Gobblerfest involvement fair on the Drillfield, with an estimated attendance of 23,000.

• **Human Resources:**

- Provided the opportunity for 30 students to perform at total 2,028 hours of community service work in the division. These figures represent a 22 percent reduction from last year in the number of students needing to perform community service and a 32 percent reduction in mandatory community service hours. These reductions are a positive trend, reflecting a decrease in student conduct violations.
- The division's Partners in Learning program provided the university community with 209 workshops and class presentations on academic, career, student life, and physical and psychological health issues.



Fostering Globalization and Inclusive Excellence: Diversity-Related Accomplishments

continued

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.



• **Division of Student Affairs Human Resources Office** developed high priority initiatives, targets, and implementation strategies to address the division's strategic outcome to recruit and retain a diverse, multicultural workforce:

- The division hired 22 new administrative professional faculty in 2013-2014, a slight increase over the percentage hired in 2012-2013. Furthering the commitment to advancing the division's strategic priority to increase diversity, four new hires are persons of color, representing 18 percent of new hires, and 12 are female, representing 55 percent of the total.

• **Multicultural Programs and Services:**

- Hosted more than 180 programs in the Black Cultural Center and Multicultural Center during the academic year. In a client usage survey, 96 percent of respondents agreed that the Multicultural Center and the Black Cultural Center were comfortable spaces, 88 percent of students surveyed indicated that spending time in the Multicultural Center and Black Cultural Center encourages community building for students, and 97 percent said they would recommend that others visit the Multicultural Center and the Black Cultural Center.

- Celebrated more than 100 students in multiple commencement ceremonies, including the Donning of the Kente, LGBTQ, and Hispanic-Latino achievement ceremonies.

- Piloted an intergroup dialogue program and trained 16 facilitators.

• **Career Services** sought to expand student and staff appreciation, understanding, and respect for others who are different than themselves and received a 2014 Out-for-Work Gold Level LGBTQ Career Center Certification, one of eight in the U.S. The recognition is awarded for providing the highest level of career information, tools, resources, services, and programs to lesbian, gay, bisexual, transgender, and questioning students.

• **The Corps of Cadets** used a grant from the Olmsted Foundation to send cadets on a two-week cultural immersion in a foreign country. Continuing to support a 2013 Olmsted Foundation request to share the Corps of Cadets travel planning model with two historically black colleges, the corps again engaged Hampton University and Norfolk State University for two cadets from each institution to accompany four VTCC cadets to travel to Panama City. The cadets toured the capital city, urban areas of Colon, the Panama Canal, tropical jungle area, and an environmental research center. They completed three service projects and enjoyed office calls and briefings with the U.S. Ambassador to Panama, the Deputy Chief of Mission, and the U.S. Embassy Political Officer. The cadets participated in the 2014 Memorial Day ceremonies at the U.S. National Cemetery at Corazal in Panama City. In addition, the corps provided partial sponsorship to three Citizen-Leader Track cadets in support of their summer

abroad educational opportunities. These ranged from research trips in the engineering and wildlife science arenas (Morocco, Turkey, Sri Lanka, and Belize), to cultural immersion in collaboration with the Olmsted Foundation trip to Panama.

• **Cranwell International Center:**

- Issued immigration documents to more than 1,000 Virginia Tech undergraduate students, supporting the ongoing increase in enrollment of international students.

- Created the program series "Global Café at Deet's Place" in partnership with Dining Services, a time for international and domestic students to gather in candid conversation with the goal of forging relationships across diverse student groups.

- Hosted the 55th 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.

- Recruited and trained 29 Global Ambassadors who welcomed more than 400 new undergraduate and 395 new graduate international students, shared their Virginia Tech experiences of integrating into the campus culture, and reflected on their own intercultural understanding.



Fostering Globalization and Inclusive Excellence: Diversity-Related Accomplishments



• **Housing and Residence Life:**

- Facilitated educational dialogue with managerial and leadership staff on diverse topics, including student veterans, Appalachia, students in crisis, and student advocacy, and created bulletin boards related to the presentation topics in break areas for staff in the field.
 - Initiated a dialogue and reflection series on diversity topics related to inclusion for live-in staff.
 - Hosted the 12th at 12 diversity dialogue series each month and increased Division of Student Affairs staff participation.
 - Coordinated and hosted the Housing and Residence Life Diversity Student Summit for 250 student leaders, facilitated by nationally-known diversity educator Dr. Maura Cullen. Students from Roanoke College and Washington and Lee University also participated.
- **Multicultural Competencies Committee** drafted a vision statement for multicultural competency within the Division of Student Affairs, developed a plan to fund individual multicultural professional development activities, and explored concepts for a multicultural competency cohort model within the division.
- **Recreational Sports** brought the campus community together through sport and fitness by hosting the Hokie World Games. This event, in partnership with Cranwell International Center, provided activities that showcase sport, dance, and culture. The highlight of this event was the Parade of Nations in which students, dressed in traditional clothing and colors representing their home countries, walked through the campus community to McComas Hall where they and their countries were recognized.

- **Services for Students with Disabilities** hosted the Excellence in Access and Inclusion awards event to recognize faculty, staff, and students who have shown exceptional leadership in access and inclusion. The event featured Dr. Joshua Burke and Dr. Janice Zeman from the College of William and Mary Psychology department, who recently launched a neurodiversity awareness training initiative on their campus.
- **Schiffert Health Center** continued to collaborate with **Cranwell International Center** for international health care orientation and immunization services.
- **Student Conduct** expanded community outreach opportunities to connect with students studying and traveling abroad through pre-departure meetings and attendance at the Education Abroad Fair, emphasizing responsibilities as Virginia Tech students and as global citizens.



Creating a Culture of Collaboration and Organizational Efficiency

continued

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.



• Cook Counseling Center:

- Coordinated with Dr. John Tedesco and the students enrolled in his senior capstone course in public relations to research, create, and evaluate a marketing and public relations campaign for Cook Counseling Center.
- Initiated and completed intensive trainings for professional staff in: dialectical behavior training, a six month program; QPR (Question-Persuade-Refer) gatekeeper training for suicide prevention; cognitive processing therapy offered by the Center for Deployment Psychology to treat PTSD in veterans and active service military; and human-animal interaction certification completed by two staff members and their service animals, in conjunction with Vet Med and the University of Denver.

• The Corps of Cadets:

- Worked in conjunction with the Women's Center to provide Mentors in Violence Prevention training for commanders and cadres during New Cadet Week and for Echo Company in preparation for their service project leading the White Ribbon Campaign at Virginia Tech.
- Had all first-year cadets participate in Mentors in Violence Prevention training. This will continue next year as one of their Monday evening class sessions in the fall and with the QPR (Question-Persuade-Refer) suicide prevention training scheduled for the spring.

- Partnered with the Virginia Tech Police Department to hold Rape Aggression Defense (RAD) training for all first-year female cadets.
- Created and hosted the first meeting of the Major General W. Thomas Rice Center for Leader Development Board of Advisors. The board was created to: advise the corps on curriculum development, ensuring the preparation of graduates with the skills, knowledge, and abilities they need to be highly qualified for employment; identify and facilitate internships and post-graduation employment for cadets; and identify and address resource shortfalls to improve the center's capabilities. The board currently consists of 18 senior executives of major corporations. This board will slowly and deliberately be expanded to approximately 25 members who will represent a diverse spectrum of the public and private sectors.
- Partnered with Virginia Tech Corps of Cadets Alumni (VTCCA) to increase on-going contact with graduates who have shared the corps experience. Cadet class champions were invited to dinner with local corps alumni, the VTCCA board director, the VTCC alumni director, and the class champion program lead. This year, 183 juniors and 173 seniors participated. This was the first year this format was used and its success will be built on in the coming years.
- **Cranwell International Center:**
 - Partnered with Career Services to host a series of workshops for international students to prepare them to navigate resume writing and interview etiquette.
 - Collaborated with university and division partners (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 faculty and students from two courses in the Department of English to evaluate feedback on improving the forms and web communications used to interact with new and continuing international students.

- Collaborated with university and DSA partners to provide programmatic support services for an international population of 1,000 undergraduate students and 1,868 graduate students, an increase of 23 and 10 percent respectively.

• Dining Services:

- Had more than 270 non-student wage and salary employees in Dining Services complete courses toward the Training Development Program, a 35 percent increase in participation over the previous year. Two have reached the highest Maroon Level, 15 Orange Level, 86 Gold Level, and 140 are Silver Level certified.

- Created a new student manager training program; more than 130 participants have taken at least once course in the program.

- Hired and trained 1,479 new employees between July 1, 2013 and May 31, 2014.

• Dean of Students Office:

- Worked in collaboration with a wide range of departments across campus to create coordinated action plans for 288 students on the Care Team agenda.

- Worked in collaboration with VTPD, Veterans' Services, and members of the Virginia Tech Interfaith Council (VTIC) to present three relevant trainings to faculty and staff throughout campus who work directly with students, addressing the topics of recreational drug use at Virginia Tech, veteran and military student population needs and services, and getting to know the VTIC.

• Fraternity and Sorority Life:

- Continued its collaboration with Housing and Residence Life to develop a living and learning environment in the Oak Lane fraternity and sorority residential area, contributing to Oak Lane residents earning a higher GPA compared to fraternity and sorority members who lived off-campus.

- Continued partnerships with the Virginia Tech Police Department and Blacksburg Police Department to offer risk education through one-on-one chapter coaching prior to social events on and off campus. As a result of this partnership, the Interfraternity Council

worked alongside the Blacksburg Police Department to design an Adopt-A-Cop program and modified citizen's academy for fraternity leaders. The Blacksburg Police Department noted a 50 percent reduction in issues stemming from chapter behavior.

• Housing and Residence Life:

- Maintained a 98.8 percent residence hall occupancy level for the academic year.

- Launched the Innovate living-learning community, a partnership of Pamplin College of Business; the Institute for Creativity, Arts, and Technology (ICAT); and the Division of Student Affairs.

- Completed Payment Card Industry Data Security Standard (PCI DSS) audit and addressed additional training documentation needs.

- Planned the launch of the Morrill living-learning Community for Sustainability in Pritchard Hall with partners from the College of Agriculture and Life Sciences, Extension Education, and the Geography Department.

- Partnered with three colleges and academic departments on quality enhancement programs involving the common book, tutoring in the residence halls, and living-learning communities.

- Hosted three group advising sessions with Pamplin College of Business undergraduate advisors in Cochran, Pritchard Hall, and the Residential College at West Ambler Johnston.

- Logged 46,841 bed-nights and cleaned 18,736 rooms during the 2013 summer season to support Conference and Guest Services as well as New Student and Family Programs.

- Provided 1,200 guests housing and dining experiences for spring 2013 commencement.

• New Student and Family Programs:

- Successfully integrated New Student Programs and Parent Relations to form New Student and Family Programs.

- Worked with University Relations to create a second cover on the VT Magazine, featuring an interview with Parent Committee co-chair Carolyn Schappert.

- Strengthened partnership with Undergraduate Advising to improve the academic transition for new students.



Creating a Culture of Collaboration and Organizational Efficiency

- Partnered with Cranwell International Center to support International Student Orientation.
 - Completed an initial analysis of the Hokie Family E-Newsletter to determine readership and traffic patterns.
 - Enhanced the Hokie atmosphere at the Spring Tailgate to build community with Virginia Tech families.
- **Recreational Sports** partnered with Venture Out to host the Intramural Battleship Tournament, in which 34 teams participated. The popular board game was adapted and played with full-sized canoes in War Memorial Hall.
- **Student Centers and Activities:**
 - Worked with the Moss Arts Center to sell tickets to their events, including door sales for concerts held in the Recital Salon.
 - Worked with the Moss Arts Center to completely transition to shared AudienceView ticket software so that all tickets to non-athletic events can be purchased at either box office.
 - Venture Out collaborated with the Honors Program to create a wilderness orientation program for new students. This was a unique opportunity to interact with professors and honors staff on an adventure-based daily excursion such as caving, climbing, and canoeing on the New River. Students' StrengthsFinder results were used to focus on how to best apply themselves to the culture of college.
 - Collaborated with the Graduate School on numerous facility improvements: received a Green RFP grant to install a covered bike shelter; established new outdoor seating and event space; upgraded paint and carpeting in meeting rooms; purchased common space furniture; and installed a shared public address system.
- **Schiffert Health Center:**
 - Had more than 51,000 patient visits during the academic year, a 5 percent increase over the previous year.
 - Enhanced the TB clinic to reduce unnecessary X-ray exposures and to ensure appropriate medication usage.
- **Services for Students with Disabilities**, in collaboration with the Virginia Tech Psychology department, implemented a feasibility study for researching the College and Living Success Program for students with Autism Spectrum Disorders.



- **Dining Services:**

- Received findings on a Joint Legislative Audit and Review Commission study which noted that, "In 2012-2013, Virginia Tech had the highest percentage of voluntary dining plan purchases, the highest meal utilization rate, and below average estimated per-meal costs compared to the averages among other public four-year institutions in Virginia."
 - Won the following national awards: College and University Innovator of the Year, Food Management Magazine; Gold Loyal E. Horton Award, NACUFS, for theme dinner "Flappers and Fall Guys;" Best Concepts-Best New Facility, Food Management Magazine; #1 in Top Universities for Food and Dining, Cappex College Insider; #4 in Best Campus Food, 2014 Princeton Review; and #3 Best College for Food in America, The Daily Meal.
 - Won the following sustainability awards: 2014 Governor's Environmental Excellence bronze level award; Silver LEED Certification for Turner Place at Lavery Hall.
 - Opened Burger '37 in Squires Student Center, which was featured in Innovators in College and University Dining, Foodservice Equipment and Supplies magazine. The revenue generated in this location over seven weeks of operating increased by \$262,797 or 255 percent, and the number of students served in this location increased by 23,557 or 144 percent.
 - Maintained continuation of services and served more than 100,000 meals during massive snow storm, Feb. 12-16, 2014.
- **Division of Student Affairs Information Technology:**
 - Completed moving all division computer users to the Division of Student Affairs domain.
 - Implemented security measures that reduced malware infections to near zero.
 - Collaborated with Communications and Innovative Technologies in delivery of digital sign content, including VT Alerts, to the campus community.

- Established redundant file servers.

- Implemented a reliable portable computer management and security system.

- **Human Resources** collaborated with Communications and Innovative Technologies to create and facilitate a new Division of Student Affairs onboarding workshop, presented seven times to 72 participants.

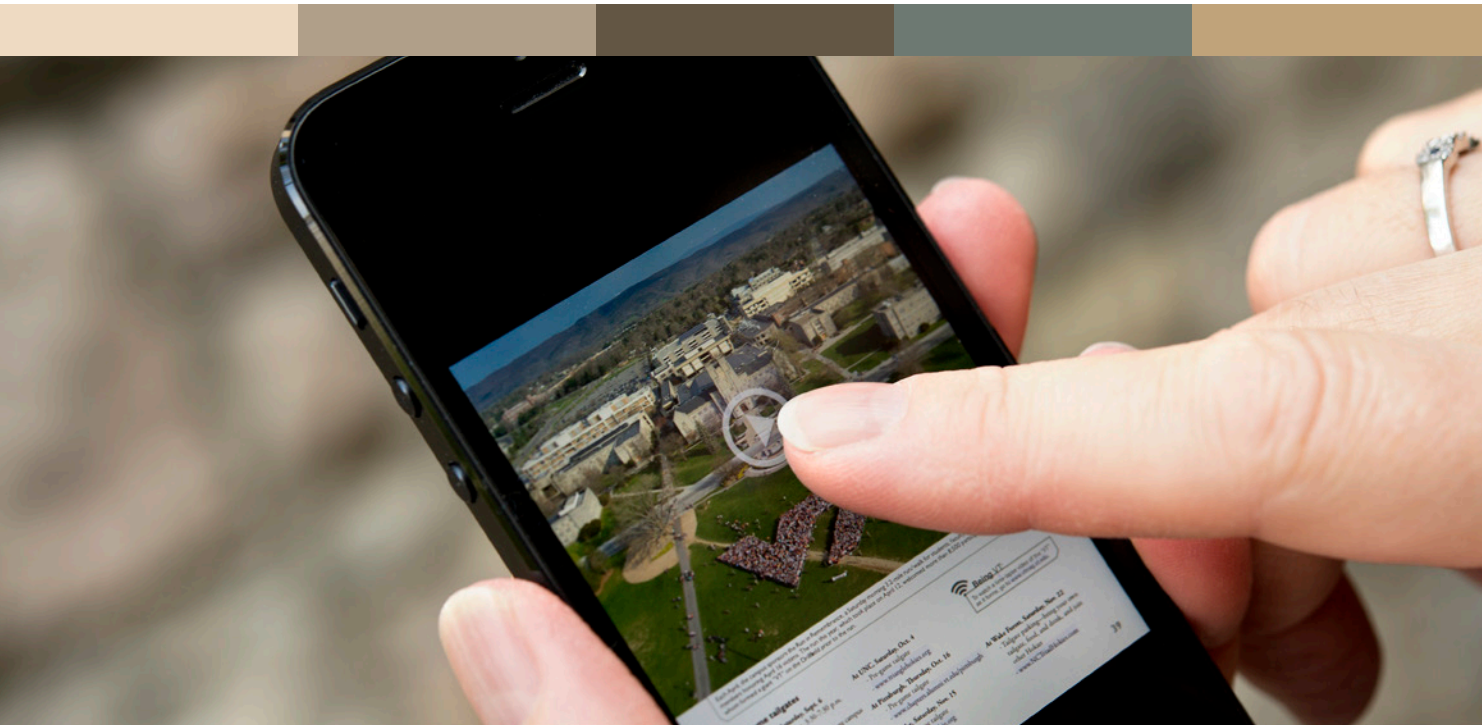
- **The Networking and Personal Development committee** created opportunities to enhance division employees' sense of appreciation and community through a series of activities including lunch-and-learn events and large and small group appreciation activities on a variety of topics intended to pique curiosity and share personal development experiences.

- **The Division of Student Affairs** initiated a centralized business center concept that will bring together the finance and business operations that support the office of the Vice President for Student Affairs, Student Centers and Activities, Dean of Students Office, Multicultural Programs and Services, Cranwell International Center, New Student and Family Programs, Leadership Education Collaborative, and VT Engage.



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.”



• Communications and Innovative Technologies:

- Developed a division-wide communications plan that outlines mission, communications priorities, approach to innovative technologies, and support for division-wide initiatives.
- Completed a two-day assessment workshop examining the division's digital identity. Consultant's report and recommendations have been presented to and discussed by division leadership for targeted implementation.
- Created a videographer position within Communications and Innovative Technologies to address increased demand for visual information.
- Worked to increase the division's social media presence and following: increased Facebook postings by 611 percent and likes to more than 2,100; increased Twitter postings by 64 percent to attract 1,700 followers; opened Instagram, Tumblr, Vine, and YouTube accounts.

• **The Internal Communications committee** focused on enhancing communications and sharing of information throughout the division: researched various networking software options; conducted a division-wide communication survey; and implemented an interim information sharing mechanism.

• Services for Students with Disabilities:

- Implemented an online note-taking request system, which resulted in a 212 percent increase in the number of requests by students.
- Tracked a 23 percent increase in the number of testing reservations received and a 19 percent increase in the number of tests administered as a result of launching the online testing reservation system.

• Development for Student Affairs and Parent Support:

- Fiscal year 2014 private gift contributions totaled \$586,170, a 26.25 percent increase over fiscal year 2013.
- Established a coding strategy to ensure that information documenting student participation in major leadership positions is captured in Banner prior to graduation. This is critical to building a successful alumni program for the Division of Student Affairs.
- Developed a printed booklet and Power-Point presentation delineating the division's funding priorities.
- Developed a Student Life: Then and Now presentation to present to alumni groups.



• Career Services:

- Assisted students in acquiring the skills to critically analyze the information shared in social media environments by encouraging them to create a professional presence on LinkedIn and to seek out career information, networking, and job listings. Provided 13 LinkedIn lab sessions to walk students through the process and discuss benefits, including a new session on Building Your Brand. Students' LinkedIn profiles were critiqued during walk-in advising at Career Services and at the Graduate Life Center, and a photographer was made available to take professional headshots at two job fairs and at Graduate Education Week.
- Identified the most effective and accessible methods to utilize technology for marketing efforts and information dissemination, intentionally promoting online vendor resources to increase student use. The outcome was: a 33 percent increase in users of Career Shift who conducted 85,031 company and job searches (+173 percent); a 114 percent increase in practice interviews on Interview Stream; a 28 percent increase in searches on Going Global, totaling 9,130; and 4,487 views of CareerSpots.

• **Cranwell International Center** introduced an online method of distributing 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** completed upgrades and enhancements to the online living-learning application system, the Resident Advisor hiring system, and the Hokie Helpers registration site.

• Student Centers and Activities:

- Engaged with the Virginia Tech community through social media and logged 9,600 interactions by 5,200 unique users.
- Won the 2014 Association of College Unions International (ACUI) Staff Driven Program of the Year award for the #SoMe Workshops to help students develop their digital identity.

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.



- **Cranwell International Center** relocated to a modern office suite in Harper Hall, raising the visibility of international student services, programs, and community, while laying the cornerstone for the future development of the Virginia Tech Global Village.

- **Housing and Residence Life:**

- Launched the \$90 million construction project in the Upper Quad with the razing of Rasche Hall.
- Completed 21 renovation projects in 11 buildings, totaling \$5,383,520.
- Completed Newman academic resource center and offices.
- Completed 31,983 facility work orders in residential facilities, dining centers, and other Division of Student Affairs facilities.
- Enhanced accessibility of Pritchard Hall by adding ramps internally and externally.

- Added gender-neutral, ADA accessible bathrooms in Pritchard Hall.

- Renovated elevators in Pritchard Hall and Slusher Tower, enhancing safety and student happiness.

- **Leadership Education Collaborative** re-envisioned its offices, addressing the purpose of the space, information organization, paint, resources, and technological needs.

- **Recreational Sports:**

- Listened to student and other customer assessment feedback and made the following facility-related improvements: converted a multipurpose room to a strength facility in War Memorial to provide Olympic style lifts, and reserved space for club sport team and small group workouts; purchased five additional squat racks for McComas Hall; provided more open space for stretching in McComas Hall; *(continued)*

- reorganized functional strength space on track level of McComas Hall to provide more cross training exercises; and purchased additional strength and cardio equipment.

- Began facility capital project to transform intramural fields from natural turf to artificial turf, which will result in more scheduled events, greater variety of activities, more team opportunities, fewer cancellations related to weather, and more winter club practice. Project design is underway, with construction expected to begin in November 2014.

- Began to explore the possibility of developing a master plan for the outdoor field areas of campus that might include a 5K course, enhanced cyclo-cross course, and ropes course. This development would coincide with planned work in the new Marching Virginians/Recreational Sports practice area and the turf conversion of the intramural fields. In addition to recreational programmed use, this area would provide student groups with a 5K course and accommodate self-directed outdoor sport options.

- **Student Centers and Activities:**

- Welcomed 1,232,524 students, faculty, staff, and other members of the campus community into the “living rooms” of three student centers, an increase of 35 percent over the previous year.

- Completed a \$1.8 million replacement of the roof and exterior façade on Squires Student Center.

- **Student Conduct** restructured its main office space to create a welcoming and friendly environment. The new space allows students more privacy when attending Student Conduct meetings.



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.



- **The Corps of Cadets'** outreach to alumni and friends resulted in a strong year for financial donations to benefit corps programs. As a result, for the first time in over a decade, the corps is in a position to offer Emerging Leader Scholarships to all incoming first-year cadets and to upper class students who had not received them in the past.
- **New Student and Family Programs** hosted approximately 120 alumni, family members, and students for the Lacrosse Reunion Weekend in spring 2014. This was the largest Division of Student Affairs reunion event in recent history.
- **Cranwell International Center** hosted the Department of Motor Vehicles' mobile unit for five days of on-campus access for students and scholars to conveniently apply for driver's licenses and state identification cards.
- **Fraternity and Sorority Life:**
 - Assisted other campuses and national 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 included: Radford University, University of Maryland, and the Undergraduate Interfraternity Institute, in conjunction with the North-American Interfraternity Conference; Beta Theta Pi, Pi Kappa Phi, and Sigma Phi Epsilon national fraternities; Sigma Nu Fraternity, Kappa Alpha Order, and Alpha Tau Omega Fraternity educational consultant training; and Alpha Tau Omega Fraternity national annual report review.
 - Received six requests for community membership from international and national fraternities and selected Omega Delta Phi Fraternity and Kappa Sigma Fraternity to join the fraternity and sorority community in fall 2014.
- **Student Centers and Activities:**
 - Coordinated the application, review, and selection process for Virginia Tech's Undergraduate Man and Woman of the Year awards.
 - Budget Board awarded \$436,729 to registered student organizations (RSOs) and \$191,413 in contingency funds to University Chartered Student Organization (UCSOs). This is the first use of the new Budget Board process and these numbers will serve as a baseline for data comparisons going forward.
 - Event Planning processed 4,774 reservations for student organizations, university departments, and external clients.

- **Schiffert Health Center** continued to provide walk-in and online service for self-assessment and cost-free cold medications at the Cold Care Clinic.
- **The Student Affairs Policy Review committee** (formerly known as the Hokie Handbook committee) was asked to expand their scope to review all policies that directly affect student life at Virginia Tech. The committee reviewed the Hokie Handbook, the University Policies for Student Life, and other pertinent student-related policies, and the following actions were taken:
 - The student conduct procedures outlined in the Hokie Handbook were expanded to include and allow for the option of Adaptable Conflict Resolution (ACR), an educational strategy that engages students in intentional conversations about the impact of their conduct, meets the needs of the harmed party, and includes all parties in the creation of a shared and mutually acceptable solution. The new ACR procedures were approved by the Board of Visitors on June 2, 2014.
 - Suggested changes to Policy 8220, Security Requirements for Events Sponsored by Student Organizations, which were approved by the Board of Visitors on June 2, 2014 to allow Virginia Tech police to assign a third-party security company to large events as needed. The updated policy 8220 will provide the VTPD and student organizations flexibility in determining security requirements for large events. In evaluating event type, event history, and other factors, the VTPD may determine that a third-party company will suit the needs of the sponsoring organization.
 - Numerous administrative changes were proposed to the University Policies for Student Life and other policies to make the policies current and provide accurate information to students and other constituents. Suggestions were brought to the Vice President for Student Affairs and other university administrators.

- **Student Conduct:**
 - Implemented an inaugural student recognition

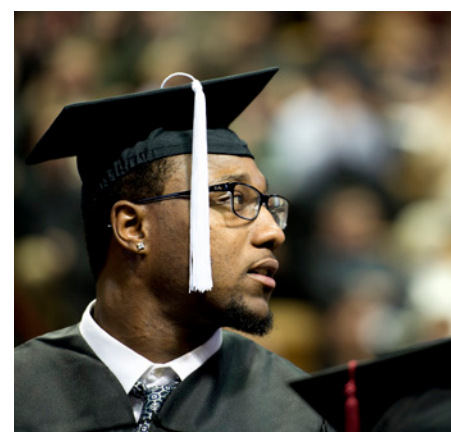
- program honoring the graduating seniors who served in various leadership capacities in Student Conduct.
- Partnered with the University of Florida to offer a session on the use of strengths in the student conduct process at the Association for Student Conduct Administration Annual Conference.
- Completed 2,944 background checks for government investigators, United States Office of Personnel Management, law schools, transfer certifications, and Virginia Tech departments.
- Sponsored five Student Conduct team members to attend the Gehring Academy to learn about and discuss new ways for integrating adaptable conflict resolution into the student conduct process.

- **Human Resources:**

- Reviewed and evaluated more than 6,100 applicant submissions.
- Facilitated division hiring of 1,691 employees: 127 staff; 391 non-student wage; 1,146 student wage; and 22 faculty members.
- Designed and delivered twice the number of training and development opportunities specifically for division employees through 12 different workshops focused on employee development, employee relations and compliance, hiring and staffing, and organizational development.
- Trained 786 employees through division workshops for a total of more than 1,790 training hours, more than twice the number of training hours facilitated in the prior year.
- Delivered Policy 1025 Harassment Prevention and Non-discrimination training to 562 workshop participants, more than three times the number of prior year participants.
- Continued the division's recognition leave program to reward division employees who received overall excellent or model ratings on their annual performance evaluations.

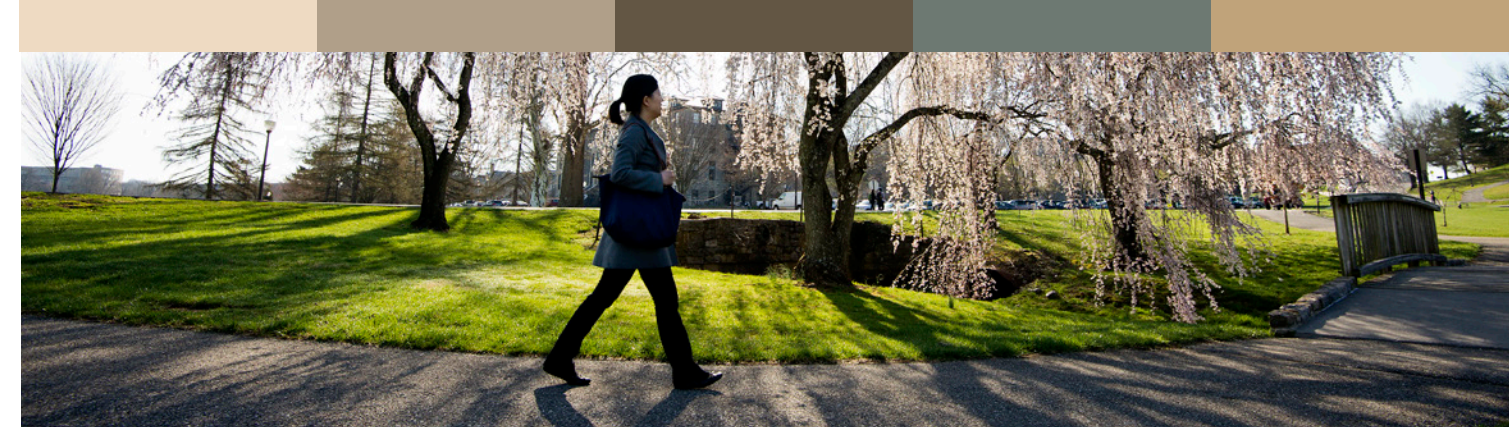
Strategic Plan Scorecard

The division's Strategic Plan Implementation Group held monthly meetings to monitor progress towards completion of the division's 33 strategic plan outcomes that align with the five goals in the university's long-range plan. Priority outcomes were identified by the group and each member of the group serves as a liaison to individuals, departments, and committees working on the priority outcomes. Action plans for priority outcomes have been developed and include steps to be taken, metrics, and individuals who are responsible for implementation. A balanced scorecard approach to assessment of our strategic plan was developed. Departments will be asked to measure four elements: learning and growth; satisfaction and usage; AdQI; and financial, space, and human resources.



Administrative Quality and Improvement (AdQI)

The Division of Student Affairs continues to be actively engaged in assessment and planning activities. Administrative Quality and Improvement outcomes (AdQI) were established and measured throughout the organization. In addition, all departments measured student learning outcomes aligned with the Aspirations for Student Learning. Action plans related to the findings have been developed and entered into WEAVE. A number of programmatic enhancements and administrative changes were implemented based on assessment findings. Provided below are several examples from departments within the division.

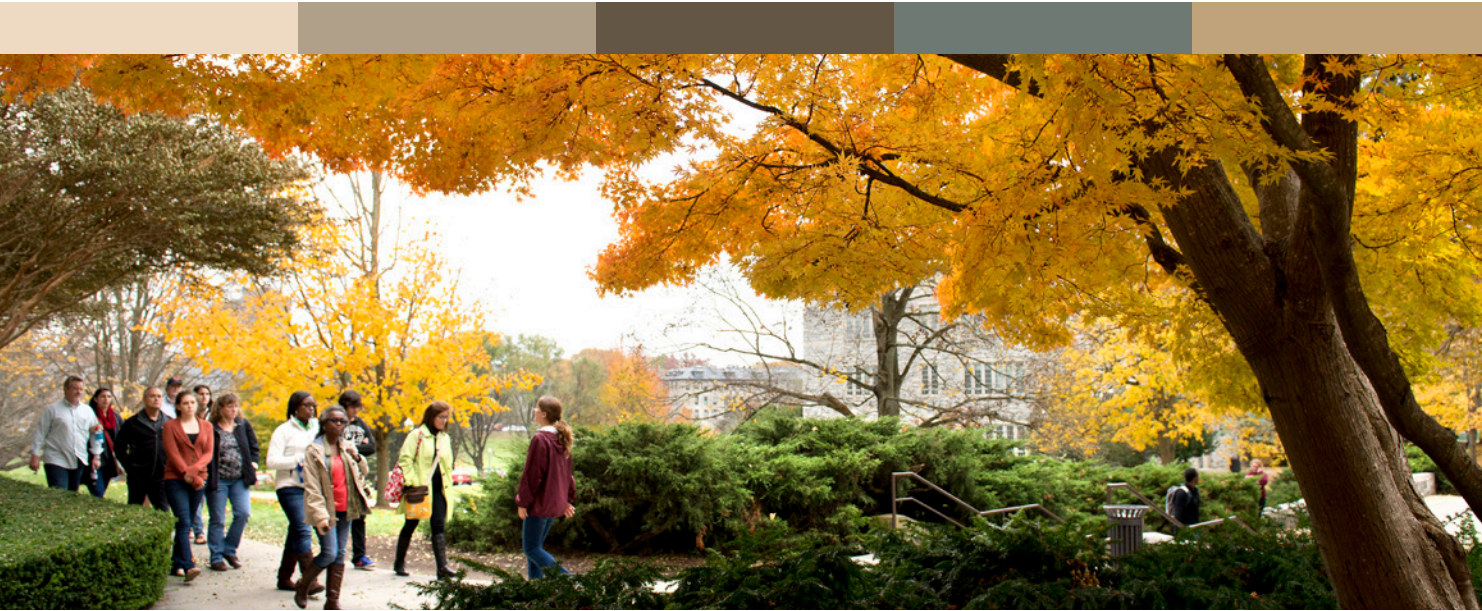


- **The Vice President for Student Affairs** encourages a culture of continuous improvement in administrative units by systematically tracking and reviewing department assessment plans in WEAVE:
 - The Vice President for Student Affairs, each member of the VPSA council, all administrative support units, and every department in the Division of Student Affairs are involved in assessment activities.
 - The Division of Student Affairs developed a balanced scorecard approach to assessment of the division's strategic plan. There are four elements that departments will be asked to measure in 2014-2015: learning and growth; satisfaction and usage; AdQI; and financial, space, and human resources.
 - Each department has a clearly defined mission, goals, and outcomes that link to the divisional mission, Aspirations for Student Learning, and strategic plan. Each department measures at least one student learning outcome and one administrative outcome annually and provides an action plan for each. Many departments complete multiple assessments annually.
 - The Strategic Plan Implementation Group meets twice a month to monitor progress on the division's strategic plan towards completion of the 33 outcomes that align with the five goals in the university's long-range plan. Priority outcomes were identified by the group and each member of the group serves as a liaison to individuals, departments, committees working on the priority outcomes. Action plans for priority outcomes have been developed which include steps to be taken, metrics, and individuals who are responsible for implementation of the action plan.

Related Accomplishments and Results

continued

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.



Provided below are examples of assessments and administrative changes from departments within the division that were implemented based on assessment findings. Please note that WEAVE Assessment Reports are not included in the Annual Report as there are 27 reports, totaling 119 pages. These reports can be provided under separate cover.

• Division of Student Affairs Assessment and Professional Development:

- Completed a pilot-year research project that will become a qualitative longitudinal study of the Virginia Tech student experience, focusing on life outside the classroom and its integration with classroom learning. Fall and spring interviews were conducted with 40 first-year students living in residence halls.
- Collaborated with the Higher Education program to work with first-year master's students as assessment consultant groups and complete several assessment projects that evaluated the Innovate living-learning community; Division of Student Affairs Human Resources' Five Dysfunctions of Team workshop; Student Centers and Activities' student employee

experience; the Graduate School's Graduate Student Climate study; and Services for Students with Disabilities' student and faculty evaluations.

- Partnered with University Libraries and the Office of Assessment and Evaluation to develop a university-wide assessment showcase that will be held in spring 2015.
- Conducted the second-annual Division of Student Affairs internal communications evaluation. Compared findings to the 2013 baseline data. Findings were shared with division staff and used by the division's Internal Communication committee as it develops a strategic communication plan.
- Partnered with University Organizational and Professional Development (UOPD) to facilitate three Navigating Change workshops for Division of Student Affairs staff.
- Conducted a professional development needs assessment survey and held focus groups with division employees to set priorities and create a vision for professional development.

- Created a revised AP faculty evaluation tool. The new PACE (Plan-Affirm-Checkpoints-Evaluation) tool provides a comprehensive performance evaluation process that includes setting and evaluating goals related to division and department priorities and professional development goals based on nationally identified competencies. This new tool will be implemented with current employees and new hires in the 2014-2015 evaluation cycle.

• Campus Alcohol Abuse Prevention Center assessed its effectiveness in helping students by comparing data over several years:

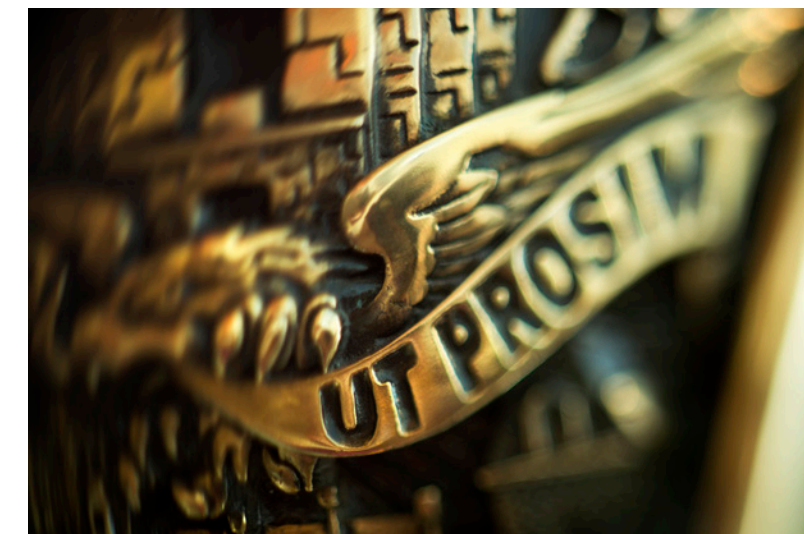
- CAAPC provided increased service to students who had infractions related to alcohol by 15 to 20 percent. In 2011-12, CAAPC provided alcohol education classes to 693 students; in 2012-13, the number rose to 733; and in 2013-14, the total number of students seen climbed to 864. The increase in the number of students served by classes does not signify an increase in the number or gravity of alcohol offenses. Instead, it underlines that improved referral policies are ensuring that virtually all students who have a violation are placed in educational classes.
- CAAPC provided increased marijuana education for those with cannabis-based infractions by more than a third. In 2011-12, CAAPC provided marijuana-related education classes to 31 students; in 2012-13, 30 students were seen; and in 2013-14 the number increased to 48. The noticeable increase is likely related to increasingly favorable coverage of marijuana use in the media.
- In a qualitative innovation, CAAPC developed a new personalized feedback report for users of marijuana so that treatment can be tailored to individual need. This is calculated to help students first reduce and then hopefully end consumption. Particularly for heavy users of marijuana, including the 17 percent of users who smoke on a daily basis, even significant reduction of consumption can produce an important health benefit.

- CAAPC produced more than 50 educational programs. There were a wide variety of programs outside of formal classes, which reached out to the general student body, but also to persons in Fraternity and Sorority Life, in the Corps of Cadets, and in residence halls. Literally thousands of students were touched by these programs.

- Most importantly, problem drinking declined by more than 13.5 percent. A rigorous and statistically reliable campus survey showed that in 2014 the at-risk drinking rate (persons who drink more than 4-5 drinks when they consume) fell to 46.5 percent. In 2008, 2010, and 2012, the relevant percentages had been 60.1 percent, 56.9 percent, and 50.8 percent respectively. The decline is very significant, as is the fact that a majority of Virginia Tech students are now in a relatively safe consumption category.

• Career Services:

- Recorded a 24 percent increase in student participation in all aspects of our services and programs compared to 2012-2013.
- Administered the annual Post-Grad Survey with a slight increase to a 60 percent response rate. Overall, results remained steady, indicating: within six months of graduation, 77 percent of graduates had firm plans, with 52 percent employed by more than 900 companies with a mean salary of \$50,000; *(continued)*





ways of learning of the positions were from a previous employer (26 percent) and networking (23 percent); 71 percent said their jobs are in alignment with their career plans; 25 percent were admitted into graduate or professional school at 156 different institutions; and 91 percent had at least one career-related experience during college, while 35 percent wish they had sought out more.

- Assessed internal and external collaborative partnership efforts, exploring and eliminating the barriers to collaboration—both perceived and real. Reinvented the college relations program, identifying a career services liaison to five colleges and University Studies. The liaisons meet with administrators, faculty, and advisors to collaboratively determine student needs and create targeted programs and services. Along with new marketing and social networking initiatives, the result was an overall 24 percent increase in student participation in all aspects of services and programs offered, including interviews, workshops, First Year Experience courses, advising, and job fairs: Natural Resource and Environment (+85 percent), Agriculture and Life Science (+52 percent), Architecture and Urban Studies (+40.5 percent), Science (+38 percent), Business (+33 percent), Engineering (+18 percent),

University Studies (+3.8 percent), with a slight drop in Liberal Arts and Human Sciences (-8 percent).

- Developed learning outcomes for all program areas to ensure intentional, value-added experiential learning for students and develop supportive assessment tools to measure levels of learning and make appropriate connections to Division of Student Affairs Aspirations competencies.

• **Student Conduct:**

- Implemented an assessment tool to gauge the level of student learning and reflection after completing the Values in Place (VIP) course. Twenty-two students participated during spring 2014: 18 (82 percent) indicated they have a better understanding of their own personal values and ethics as a result of their attendance; 18 (82 percent) indicated they have a deeper awareness of the impact of decisions on self and others; and 20 (91 percent) indicated they better understand the similarities between Virginia Tech's community expectations and the expectations of their future profession.

- Scored a higher mean score than the reference group on the 2013 National Assessment of Student Conduct Adjudication Processes (NASCAP). Among the factors

assessed: clear communication, timeliness, respect, understanding how accepting responsibility for one's own behavior can help one become a better member of the community, and reflecting on one's own personal integrity as a result of the hearing.

- During the 2013-2014 academic year, 81 students were suspended from the university. This compares to 169 students suspended in 2009-2010. Although the number of suspensions decreased, the mean score on the NASCAP increased for students who indicated they are less likely to engage in any misconduct: in 2009-2010 Virginia Tech's NASCAP score was 3.66 on a 5 point scale; in 2013-2014 it was 4.30. The decrease in suspensions and increase on the NASCAP can most likely be attributed to the Agreed Resolution Process, longer meetings with students, and an increased focus on appropriate educational sanctions.

- Worked in collaboration with the Dean of Students Office and the Women's Center to develop an assessment tool that will be used to determine whether advising during the conduct process is meeting the needs of students.

- There were 25 student conduct appeals in 2013-2014, a decrease of 22 percent.

• **Cook Counseling Center** completed an online customer satisfaction survey with 570 respondents: 98 percent indicated that the counseling center is a necessary part of the university and more than 95 percent said the

would refer a friend to the center.

• **Schiffert Health Center** conducted a patient satisfaction survey revealing a 94 percent overall satisfaction rate, comparable to the previous year's results.

- Participated in the National Collegiate Health Assessment.

• **Fraternity and Sorority Life** and the **Corps of Cadets** 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.

• **Services for Students with Disabilities:**

- Logged in a total of 2,655 office appointments, which represents a 22 percent increase over the number of appointments last year.

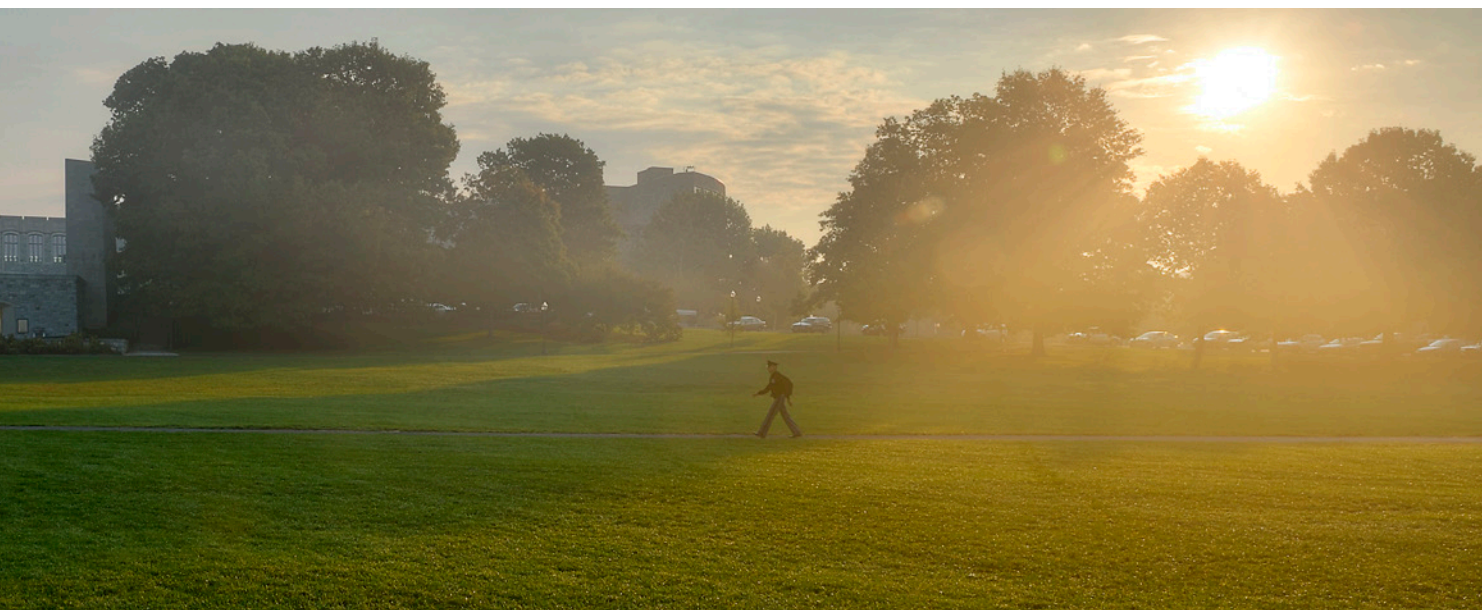
- Tracked a seven percent increase in the number of current students with a disability; a five percent increase in the number of student referrals; a 61 percent increase in the number of students seen with a temporary disability; and provided 191 intakes for students who have never been diagnosed with a disability, a 53 percent increase over the number of intakes performed last year. Staff reviewed 655 pieces of documentation, a 43 percent increase in the docu-



Related Accomplishments and Results

mentation reviewed the previous year.

- Noted a shift in the amount and type of services provided to deaf and hard of hearing students: for the first time since 2009, provided more interpreting than captioning hours both in the classroom and for out-of-class special requests; classroom interpreting was up 56 percent and special requests increased by 318 percent; provided 26 hours of special request interpreting services to non-students, including Virginia Tech staff and visitors to the university.
- Using an average interpreter hourly rate of \$50, staff interpreters provided \$1,300 worth of services as part of the department's outreach efforts.
- Completed a benchmarking study of disability services offices with Virginia Tech's SCHEV and Southern University Group (SUG) constituents. The results were shared with the 23 participating universities.
- **Dining Services** participated in NACUFS' customer satisfaction benchmarking survey and scored better than the national average in 24 out of 25 categories. In the peer study survey, when compared to contract schools, large self-op schools, and the Big 12, Big 10, and ACC schools, Dining Services exceeded the total average for all three groups by 10.65 percent, 7.05 percent, and 8.68 percent, respectively.
- **Recreational Sports:**
 - Developed six departmental committees to address recommendations resulting from the Recreational Sports program review: advancement of the Division of Student Affairs curriculum; internal communication; information technologies; quality programs and facilities; risk management; and recreational sports staffing model. These committees include representatives from throughout Recreational Sports and have begun work to provide future direction related to the program review results. These directions and action plans will be presented in the two-year review as outlined in the program review process.
 - Hosted 639,358 participants in our indoor recreational sports facilities, an increase of 39,000 more visits over the previous year.



2014-2015 Division Goals and Outcomes

continued

The following student learning outcomes from the Division of Student Affairs 2012-2018 Strategic Plan will be the division's 2014-2015 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.
- **1.6** 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.

2014-2015 Division Goals and Outcomes

- **2.6.** Recruit and retain a diverse, multicultural workforce in the division.
- **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.
- **4.2.** Students will acquire the skills to critically analyze the information shared in social media environments
- **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.
- **5.6.** Develop creative funding strategies to help reduce initial debt required to build new 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 as appropriate and applicable to the Division of Student Affairs.

In addition, the division will focus on the Administrative Quality and Improvement goals listed below.

- **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 will measure and track one to two administrative outcomes each year and at least one learning outcome. Executive leaders will also measure and track one to two administrative outcomes annually.
- Complete a five-year periodic review for the one administrative professional who is due for a review during 2014-2015.



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