Chapter 7: College Access and Opportunities for Students
(Standards 8 and 9)

Delaware State University’s land-grant institution status and its promise to educate a diverse body of students at a cost consistent with the economic status of the student body have resulted in clearly stated criteria for admission of students. Admissions and retention policies are closely aligned with the student support services required by the students, and the efforts of diverse academic and administrative units are coordinated to pursue the shared goals of increased enrollment and retention. Expansive student support services not only serve these goals but also support the Mission to educate students to become competent, productive, and contributing citizens.

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MSCHE Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students’ educational goals.

Delaware State University is in compliance with Standard 8.

Enrollment Management Overview: Meeting Enrollment Goals

Since 2005 Delaware State University has embraced an integrated approach to enrollment management that focuses on strategic enrollment growth coupled with building an infrastructure that assists a student from admission through graduation. Building on best practices, including data-informed decision-making, the University works in conjunction with a national consulting firm specializing in enrollment and retention in order to set, monitor, and meet the enrollment and retention goals. Since 2007 DSU has also consulted with the National Research Center for College and University Admissions (NRCUA), The College Board, The National Student Clearinghouse, National Association for College Admissions Counseling (NACAC), Institute for Higher Education Policy (IHEP), and others on trends, targeted approaches to key populations, and data and assessments specific to DSU’s recruitment territories and competitors.

The University’s 2007 Strategic Plan, with its supporting action plans, underscores the importance of both a strategic enrollment management plan (Goal IX) and a retention plan (Goal IV) necessary to carry out the University’s Mission. The University’s marketing efforts (Goal VI), spearheaded by Institutional Advancement, are also aligned with these trends, data, and focus in order to assist in meeting the goals. Institutional Advancement also oversees private fundraising for much-needed scholarships and grants to retain students.

For seven years the Enrollment Management Council has been providing oversight for meeting the annual enrollment goals. It meets weekly to monitor, assess, and influence processes and initiatives. The Council’s structure expedites decision-making by identifying barriers, solutions, and activities that function across University units. This structure permits the coordination of a fluid line of services among major service units such as Admissions, the Registrar, Financial Aid, Housing, and Student Accounts in peak times. Not only do the Vice Presidents of Academic Affairs, Institutional Advancement, Student Affairs, and Finance and Administration sit on the Council, but so do top-level administrators from Admissions, Financial Aid, Academic Affairs, Student Affairs, Institutional Technology, Student Accounts, Records and Registration,
Marketing, Institutional Research, Business and Finance, Academic Enrichment, and Residential Education. Other key areas attend as requested. Members share information with their respective units, including deans and academic chairs, to keep the University community informed and to seek assistance and guidance for success toward key initiatives. The President is updated weekly and the Board of Trustees is apprised on progress toward goals in committee meetings.

Since 2007 major accomplishments that have contributed to meeting enrollment goals include the following:

- Overhauling new student orientation to include transfer days and parent tracks;
- Implementing a visitor center tour component;
- Reorganizing and adding admissions personnel to institute territory management and tele-counseling;
- Using SMART Approach, Forecast Plus and ERMS tools to better influence yield, to identify students more likely to persist, and to bolster more qualified, higher-ability student leads at the top of the enrollment funnel;
- Strategically targeting marketing to funnel levels, including an emphasis on e-communications and social media and adding Spanish materials and parent communications based on feedback;
- Utilizing scholarship leveraging models by conducting an enrollment analysis of in-state and out-of-state markets to determine scholarship appropriation tiers;
- Connecting privately raised funds to enrollment resulting in more scholarships;
- Instituting online undergraduate web application and payment systems;
- Evaluating admissions and financial aid practices for efficiency, customer service, and effectiveness;
- Developing systems that automate and track scholarship offers made to prospective students.

The Enrollment Management Council has also created several committees and teams to further develop ideas or triage issues generated by the Council. The Retention Committee (Goal IV) is developing the second iteration of a strategic retention plan to increase retention and graduation rates. The Scholarship Leveraging Team (Goal IX) meets weekly on data-driven revenue maximization strategies and scholarship/grant offers. The Student Support Services directors meet weekly to develop or refine strategies discussed at the Enrollment Management Council. A Technology Team (Goal V) meets to identify barriers and work on solutions to positively impact enrollment management and retention. The Integrated Marketing Team (Goal VI) meets weekly to keep the enrollment communications plan on track. The Development Team (Goal VI) meets weekly to review relevant data to inform scholarship fundraising drives and grant proposals.

The President and Vice Presidents annually develop enrollment goals utilizing data and discussions generated by the Enrollment Management Council, Financial Aid, and Institutional Research. Admissions policies and practices are consistent with the University’s Mission and goals. The University has utilized predictive enrollment modeling through the reporting period, with the model becoming ever more sophisticated through the institutional research capabilities. Table 7.1 is a snapshot of the last three years of modeling utilizing data from the ERMS system.
Table 7.1: Enrollment Projections & Actual, Fall 2009-Fall 2011

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009 Goal</th>
<th>Fall 2009 Actual</th>
<th>Delta to Goal</th>
<th>Fall 2010 Goal</th>
<th>Fall 2010 Actual</th>
<th>Delta to Goal</th>
<th>Fall 2011 Goal</th>
<th>Fall 2011 Actual</th>
<th>Delta to Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>3,292</td>
<td>3,222</td>
<td>-2.1%</td>
<td>3,289</td>
<td>3,372</td>
<td>2.5%</td>
<td>3,462</td>
<td>3,744</td>
<td>8.1%</td>
</tr>
<tr>
<td>Continuing</td>
<td>2,214</td>
<td>2,246</td>
<td>1.4%</td>
<td>2,293</td>
<td>2,241</td>
<td>-2.3%</td>
<td>2,272</td>
<td>2,425</td>
<td>6.7%</td>
</tr>
<tr>
<td>New Freshmen</td>
<td>863</td>
<td>757</td>
<td>-12.3%</td>
<td>773</td>
<td>906</td>
<td>17.2%</td>
<td>962</td>
<td>1,086</td>
<td>12.9%</td>
</tr>
<tr>
<td>New Transfer</td>
<td>215</td>
<td>219</td>
<td>1.9%</td>
<td>224</td>
<td>225</td>
<td>0.4%</td>
<td>228</td>
<td>233</td>
<td>2.2%</td>
</tr>
<tr>
<td>Georgetown Site</td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>12</td>
<td>-</td>
<td>60</td>
<td>153</td>
<td>155.0%</td>
</tr>
<tr>
<td>(Credit Hours)</td>
<td>-</td>
<td>715</td>
<td>-</td>
<td>775</td>
<td>710</td>
<td>-8.4%</td>
<td>835</td>
<td>453</td>
<td>-45.7%</td>
</tr>
<tr>
<td>Wilmington Site</td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>715</td>
<td>-</td>
<td>775</td>
<td>710</td>
<td>-8.4%</td>
</tr>
<tr>
<td>(Credit Hours)</td>
<td>-</td>
<td>715</td>
<td>-</td>
<td>775</td>
<td>710</td>
<td>-8.4%</td>
<td>835</td>
<td>453</td>
<td>-45.7%</td>
</tr>
<tr>
<td>Graduate</td>
<td>377</td>
<td>387</td>
<td>2.7%</td>
<td>395</td>
<td>447</td>
<td>13.2%</td>
<td>456</td>
<td>434</td>
<td>-4.8%</td>
</tr>
<tr>
<td>Continuing</td>
<td>253</td>
<td>233</td>
<td>-7.9%</td>
<td>238</td>
<td>245</td>
<td>2.9%</td>
<td>245</td>
<td>240</td>
<td>-2.0%</td>
</tr>
<tr>
<td>New</td>
<td>124</td>
<td>154</td>
<td>24.2%</td>
<td>157</td>
<td>202</td>
<td>28.7%</td>
<td>211</td>
<td>194</td>
<td>-8.1%</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>3,669</td>
<td>3,609</td>
<td>-1.6%</td>
<td>3,684</td>
<td>3,819</td>
<td>3.7%</td>
<td>3,918</td>
<td>4,178</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

Because the University’s Mission emphasizes that educational opportunities be provided at a cost consistent with the economic status of the students as a whole, the Executive Vice President for Finance leads the Vice Presidents, the President, and the Board of Trustees Finance Committee in discussions of the budget implications of enrollment numbers, what competitors are doing, and price-point scenarios for tuition and fees to determine the impact on prospective and returning students. A 2007 price sensitivity analysis to determine tuition price-points for the population, reputation issues, and to identify possible market penetrations was used to set the fall 2007 rates to influence enrollment in keeping with the University’s Mission. This bold move kept in-state tuition flat for 2007 and modestly increased out-of-state tuition. Tuition rates for 2007-2011 are depicted in Figure 7.1.

![Figure 7.1.DSU tuition and fees, 2007-2011.](attachment:image)

Because of these multi-faceted and coordinated efforts DSU enrollment is strategically increasing, setting record levels in both 2010 and 2011. The application volume steadily increased by 42% from 6488 in 2007 to 9221 in fall 2011. Figure 7.2 depicts these enrollment trends.
While overall enrollment has grown, DSU is mindful of its land-grant responsibility to attract and retain in-state students. Figure 7.3 illustrates progress in the effort to bolster in-state numbers as part of overall enrollment.

Challenges to stabilizing and expanding in-state enrollment became particularly evident in 2007 when the state’s SEED program took effect. A state-based merit scholarship, SEED covers the cost of tuition for in-state students with a GPA of 2.5 or above, among other criteria. The Governor and legislature applied it only to students pursuing associate degrees. Of the three public Delaware higher education institutions, DSU was the only one without an associate’s program. Aggressive statewide government marketing drove prospects to the enticing program, leaving DSU competing in a marketplace more drawn to associate degrees and “free” tuition. DSU’s incoming first-year in-state enrollment, at 350 in 2005 and 244 in 2006, plummeted to 187 in 2007.
From 2007 on DSU has deployed multiple strategic actions to stabilize and increase its in-state enrollment including the following:

- Hiring an admissions counselor to be a consistent in-state liaison to guidance counselors, students, and families;
- Creating and implementing stronger outreach to those who could influence in-state enrollment, including students, families, parents, alumni, guidance counselors, superintendents, and legislators;
- Offering a scholarship to Delaware community college students transferring to DSU;
- Garnering more private scholarship funds to assist retention, with in-state students given preference;
- Keeping tuition and fees low, including freezing them in 2009;
- Working tirelessly with the Governor and General Assembly to be included in the state-funded scholarship program.

As a result of these efforts, in fall 2010, the state legislature passed the INSPIRE Scholarship bill solely for DSU. INSPIRE allows Delawareans tuition assistance for up to three years toward a bachelor’s degree at DSU, mirroring the funding of the SEED legislation. It was funded in May 2011 and DSU immediately began heavy promotion.

INSPIRE’s initial effects can be seen with the fall 2011 entering class. The number of in-state students who enrolled totaled 433, an increase of 43% over the previous year and an all-time University high. Of those who enrolled, 57% (247) were INSPIRE students, showing the early impact of the legislation. Figure 7.4 shows the freshman enrollment, particularly the in-state growth from the extreme low in 2007 to the all-time record in 2011.

![Figure 7.4. New freshmen enrollment by residency.](image)

While increasing enrollment, the University also seeks to improve its academic profile. The state-funded INSPIRE Scholarship, for example, requires a 2.75 GPA compared to the 2.5 GPA for the comparable SEED scholarship at Delaware’s sister institutions. For the first INSPIRE cohort in fall 2011, the average high school GPA was 3.2. Using predictive tools such as Forecast Plus and Smart Approach, the enrollment management team can now better identify
and recruit applicants with a higher probability of enrolling and also use marketing and scholarship resources more effectively. Figure 7.5 shows the results of these efforts.

![Figure 7.5. DSU new freshman academic profile trends: mean high school GPA and combined reading and math SAT scores, fall 2007-fall 2011.](image)

**Communication Processes**

The Enrollment Management Council, Admissions, and other units work with Institutional Advancement to deliver information to prospective and returning students and their families in the most effective manner, using multiple mediums and in keeping with best practices. The University’s admissions policies, criteria, and processes are published on the University website at [http://www.desu.edu/admissions-information-requirements](http://www.desu.edu/admissions-information-requirements). Prospective students can access these materials by clicking on a persona (undergraduate, graduate, transfer, and international) on the main site. The [www.desu.edu/majors](http://www.desu.edu/majors) site provides an at-a-glance sense of DSU’s degree offerings. Admissions also distribute this information in printed form, admission criteria are printed on all applications, and the University’s annual view book includes an at-a-glance major chart. The undergraduate and graduate course catalogs provide information on degree programs, curricular requirements, and policies.

Weekly admissions tele-counseling guides students through the enrollment funnel, provides clarification of admissions criteria, and answers basic financial aid questions. The Office of Admissions has been reorganized so that students and families can more consistently interact with a “person” helping them to develop a personal relationship with DSU. Individual counselors are assigned to transfer, international, and graduate populations for improved two-way information flow, and recruitment territories are now divided into five key areas. Counselors also recruit special populations such as high-ability students, special scholarship eligible students, and minority students in their territories. The Alumni Recruitment Network, consisting of alumni volunteers, also helps the University meet its enrollment goals.

Transfer students have a point of contact in the Office of Admissions and can find relevant information on procedures, policies, and credit online. The University regularly works with the Delaware Technical and Community College to develop and promote connected degrees for
easier assimilation into DSU for bachelor’s degree completion. Eighteen students have enrolled over the past two years.

The Assessment Office, in conjunction with the Registrar’s Office and the Office of Admissions, is currently populating transfer credits on collegetransfer.net. Transfer, graduate, and international students can readily click on the appropriate persona on the main website to learn about admissions criteria and processes. Printed transfer information as well as a graduate viewbook is also published in hard copy form. The Office of Admissions produces specific transfer student and graduate student-related orientations to assist these targeted groups.

Applicants who fall slightly below the University’s admissions standards are “admitted with conditions,” contingent on the applicant’s successful completion of one of the bridge programs, Project Success or Accelerated Success. The Office of Admissions makes these offers after careful review of the student’s application package and in line with limited capacity.

Institutional Advancement yearly assesses enrollment management communiqués and makes revisions based on such variables as new federal guidelines, trend data, competitor scans, web metrics, and input from the Faculty Senate’s Admissions Committee. The committee also weekly triages communications needs as they arise, such as new federal direct loan changes.

Financial Aid
The University uses the data-intensive Enrollment and Revenue Management System (ERMS) to facilitate strategic use of financial aid to meet enrollment and retention goals. The Scholarship Leveraging Team meets weekly to monitor progress and assess data. The Executive Vice President of Finance also factors in the data when setting the University budget. The team meets yearly to assess trends and the past year’s practices, as well as set new leveraging levels and strategies according to new enrollment goals. The model sets scholarship levels not only to attract and retain higher achievers, but also to pinpoint the core population to fulfill the University’s Mission to give more students access to higher education. Scholarships and grants are communicated immediately to eligible prospective students through an admissions communications workflow. The Office of Student Financial Services checks eligibility at the end of each year to ensure the student can continue receiving the scholarship or grants.

The Office of Financial Aid Services has implemented several initiatives to improve customer service and better inform prospective and returning students and families. These programs are an important part of the University’s success in meeting enrollment goals and aggressively tackling retention and graduation rates. Among them are the following:

- Launching a MyDESU portal from the main desu.edu site in response to student requests for a one-stop shop information area. The site allows students to view account balances, pay online, obtain SAP information, and access the undergraduate and graduate catalogs and class schedules, among other services;
- Implementing a True Cost Calculator on the website in fall 2011 that includes scholarship eligibility and payment plan components;
- Conducting free SAT Prep and financial planning workshops twice a year for tri-state families and students;
- Reorganizing the financial aid unit to include customer service representatives, a loan verification officer, Banner training, an INSPIRE scholarship counselor to assist in promoting and tracking the initiative, and more targeted marketing throughout the year;
- Providing FAFSA labs and financial aid counseling after hours;
- Launching the ParentBuzz parent web page and Parent University based on surveys and feedback;
- Packaging awards earlier to influence yield;
- Implementing a call center since summer 2011 to assist in peak periods.

Retention

The University created its first retention plan for the period 2006-2011. A broad base of campus constituents comprised the Retention Committee under the direction of the Executive Director of Academic Enrichment. The committee developed six goals with 21 action steps in areas such as financial aid, student services, customer quality, academic support, faculty engagement and development, student engagement, student life, and transfer students. The plan is comprehensive in scope, addressing several key components of persistence and completion rates. As part of retention goal development, the University administered a baseline Student Satisfaction Inventory (SSI). Appendix 7.1 provides the retention report update with these goals, an impressive list of accomplishments, and measures. The University completed the final year of its five-year Retention Plan in spring 2011.

Figure 7.6 shows the steady progress DSU has made in increasing its retention rates through strategic and collaborative efforts. The dip in 2007 was partly attributed to a tragic shooting on campus that received more than usual national and international media scrutiny, as it was the first one after the Virginia Tech tragedy. Institutional Advancement immediately targeted communications efforts to reverse the downward trend over the next two years.

![Retention Rate Chart](image)

*Figure 7.6: DSU freshmen retention rates, 2006-2010 cohorts.*

The University’s six-year graduation rates shown in Figure 7.7 are a priority of the new University President. As part of DSU’s new vision to be among top tier HBCUs in the *US News and World Report* rankings, the University is analyzing its graduation rates with the same rigor it has with enrollment and retention. For example, it is analyzing the high of 2004 and the characteristics of that cohort.
Retention and graduation rates continue to be a priority, with the Provost leading the effort. The Retention Committee and Academic Enrichment have developed metrics to monitor and track student progress, especially for male and first-generation students who consistently perform below other sub-populations on key performance indicators. A retention funnel was created to better mine the data. Progress in graduation and retention rates is a direct result of the creation of an Academic Enrichment unit under Academic Affairs that collaborates on best practices with enrollment, student services, and academic units. The unit houses key retention and student support services including the Academic Support Services Center, Disabilities Services, Testing Services, University Studies and First-Year Experience, and Mentoring and Advising. The February 2009 edition of The Journal of Blacks in Higher Education cited DSU as an institution that has seen an improvement in its graduation rate over the past ten years. The six-year rate improved from 29% in 1998 to 39% in 2010. Appendix 7.2 depicts the DSU Retention Funnel.

An iteration of the Retention Plan for 2012-2016 emphasizes faculty engagement, academic advisement, and learning communities. Working goals center on increasing the retention rate of first-time students; reducing the number of student account holds; achieving a cohort graduation rate of 50% for new students entering in fall 2010 in five years; increasing GPAs for the entering cohorts; decreasing male, commuter, first-generation, sophomore and out-of-state attrition; and increasing transfer student retention.

Other complementary initiatives currently in place to lift retention and graduation rates strategically include the following:

- Implementing a returning student communication plan involving all student service units;
- Strengthening the recruit-back efforts focused on non-registered students led by Academic Enrichment, but involving faculty and key college staff;
- Leveraging privately raised funds annually to impact retention and incorporate retention dollars in the five-year comprehensive fundraising campaign currently underway.

**Action Items for Standard 8**

- Work with each college to set college enrollment goals in order to continue to grow overall enrollment strategically and to help guide resource allocation;
- Continue workshops with colleges to share college-specific retention and graduation rate data and the retention plan in order to improve overall University rates;

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![Figure 7.7. DSU six-year graduation rates, 2001-2005 cohorts.](image)
- Continue training for effective use of Banner modules in student service areas;
- Launch financial aid literacy planning for returning students and their families;
- Update the Banner Advising module.

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**MSCHE Standard 9: Student Support Services**

The institution provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students.

Delaware State University is in compliance with Standard 9.

The University serves a highly diverse student population whether viewed in terms of race, ethnicity, socio-economic status, or geographic background. Many DSU students are of the first generation in their families to attend college and many have been underserved educationally and financially. The latter three aspects, in particular, shape the developmental support programs, services, and activities that promote student learning consistent with the University Mission. The University has established a broad spectrum of collaborative programs and student support services in its divisions of Academic Affairs, Academic Enrichment, and Student Affairs to address these varied academic, personal and professional needs.

**Advising**

The University advisement structure combines several models. A decentralized approach based within departments and performed by faculty is the most prevalent. Undeclared majors report to the Office of Mentoring and Advising. Two Colleges - Education, Health and Public Policy, and Business - use a combination of professional advisors, faculty, and department heads. The College of Arts, Humanities and Social Sciences is developing an advising center because of its high number of majors. Based on the department or discipline, the number of students assigned to each advisor varies greatly, from five to 120. About half of the departments individually evaluate student satisfaction in this area. The Advisement Committee recommends policies to the Provost and to the Faculty Senate Academic Affairs Committee. Adjustments to the advising process, outlined in Table 6.3, page 43, resulted in part from results of the National Survey of Student Engagement (NSSE). Appendix Table 7.3 shows these results for the years 2005, 2008 and 2011. The Academic Advisement Scale for Satisfaction in the SSI rose from 4.57 out of 7 in 2005 to 4.73 in 2010. The SSI will be administered again in spring 2012.

**Student Affairs and Additional Student Services**

Student Affairs supports the University’s academic mission and its enrollment and retention goals by emphasizing the development of students as young professionals, empowering them to establish and maintain a collegiate atmosphere conducive to the highest level of academic and personal success. The division was restructured in 2010 after a comprehensive self-evaluation and in support of the Goal IV of the Strategic Plan, “to improve the quality of life for residential and commuting students through a comprehensive enrichment program.” This restructuring is discussed on page 42. The division is using National Survey of Student Engagement (NSSE) and Educational Benchmarking Institute (EBI) tools to develop its new assessment strategy.
The Division of Student Affairs addresses student support services across a wide spectrum. This division holds the offices of admissions, health, career and counseling services, housing and residential education, wellness and recreation, auxiliary and dining services, conferences and events, student leadership and activities, judicial affairs and public safety. The Office of Admissions was transferred here from Institutional Advancement in mid-2010. Each unit within the division is expected to meet national standards. Student Affairs partners with Academic Affairs to administer programs, activities, and services to extend student learning beyond the classroom. Programs and services within these two divisions are outlined in the undergraduate and graduate catalogs, the Student Handbook and on the Student Affairs website.

The division also provides opportunities that foster student development including student government, fraternities and sororities, and student employment on campus. In addition, programs help students prepare to be more involved in decision-making and policy development with respect to student life at DSU. A new Student Center Complex—the Strength and Conditioning Center, a Wellness and Recreation Center, and the Martin Luther King, Jr. Student Center—are major investments testifying to the University’s commitment to provide students with facilities conducive to the delivery of high-quality activities and services.

**Housing and Residential Education.** The Department of Housing and Residential Education challenges residents to fulfill their educational goals and ambitions through quality education and social and cultural programs that promote community within residence halls. The goal is to build a foundation of service, scholarship, and leadership as both undergraduate and graduate students embrace their campus living experience.

Because more than 60% of the students reside in on-campus housing, a robust set of activities and programs involving guest speakers, workshops, and social events is a vital part of resident hall living. Units collaborate to cover important topics ranging from alcohol and drug abuse, to sexual assault and domestic violence, to funding college.

Each residence hall forms a Residence Hall Council comprised of every student in the residence and led by an elected president, vice-president, secretary, and treasurer. The residence hall councils combine to form the Residence Hall Association and provide opportunities for students to meet each other, work together, and enhance their organizational and leadership skills.

**Student Health, Counseling and Wellness.** The University offers comprehensive health and wellness services and programs through Counseling Services, Student Health Services, and Wellness and Recreation. All promote the mental, physical, and emotional health of students. Counseling Services assist students with a range of issues such as managing time, balancing work, school or personal relationships, and coping with anxiety, depression, trauma and grief. Counselors help with cultural adjustments whether international or of a personal identity nature. The Student Health Center offers health care to all full-time residential and commuter undergraduate students (12 credit hours or more) and full-time graduate students (6 credit hours or more).

**Career Service.** Career coaching begins by first helping students select a major that matches their talents and interests. Career Services offers professional development counseling and coordinates on-campus student interviews, career fairs, internships, cooperative education, employment, and linkages with military and graduate schools. The Center is currently creating a job placement tracking system.
Office of Judicial Affairs. The Office of Judicial Affairs promotes an environment of ethical conduct and responsible student behavior in compliance with the Student Handbook policies. Students are informed of their rights and responsibilities prior to and upon entering the University through the University catalog, New Student Orientations, Welcome Days, the Student Handbook and on the Student Affairs website.

The Director of the Office of Judicial Affairs educates students on expected behavior and the consequences of behavioral infractions. Training for students in conflict management and other life skills is offered to the Student Government Association including the Student Judiciary Council, residential education staff including residence advisors and student resident advisors, and to other student leaders and student organizations. The training modules include conflict management and resolution, governance, and student conduct regulations. Through these concerted efforts, the goal is for students to become campus stewards and global citizens.

International programs. DSU has a growing international population representing more than 20 countries. The Office of International Student Services (OISS) supports these students’ academic and personal growth while encouraging positive interactions between international and domestic students. International students must register with OISS. The unit assists with admissions and registration processes, pre-arrival and arrival, housing, insurance, immigration matters, on-campus work authorization, orientation, and adjustment to the University and community. Through the OISS, the University maintains compliance with the US Department of Homeland Security regulations and requirements. The unit also sponsors activities with the International Student Association to foster cultural, social, and personal development.

Student-run communication opportunities/bus services: Among other services to support holistic student development, students can participate in WDSU Radio covering music, news and interviews, and several student-run entities including the Hornet student newspaper and WDSU-TV featuring programs written, directed, and produced by DSU students. The student transportation service runs seven days a week all year to various locations on campus and around the Dover area, keeping students connected to the local area.

Athletic Programs: The Department of Athletics is committed to following all rules, policies and procedures that regulate DSU, the Mid-Eastern Association Conference (MEAC) and the National Collegiate Athletic Association (NCAA), including all fiscal and administrative compliance. Athletics maintains its own overall compliance officer. In the spring of 2009, the Office of Academic Affairs for Student Athletes was moved into the division of Academic Affairs to ensure that all academic policies set forth and regulated by the University are followed by the Department of Athletics. The University receives an annual NCAA academic enhancement fund that is managed by the Associate Athletic Director for Academic Services, with budget alignment and purchases approved by the Provost.

Equitably Addressing Student Complaints and/or Grievances

The Student Judicial System Handbook, available on the University website, provides information on procedures for filing complaints regarding issues such as access for individuals with disabilities, sexual harassment, rape, complaints against other students, housing violations, student harassment, complaints regarding faculty and student appeals. Students report to the Office of Disabilities Services for access for individuals with disabilities. All sexual harassment complaints are reported to the Title IX Coordinator. Rape reports are directed to five offices: 1)
University Police Department; 2) Dover Police Department; 3) Counseling Office; 4) Office of Student Judicial Affairs; and 5) the Office of the Vice President for Student Affairs. Student Judicial Affairs is the main outlet for students to file complaints against other students for the violation of their rights. Complaints regarding housing violations and student harassment may be referred to the Student Judicial Affairs and/or the Residence Hall Judicial Council. Complaints against faculty are directed first to the faculty member, then to the department chair, and then to the dean of the college. The Office of the Vice President for Student Affairs is typically the initial point of contact for student complaints, particularly those that are related to student life. A complaint is usually answered within 24 hours of being received. If the student complaint is academic in nature, the matter is referred to the Office of the Provost. The Provost’s Office provides the procedural form for filing such complaints. Students may appeal some decisions to the Student Disciplinary Appeals Council.

**Student Records**

The University has developed and implemented the guidelines identified by FERPA through the Office of Records and Registration. Each student is given the right to review his/her record, to amendments of his/her record, and to name disclosures under FERPA. No information is given regarding the student, even to DSU faculty and staff, unless the person demonstrates a legitimate academic interest in the student. In addition, every worker in the student service areas must sign FERPA documents underscoring that they understand what FERPA is about and the implications of non-compliance. Delaware State University uses Banner, software whose security is trusted by higher education institutions throughout the country. This database is used for preserving, maintaining, and reviewing student records. Banner permits only a single login for students securing access to the students’ record. All student health records and judicial records are maintained electronically and student health professionals observe strict adherence to HIPPA guidelines.

The Provost has directed that only advisors, who have been assigned by the chair or dean, have access to the students’ information, a positive change from when advisors were given access to students who may have been outside of their immediate department. In this way, advising errors can be better avoided. Only advisors and chairs of the students’ program of study can view the student transcript.

The University sends all registered students an annual FERPA notification informing them of what FERPA is, what rights they have, and where to get more information about the release of student information by mail and email. During all new student orientation sessions, parents and students are informed of FERPA and student rights under it. Students are given the opportunity to complete a FERPA waiver to include disclosure information. The University also makes sure registration guides, the DSU website, and the course catalog have details about FERPA.

**Action Items for Standard 9**

- Develop and implement an advisement plan across the University that includes professional advising based on best practices similar to the College of Business’;
- Evaluate student satisfaction with advising in all departments;
- Continue monitoring college and departmental advising needs and performance.