Preparing Students for Lives of Meaning and Purpose
# Table of Contents

2015-2016 Annual Report

Student Affairs Mission, Vision, Goals and Objectives ................................................................. 2

I. Office of Student Life ..................................................................................................................... 4

Office of Student Life Professional Staff .......................................................................................... 4
Professional Involvement .................................................................................................................... 4
Executive Summary ............................................................................................................................ 6

II. Department of Student Activities Report .................................................................................... 8

Purpose ........................................................................................................................................... 8
Professional Staff .............................................................................................................................. 8
Staff Involvement ............................................................................................................................... 9
Greek Life ...................................................................................................................................... 16
Facilities and Operations .................................................................................................................... 25
R-SPaCE ...................................................................................................................................... 54
Student Activities Accounts .............................................................................................................. 62
Student Involvement/Student Organizations .................................................................................. 65
Student Leadership and Awards ....................................................................................................... 75
Student Media ................................................................................................................................. 86

III. Department of Student Recreation & Wellness Report ............................................................ 93

Purpose .......................................................................................................................................... 93
Professional Staff ............................................................................................................................. 93
Professional Staff Involvement .......................................................................................................... 94
Open Recreation Program .................................................................................................................. 99
Intramural Program ........................................................................................................................... 126
Sports Clubs Program ...................................................................................................................... 131

IV. Departmental Student Learning Outcomes ................................................................................. 136

Program Description ........................................................................................................................... 136
Graduating Student Assessment Results ........................................................................................... 137
Student Affairs Mission, Vision, Goals and Objectives

The Office of Student Life, the Department of Student Activities and the Department of Student Recreation and Wellness mission statements, goals, and objectives supported the following Division of Student Affairs Mission, Vision, Goals and Objectives.

Student Affairs Vision: Preparing Students for Lives of Meaning and Purpose

Student Affairs Core Values: Student Affairs is guided by a set of shared values which are reflected in our conduct, programs, services, facilities, activities and organizations. We pursue our mission and vision by keeping these values at the forefront in all that we do.

- Academic Excellence
- Citizenship
- Collaboration
- Diversity and Inclusiveness
- Integrity
- Wellbeing

Student Affairs Mission

*Student Affairs fosters a campus culture and environment that is inclusive, accessible, and values students’ perspectives. Lifelong learning, success and wellbeing are cultivated through citizenship, service, and personal responsibility. This mission is achieved through student engagement in co-curricular experiences nurturing resilience, persistence, and excellence.*

* The Division will incorporate the Social Change model in pursuit of this vision and mission.

Student Affairs Goals and Objectives

Division Goal 1 PROVIDE A DIVERSE AND DISTINCTIVE RADFORD STUDENT EXPERIENCE

- Addresses RU 7-17 Strategic Directives 1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.2, 4.4, 4.5

Division Objectives

A. Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, access and inclusion, social justice, character development, personal responsibility, and global citizenship

B. Sustain distinctive programmatic initiatives and advise an inclusive array of student organizations that promote student engagement, cultivate leadership, and empower self-governance

C. Build a sense of campus community through collaborative partnerships to support student participation, inquiry, self-reflection, learning, innovation, development, and success

Division Goal 2 PROMOTE STUDENT DEVELOPMENT, RETENTION, GRADUATION, AND SUCCESS

- Addresses RU 7-17 Strategic Directives 1.1, 2.1, 2.3, 4.2, 4.5
Division Objectives
A. Provide and assess programs, services, applied learning opportunities, and learning outcomes promoting continuous improvement
B. Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles
C. Implement extended student transition programs leading to matriculation and early intervention programs to enhance academic preparation and social integration

Division Goal 3 PROVIDE SAFE, ACCESSIBLE, AND INVITING STUDENT-FOCUSED FACILITIES THAT ENHANCE STUDENT LIFE
• Addresses RU 7-17 Strategic Directives 1.1, 2.3, 2.4, 4.3, 4.4, 4

Division Objectives
A. Develop and implement best practice models from benchmark institutions for facility staffing, equipment, maintenance, renovation and operation plans consistent with universal building design
B. Incorporate an array of accessible and accommodating housing options into facility renovation and construction planning that prepare students for increasingly independent living
C. Provide student facilities and educational programs that engage students in intentional learning experiences and learning communities

Division Goal 4 STRENGTHEN STAFF RETENTION AND EXCELLENCE
• Addresses RU 7-17 Strategic Directives 1.1, 1.2, 4.5

Division Objectives
A. Recruit, hire and retain talented and diverse staff dedicated to excellence and student learning, development and success
B. Provide and support a stimulating professional climate for students and staff with an emphasis on continuing staff development, involvement with RU and community councils, professional association membership, conference presentations, and leadership opportunities
C. Continue to explore, develop, and implement long range staffing, competitive compensation, and organizational structure to support and sustain quality, continuity of programs and services, and staff excellence

Updated July 24, 2015
Office of Student Life

Office of Student Life Professional Staff

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Vice President for Student Life</td>
<td>Ken Bonk</td>
<td>Hurlburt 232</td>
<td>831-5197</td>
<td>kjbonk</td>
</tr>
<tr>
<td>Assistant to Associate Vice President for Student Life</td>
<td>Angela Arnold</td>
<td>Hurlburt 230</td>
<td>831-7125</td>
<td>aarnold18</td>
</tr>
</tbody>
</table>

Professional Involvement

**RU Committee Involvement**

*Ken Bonk*
- University Planning & Budget Advisory Committee
- President’s Cabinet
- President’s Student Reception, Organizer
- Student Affairs Executive Team
- Orientation/Move-In Weekend Committee
- Student Affairs Scholarship Committee
- Student Affairs Management Team
- Coca Cola Budget Committee
- Community Engagement Committee
- Student Wellness and Recreation Planning

*Angela Arnold*
- Outstanding Student Worker Selection Committee

**National/Regional/Local Conference/Workshop/Webinar Attendance**

*Ken Bonk*
- LEAD 365
- SA Professional Development Workshops
- SGA Forums attendee
- SPCC training
- Title IX Training

*Angela Arnold*
- The Art of Having Difficult Conversations: How Do I Begin? Workshop
- Title IX Training
- Excel- Beyond Basics-Aug. Our Turn
- The Racial Climate on Campus-Webinar
- Microaggressions Webinar
- Life Lessons Relative to Coaching Workshop
- Supporting Latino Students In/Out of the Classroom Workshop
- Mindfulness Practice-May Our Turn
- Staying In Touch with Your Creative Side Workshop
- MOAT Training
- Intermediate Excel-Jan Our Turn
- Intro to Windows 10-Jan Our Turn
- Yik Yak & Anonymous Social Media Webinar
- Bridges: Building a Supportive Community Course
- SPCC Card Holder training
- NASPA presentation by President Kevin Kruger
- Living and Laughing By The Chopsticks-Fork Principle with Cathy Bao Bean
**Presentations/Instruction**

*Ken Bonk*
- Instructor, LEAD 110
- Presenter, Quest Parents Session
- Presenter, Quest Students Session
- Protocol Dinner Host
- Presenter, Principles for Student Affairs, Student Affairs Retreat
- Presenter, Admission Counselors Training
- Work-Life Balance-Workshop
- Virginia Leadership Academy
- NASPA Region 3, Treasurer

**Membership in Organizations**

*Ken Bonk*
- NASPA
- ACUI
- Virginia Student Services Conference
Executive Summary

Office of Student Life
The Office of Student Life Associate Vice President oversaw two major functional areas: The Department of Student Activities and the Department of Student Recreation and Wellness.

Functional areas within the Department of Student Activities encompassed student media, student clubs and organizations, SOAR, student leadership and awards, student programming, fraternity and sorority life, the Hurlburt Student Center/Bondurant Auditorium and other non-academic facilities, operations and services, and the administration of Student Finance Committee accounts.

Functional areas within the Department of Student Recreation and Wellness encompassed intramurals, aerobics, fitness/wellness, sports clubs, RU Outdoors, Student Recreation and Wellness Center and sports clubs/intramurals fields, operations and services.

The full annual reports can be viewed on the following pages or at the following websites: http://www.radford.edu/content/student-activities/home.html http://www.radford.edu/content/recreation/home.html

The Associate Vice President for Student Life
The Associate Vice President provided direct supervision and oversight of the Director for Student Involvement, Associate Director of Operations/Facilities, Director for Student Recreation and Wellness, and the Administrative Assistant to the Associate Vice President; the programs, services, facilities and staff of the departments that included 27 fulltime staff, 2-1500 hour staff, 200-300 graduate and student employees, five facilities, reservable space in four additional facilities; and $4.8 million in annual expenditures. The Associate Vice President served on the President’s Cabinet and collaborated with Academics and Finance and Administration divisions through involvement in committees as outlined in the Executive Professional Involvement section.

Annual Reports
The following two reports from Student Activities and Student Recreation and Wellness demonstrated that these two departments were instrumental and intentional in providing professional guidance, direction, advisement, and mentoring for students that resulted in student engagement through educational, social and service programming, responsive services and quality facilities. The reports supported this statement with statistical documentation of programs, participation, usage and timelines from 2015-16. 91% of goals were completed or partially completed. The results of the assessment data were used to formulate the 2016-17 goals and objectives.

Consistent with national best practice models, eight categories of student learning outcomes continued to be used as a measure of student development outside of the classroom. These learning outcomes were implemented with the student employees and student volunteers who provided many of the programs and services offered and, in some situations, with program participants. The learning outcomes categories were as follows:
• Customer Service
• Teamwork/Group Dynamics
• Communication Skills
• Leadership
• Understanding of Differences/Diversity
• Honesty and Integrity
• Time Management/Organizational Skills
• Personal Development

Office of Student Life Highlights
In addition to the departmental annual reports, the Office of Student Life was successful in completing major projects throughout the academic year.

• Adopted the Office of Student Life as its identity within the division.
• Worked with the Departments in adopting new purpose statements.
• Provided input/direction in the fast moving design and construction of the Student Outdoor Recreation Complex. Worked with Campus Recreation staff and director, Facilities Management, Finance and Administration, and architects in the design, layout, and functionality of the space. Project completed and opened during the 2015 fall semester Move-In Weekend.
• Proposed and had approved the purchase of a van and golf cart for use by the office and departments.
• Worked with the President’s Office in the planning of three receptions for student leaders.
• Refined the wording of responsibilities, mission, and goals for the Center for Student Leadership and Community Service proposal in order to complement and enhance the relation between SCI and High Impact Practices.
• Worked with Facilities Management in the design and renovation of a new office in the Bonnie Hurlburt Student Center Game Room and in the space that Au Bon Pain will be occupying starting the 2016 fall semester.
• Collaborated with the Director of Student Involvement and Director of Scholar Citizen Initiative in the introduction of the new LEAD Scholar Program requirements in order to establish a connection between the two programs and to better define the learning outcomes for students who enter the program.
• Applied for recognition as a 2016-17 NASPA Lead Initiative that identifies universities promoting civic learning and democratic engagement.
• Collaborated with Director of Scholar Citizen Initiative in completing the application for the Presidents Higher Education Community Service Honor Roll.
Department of Student Activities Report

Purpose
Our student-centered facilities, services and programs provide diverse experiences to further intellectual, civic and social development while promoting a sense of community, collaboration and engagement.

Professional Staff

Operations
Associate Director Alice Coughlin Hurlburt 220 831-5708 atcoughli
Program Coordinator for Operations, Education and Training Margie Christianson Hurlburt 219 831-6380 mchristianso2
Information and Event Planning Manager Sally Cox Hurlburt 104 831-5420 skcox
Equipment Technician Jim Boone Hurlburt 224 831-7126 jboone10
Game Room Manager Kim Twiest Hurlburt 135 831-7602 kharris13
Theatre Production Manager Doug Mead Preston Stage Office 831-5588 rmead
Assistant Theatre Production Manager Ryan Gross Preston Stage Office 831-5908 rgross10

Involvement
Director of Student Involvement Robert Bedford Hurlburt 213 831-7124 rbedford
Account Manager Liz Koch Hurlburt 216 831-5044 ekoch
Account/Office Manager Peggy Perdue Hurlburt 215 831-6019 pperdue
Assistant Director for Student Involvement John Leonard Hurlburt 217 831-6379 jleonard
Coordinator of Student Organizations Ben Litvak Hurlburt 115 831-7276 blitvak
Assistant Director for Programming and Leadership Jessica Twiest Hurlburt 212 831-5255 jtwiest
Assistant Director for Greek Life Robert Marias Hurlburt 211 831-5941 rmarias
Coordinator of Greek Life Programs Vacant
Assistant Director for Student Media Geoff White 512 Davis St. Suite C 831-6381 gwhite13
Staff Involvement

**RU Committee Involvement**

*Alice Coughlin*
- 10th Year Anniversary of “The Bonnie” Committee, Chair
- Performing Arts Series, IG
- Highlander Festival Committee
- Homecoming Committee
- Family Weekend Committee, Chair
- Student Activities Executive Committee
- SA Professional Development Committee
- RUEBC Committee
- Student Affairs Management Team
- Outstanding Student Awards, IG
- Commencement Committee (Winter/Spring)
- SA Operations Orientation Committee, Chair
- Scholar Citizen Initiative Committee
- Retention Committee
- Conduct Board

*Ben Litvak*
- Club Programming Committee, Interim Chair
- RUInvolved RFP Committee, Chair
- Radford After Dark Funding Committee
- Ignite Student Leadership Conference Planning Committee
- Hobson Subcommittee
- Information Technology Advisory Council
- Residential Life Area Director Search Committee
- Associate Director of Technology and Housing Assignments Search Committee

*Robert E. Bedford*
- L.E.A.D. Scholar Committee-Chairperson
- Ignite! Student Leadership Conference Committee
- Professional Development Committee
- Joint Commission Committee
- Scholar Citizen Committee
- Search Committee- SELU Academic Coordinator
- Dr. Martin Luther King, Jr. Celebration and Service Committee
- Student Media Committee
- Be SEEN Committee chairperson
- Student Activities/Recreation Management Team
- Student Affairs Management Team

*Doug Mead*
- Student Training Program Committee
- SA Operations Orientation Committee
- Conduct Board
- Commencement Committee (Winter/Spring)
- Professional Staff Development Committee
- Diversity Training

*Robert Marias*
- Joint Commission
- Alcohol Task Force
- Sexual Assault Awareness Committee
- Conduct Board
- Move-In Day Committee
- Fear 2 Freedom Planning Committee
- Move-In Madness Committee
- Campus-wide Community Service Project Committee
- InAsMuch Planning Committee
- Polar Plunge Committee
- Learning Outcomes Committee

*Geoff White*
- Administrative/Professional Faculty Senate, Senator
- Presenter for Radford University Civil War history classes
- Student Media Committee
- Campus Bicycling Committee, "Bikes are Awesome!"
- College Media Association-Peer Mentor
- Disability Resource Office Search Committee

*Peggy Perdue*
- Radford University Spirit Committee
- Radford After Dark Funding Committee
- Family Weekend Committee
Liz Koch
-Student Media Committee
-Club Programming Committee
-Student Finance Committee
-Be S.E.E.N Committee
-Coordinator Greek Life Search Committee

Sally Cox
-Leadership Conference Committee
-Family Weekend Committee
-Emergency Preparedness Committee
-SA Operations Orientation Committee
-Student Training Program Committee
-Ignite Leadership Conference Committee

John Leonard
-Administrative/Professional Faculty Senate, Senator
-AP Senate Elections Subcommittee, Chair
-Club Programming Committee, Chair
-Committee on Clubs and Organizations, Chair
-Radford After Dark Funding Committee, Chair
-Women’s Studies Committee
-Bookstore Advisory Committee
-RUInvolved RFP Committee
-Learning Outcomes Committee

Jessica Twiest
-Student Awards Committee, Chair
-R-SPaCE Selection Committee, Chair
-R-SPaCE Executive Cabinet, Chair

Jim Boone
-SA Operations Orientation Committee

Margie Christianson
-Student Training Program Committee
-10th Year Anniversary of “The Bonnie” Committee
-Ignite Student Leadership Committee
-Student Activity and Facilities Committee
-Associate Director of Assignment and Technology Search Committee

Kim Twiest
-SA Operations Orientation Committee
-Family Weekend Committee

Ryan Gross
-SA Operations Orientation Committee
-Family Weekend Committee

National/Regional/Local Conference/Workshop/Webinar Attendance
Geoff White
-Development Training sessions:
-Emotional Intelligence-Scott Allen
-Effective Listening Communication to Create a Community of Collaboration
-Dr. Kevin Kruger-NASPA President
-College Media Association/Associated Collegiate Press Fall Conference
-College Media Association Spring Conference
-Clergy Act Compliance Campus Security Authority (CSA) Training
-Security Awareness Training – MOAT
-Title IX Training - Bridges: Building a Supportive Community
-SPCC Cardholder Training
-Travel Cardholder Training
-Safe Zone Certification Training
-Division of Student Affairs Professional

Peggy Perdue
-Division of Student Affairs Professional Development Training sessions:
-Dr. Kevin Kruger-NASPA President
-Women in Leadership Empowerment
-SPCC Cardholder Training
- Title IX Training - Bridges: Building a Supportive Community
- ACUI Webinar: FLSA Overtime Final Rule: What You Need to Know and Do Now

**Liz Koch**
- Division of Student Affairs Professional Development Training sessions:
  - Dr. Kevin Kruger - NASPA President
  - Women in Leadership Empowerment
- Cash Handling Policy Training
- SPCC Cardholder Training
- Title IX Training - Bridges: Building a Supportive Community
- ACUI Webinar: FLSA Overtime Final Rule: What You Need to Know and Do Now

**John Leonard**
- ACUI National Conference, New Orleans
- NASPA Webinar: Where Do We Go from Here? Demonstrating Sensitive, Caring, and Justice-Centered Leadership
- ACUI Live Program Webinar: Social Justice and the College Union
- ACUI Webinar: Dealing with People You Can’t Stand
- ACUI Online Hot Topics Roundtable: Supporting Social Action – Moving Beyond Barriers
- New River Valley Regional Commission (NRVRC) “Renew the New” meetings
- Leadership in Economic Alliance Development (LEAD) and NRVRC New River Watershed Clean-Up Luncheon
- Learn Forward Webinar: Developing, Supporting, and Retaining Generation Z College Students
- Clery Act Compliance Campus Security Authority (CSA) Training
- Security Awareness Training – MOAT
- SPCC Cardholder Training
- Travel Cardholder Training
- Title IX Training - Bridges: Building a Supportive Community
- ACUI Webinar: FLSA Overtime Final Rule: What You Need to Know and Do Now

**Jessica Twiest**
- ACUI Online Hot Topics Roundtable: Supporting Social Action – Moving Beyond Barriers
- NACA Webinar: Exploring What Is Exemplary in Co-Curricular Advising
- ACUI Webinar: FLSA Overtime Final Rule: What You Need to Know and Do Now
- Webinar: Defeat Yik Yak Harm, Find Yik Yak Positives – Using Yik Yak for Campus Change
- VACUHO Drive In Conference, July 2015
- NACA South Regional Conference, 2011-2015
- Clery Act Compliance Campus Security Authority (CSA) Training
- Security Awareness Training – MOAT
- SPCC Cardholder Training
- Travel Cardholder Training
- Title IX Training - Bridges: Building a Supportive Community
- Division of Student Affairs Professional Development Training sessions:
  - Effective Listening Communication to Create a Community of Collaboration
  - Microaggressions
  - Women and Leadership Empowerment
- ACUI Webinar: FLSA Overtime Final Rule: What You Need to Know and Do Now

**Alice Coughlin**
- Contemplative Practices in 21st Century
Conference  
- Women in Leadership and Empowerment  
- Micro-Aggressions by Dr. Tamara Wallace  
- NASPA presentation by President Kevin Kruger  
- Living and Laughing By The Chopsticks-Fork Principle with Cathy Bao Bean  
- Emotional Intelligence with Dr. Scott Allen  
- First Amendment Webinar  
- Collaboration Webinar  
- Our Turn:  
  - Outlook  
  - Mindfulness  
  - Successful Inventory  
  - Excel  
- Student Affairs Retreat/Workshop  
- Title IX Training  
- PCI Training (Credit Card Compliance)  
- Security Awareness Training  

Robert Marias  
- Association of Fraternity/Sorority Advisors Annual Meeting  
- Association of Fraternal Leadership & Values Central Conference (Awards Judge)  
- Mis-Education of the Black Greek Road Trip Conference  
- NIC and NPC Academy  
- NIC’s IMPACT  
- AFA Region 2 Virginia Drive-In  
- TIPs Trainer Recertification Training  
- Clery Act Compliance Campus Security Authority (CSA) Training  
- Security Awareness Training – MOAT  
- SPCC Cardholder Training  
- Travel Cardholder Training  
- Title IX Training - Bridges: Building a Supportive Community  
- ACUI Webinar: FLSA Overtime Final Rule: What You Need to Know and Do Now  
- Division of Student Affairs Professional Development Training - Microaggressions  

Sally Cox  
- PCI Training (Credit Card Compliance)  
- “Life Lessons and Basketball” by Coach John Berry  
- Staying In Touch with Your Creative Side with Illustrator, Bryan Collier  
- Women in Leadership and Empowerment  
- NASPA presentation by President Kevin Kruger  
- Micro-Aggressions by Dr. Tamara Wallace  
- Professional Development Seminar: “Asian Identities” by Tracy Wiggs  
- Security Awareness Training  

Margie Christianson  
- NASPA New Professionals Institute  
- ACUI Region 6 Regional Conference  
- Living and Laughing By The Chopsticks-Fork Principle with Cathy Bao Bean  
- Effective Listening: Communication to Create a Community of Collaboration  
- Evaluating MLK’s Dream: Higher – Education Responsibility for Preparing Leaders to Move his Dream to a Reality  
- Defeat Yik Yak Harm, Find Yik Yak Positives: Using Yik Yak for Campus Change  
- Micro-Aggressions by Dr. Tamara Wallace  
- Staying In Touch with Your Creative Side with Illustrator, Bryan Collier  
- “Life Lessons and Basketball” by Coach John Berry  
- Empowerment and Initiative  
- Supporting Latino Students In/Out of the
Classroom
-NASPA presentation by President Kevin Kruger
-Mindfulness Practice, Guided Meditation, and Partner Stretching
-Excel: Beyond Basics
-Title IX Training
-Security Awareness Training
-PCI Training (Credit Card Compliance)

Jim Boone
- Security Awareness Training
-Title IX Training

Doug Mead
-Emotional Intelligence with Dr. Scott Allen
-Web time card submission/approval training for supervisors
- PCI Training (Credit Card Compliance)

Jim Boone
- Security Awareness Training
-Title IX Training

Ryan Gross
-Title IX Training
-Security Awareness Training

Kim Twiest
-ACUI Region 6 Regional Conference
-Defeat Yik Yak Harm, Find Yik Yak Positives: Using Yik Yak for Campus Change
- Dealing with Disruptive Students
-Title IX Training
- Security Awareness Training

Presentations/Instruction
Alice Coughlin
-Academic Bowling instructor
-RCPT class/field experience and internships

Margie Christianson
-Facilitator: Beginner Photoshop
-Presenter: Developing Your Leadership Style
-Facilitator: Strengths Quest Workshop
-RCPT class/field experience and internships

Robert E. Bedford
-Instructor, Lead 110
-Professional Development Facilitator- The 7 C’s of Social Change
-Presenter, R-SPaCE Fall and Spring Retreats
-Presenter, R-SPaCE New Board Retreat
-Presenter, N.P.H.C. Fall Retreat
-Presenter, Greek Life Office Fall Retreat
-Presenter, Student Government Association Exec. Board

Geoff White
-Presenter, History 365 Class on America’s Civil War
-Presenter at R-SPaCE Retreat, session on The Five Dysfunctions of a Team
-Presenter, Radford Chamber of Commerce “A Break to Educate” business seminar
-Presenter, Ignite! Student Leadership Conference, session on Time Management
-Presenter and Game Show Host, Quest Assistant Training
-Presenter, College Media Association/Associated Collegiate Press Fall Conference, session on Advisor-Advisee Mentoring
-Presenter, College Media Association Spring Conference, session on New Advisors
-Presenter, Student Involvement Staff Meeting: Emotional Intelligence

John Leonard
-Presenter, ACUI National Conference: “Late Nights: A Learning Laboratory for Student Organizations”
-Presenter, The Student Activities Show Podcast: "Learning Opportunities for Students in Planning Late-Night Programs"
-Moderator, ACUI Online Town Hall Meeting to Discuss the Orlando Massacre
-Presenter, Careers in Student Affairs Panel
-Presenter, Radford Chamber of Commerce
“A Break to Educate” business seminar
-Presenter, Leadership Odyssey
-Presenter, International Student Orientation
-Presenter, Resident Assistant Training
-Presenter, Greek Life Leaders Retreat
-Presenter, UNIV 100
-Presenter, Student Involvement Staff Meeting: Emotional Intelligence
-Presenter, Quest Assistant Training

Jessica Twiest
-Instructor, University 100
-Presenter, Resident Assistant Training
-Presenter, Resident Director Training
-Presenter, R-SPaCE Fall & Spring Retreats
-Presenter, R-SPaCE New Board Retreat
-Presenter, R-SPaCE Recharge 2016
-Presenter, Jump Start Your Leadership Style
-Presenter, Student Involvement Staff Meeting: Emotional Intelligence

Sally Cox
-Presenter, Customer Service for Student Employee Training Seminars

Robert Marias
-Instructor, UNIV 100
-Greek Leaders Retreat Facilitator
-R-SPaCE Retreat – SWOT Presentation
-NIC’s IMPACT- Session Coordinator
-UIFI – Sigma Pi – Group Facilitator
-TIPs Certified Facilitator
-Certified “ResponseABILITY” Facilitator
-Presenter/Facilitator, “Greek 101”
-The Ladder of Risk – Facilitator

Doug Mead
-Created Lighting Designs for two dance performances

Ryan Gross
-Lighting design for multiple Radford After Dark programs and Greek events

Kim Twiest
-Attended 2 RCPT classes to assist with presentations of risk management plans and business plans
-Worked with RCPT course on the risk management plan for the game room

Ben Litvak
-Presenter, ACUI National Conference: “Late Nights: A Learning Laboratory for Student Organizations”
-Presenter, Radford Chamber of Commerce “A Break to Educate” business seminar
-Presenter, RUInvolved Basics
-Presenter, Club Programming Funding Training
-Presenter, Radical After Dark Funding Training
-Presenter, Survival Guide: Leadership Transition
-Presenter, Involvement Tracking – Individuals
-Presenter, Involvement Tracking - Organizations
-Presenter, Leadership Odyssey
-Presenter, Quest Assistant Training
-Presenter, Greek Life Leaders Retreat
-Presenter, Student Involvement Staff Meeting: Emotional Intelligence

National/Regional/Local Leadership Roles/Advisement

John Leonard
-2016 Recipient of the Radford University Award for Administrative and Professional Excellence
-Administrative/Professional Faculty Senate Executive Board, Senate Secretary
-Advisor, Radford United Longboarding
-Interim Advisor, Wakeboarding Club
-Interim Advisor, Men’s Club Soccer
-Leader, ACUI LGBTQ+ Community of Practice

Robert Marias
-AFLV Awards Judge
-Sigma Nu - Eta Mu Housing Corporation Member at Large
-Sigma Mu – Kappa Kappa Alumni Chapter Vice President
-Western Reserve Academy’s Alumni Association Board, President
-St. Jude - Up ‘til Dawn Advisor

Alice Coughlin
-RU Representative on VA Union Directors Committee/Statewide

Jessica Twiest
-Advisor, R-SPaCE

Margie Christianson
-SASEA Co-Advisor

Ben Litvak
-Director, ACUI Mid-Atlantic

Sectional 9-Ball Tournament, Radford University
-Director, Radford University Team Pool Tournament, March 2016
-Advisor, Billiards Club
-Co-Advisor, Student Activities Student Employee Association
-Director (Volunteer), ACUI’s National Collegiate Billiards Program

Geoff White
-Administrative/Professional Faculty Senate Executive Board, Senate Parliamentarian
-College Media Advisers Peer Mentor

Membership in Organizations-Association of College Unions
International-ACUI
-National Association for Campus Activities-NACA
-Association of Fraternity & Sorority Advisors
-Fraternal Values Society
-Order of Omega
-Gamma Sigma Alpha
-Center for the Study of the College Fraternity
-College Media Advisers-CMA
-International Leadership Association-ILA
-National Association of Student Personnel Administrators-NASPA
Greek Life

The Greek community at Radford University hosts twelve North-American Interfraternity Conference fraternities (IFC), eight National Pan-Hellenic Conference (NPHC) fraternities and sororities, seven National PanHellenic Conference (NPC) sororities and one Multi-Cultural Sorority Interest Group (NMGC). These organizations were served by the Assistant Director of Student Activities – Greek Life, and a Graduate Assistant. For spring 2016, the Greek community had a population of approximately 1,088 (13.46% of the total undergraduate student population of 8085).

2015-2016 Highlights

1. Over 500 members volunteered for the Fall Semester Move-In Days.
2. PC added 142 women during the formal recruitment period held during the fall semester. Five of the seven sororities made quota and were at or above total after the formal recruitment period concluded. All chapters reached total by the end of the semester.
3. The IFC added 134 men over the past year. They also collaborated with the Panhellenic and NPHC to raise awareness of sexual assault and sexual violence within our campus community by supporting the Fear 2 Freedom program and co-sponsoring the “Men Can Stop Rape” program with the Women’s Studies Department.
4. The NPHC community struggled this year; plagued by violations of Intake policies. However, the members of these chapters have continued to be leaders on campus and within the community, helping to raise awareness of important issues affecting our nation as well as our campus community. The NPHC organized and executed another successful Stompfest – Step Show during Homecoming/Family Weekend, raising over $700 to establish an NPHC scholarship through the Radford University Foundation.
5. The Greek community participated in National Hazing Prevention Week in the fall. Partnered with RU Athletics to co-sponsor the week’s keynote program, Tina VanSteenbergen who presented on social excellence.
6. Over $65,822 was raised by the Greeks and they donated to over 100 different charities. In addition, they helped raise over $18,000 for St. Jude Children’s Research Hospital,
were a significant contributor to this year’s record breaking Polar Plunge (over 400 participants and raised over $60,000 for Special Olympics of Virginia and contributed $3,000.00 to benefit a school in Ghana which was started by a Radford University Alumna.

7. Additionally, money was raised and donated to assist a number of worthy causes including, benefitting an alumna who lost all her belongings in a house fire, a fellow student battling brain cancer, local middle school children who couldn’t afford to attend a field trip with the rest of their classmates, and a couple of missionary service trips for current students.

8. Over 10,773 hours of community service were contributed to the local community.

9. Collected an overall total of 5,154lbs of food for the Radford Food Bank during the Holiday Food Drive campaign and during the Greek Week air-bands event.

10. Members of the IFC, PC, and NPHC all attended and participated in a number of regional and national conferences, institutes and seminars, including the Miseducation of the Black Greek Road Trip Conference, the IFC Academy & PC Academy, hosted the NIC’s IMPACT program, the AFLV Central/National Black Greek Leader’s Conference, and the Undergraduate InterFraternity Institute.

11. Greek Week highlights included keynote speaker, Ross Szabo, who presented on Alcohol and Mental Health with over 600 students in attendance. The Philanthropy Carnival, collected over $300 in donations which the councils matched to provide a $600.00 donation to the NRV Women’s Resource Center and they made an additional $1000.00 contribution to the Radford University Amazon rainforest preservation project.

2015-2016 Goals and Objectives

Greek Life will focus on the following Division of Student Affairs objectives for 2015-2016.

Promote student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles.

1. Hire and train a new Graduate Assistant for the 2015-16 academic years. Completed. Katie Poff was hired in August to serve as the Graduate Assistant for the Greek Life Office.

2. Coordinate with other university departments/areas to provide programs and resources to the Greek community to continue addressing the key issues of health, alcohol, drugs, sex, and safety. Completed.

3. Develop and implement specific resources for councils and chapters to utilize for leadership and member education purposes. This will specifically include the development of a president’s manual for all chapter presidents and a New Member Handbook for National Pan-Hellenic Council members. Not Completed. With the departure of Jackie Thomas – Coordinator of Greek Life Programs, this particular goal was tabled this year, as other priorities arose. We will revisit this goal in the coming year if still deemed relevant will implement it in the near future.

4. Coordinate the complete transition of conduct cases involving fraternities/sororities from the Greek life office to the Office of Student Standards and Conduct, while increasing the involvement of Greek life members within the University’s conduct process. Partially Completed. While the Conduct Office has begun to adjudicate matters involving Greek organizations, terminology still needs to be redefined when dealing
with organizational matters versus individual student conduct cases. The collaborative relationship between the two offices help ensure a fair and efficient process for all involved, which included partnering with the regional and national levels of the respective Greek Organizations.

Assess programs, services and learning outcomes to promote continuous improvement

5. Review, track and compare data from the past couple years to begin to provide quantitative data to support trends within the Greek community as they relate to specific programs and initiatives of the Greek life office, councils, and chapters. Completed. 10 of the 12 freshmen who did not receive bids last fall were retained through the spring: one completed the semester and did not return, and the other withdrew from the University in November.

<table>
<thead>
<tr>
<th>Fall 2015 NF Females, High School GPA ≥ 3.20</th>
<th>Number</th>
<th>Fall 2015 GPA</th>
<th>Fall 2015-to-Spring 2016 Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>604</td>
<td>3.19</td>
<td>79.8%</td>
</tr>
<tr>
<td>Participated in Recruitment and Affiliated with PHC Chapter</td>
<td>31</td>
<td>3.25</td>
<td>100%</td>
</tr>
<tr>
<td>Participated in Recruitment but Did Not Affilite with PHC Chapter</td>
<td>12</td>
<td>3.31</td>
<td>83%</td>
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</table>

First Two Years of Fall Formal Recruitment (GPAs and Retention Rates are approximate; we added the two years and divided by two.):

<table>
<thead>
<tr>
<th>NF Females, High School GPA ≥ 3.20</th>
<th>Number</th>
<th>Fall GPA</th>
<th>Fall-to-Spring Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>1248</td>
<td>3.17</td>
<td>86.4%</td>
</tr>
<tr>
<td>Participated in Recruitment and Affiliated with PHC Chapter</td>
<td>65</td>
<td>3.21</td>
<td>97%</td>
</tr>
<tr>
<td>Participated in Recruitment but Did Not Affiliated with PHC Chapter</td>
<td>47</td>
<td>3.16</td>
<td>82.4%</td>
</tr>
</tbody>
</table>

In addition to the recruitment data we have compiled we have also assembled academic data and chapter membership data for the past five years which show growth in numbers and improvements in academic over the five-year period. We will continue to add to the data collected in the coming years to help determine trends and forecast opportunities for our community in the future.

6. Update the Greek life website to make it more relevant and informative for students, faculty/staff, alumni/ae, national headquarters, and perspective students and parents. Not
Completed. This is another project that has been postponed due to changes in the office staff over the past year. We hope to address this project in the coming year.

7. Fully utilize the new electronic resources to streamline office processes and communications within the Greek community. Specifically using RU Involved and Hobson’s Radius to improve internal communication and data collection from councils, chapters, and members. Completed. We have successfully implemented both Radius and RU Involved to better collect data and improve communications throughout the Greek community.

Stimulate and nurture a campus culture characterized by inquisitiveness, active engagement, diverse perspectives, cross-cultural awareness, character development, personal responsibility, and global citizenship.

8. Incorporate members of the Greek community into the campus-wide community service initiatives throughout the year, especially during the MLK Day of Service event in January which will provide an opportunity to practice being good global citizens. Completed. Members of the Greek community participated in the fall service project as part of the BE SEEN series, the Holiday Food Drive Campaign, the MLK Jr. Day of Service program and the Highlanders Give Back – Spring Clean Up event, as well as participating in Move-In day.

9. Collaborate with other departments in Student Affairs, specifically the Center for Diversity and Inclusion and the Student Recreation and Wellness Center to create and implement cultural competency programs that focus on wellness and diversity. Completed. We have continued to collaborate with CDI and will expand programming opportunities with the Recreation and Wellness Center in the coming year.

Engage students, faculty administrators, staff, alumni, and community in collaborative partnerships to support student development and success

10. Successfully oversee the Panhellenic extension committee as they develop a plan of action for the eventual addition of a new sorority/sororities to our Panhellenic community in the coming years. Partially Completed. The exploratory committee has completed their report, but they were unable to present their findings to the Panhellenic Council before the end of the spring semester. The committee is planning to present their report to the council this fall for consideration and a formal vote will take place on whether or not to open the campus for extension this coming academic year.

11. Work with other campus wide programming boards to host at least one program annually for the entire campus community. Completed. We worked with many different organizations and departments to put on diverse programs throughout the year, from Move-In Madness with Recreation and Wellness, to the Men Can Stop Rape program with the Women’s Studies Department.

12. Publically implement the Greek life strategic plan, beginning in the fall semester. Not Completed. Due to communication breakdown and changes in priorities the Greek Life strategic plan is currently being revised and updated to fit into an updated timeline, since the proposed strategic plan is over a year old.

13. Collaborate with University Advancement, Alumni Affairs and University Relations to engage and coordinate the alumni/ae for the Greek community to support programs, scholarships and other initiatives that will align with the implementation of the Greek life strategic plan. Completed. Through fundraising efforts during October Homecoming,
we continue to generate the resources necessary to provide students with the opportunity to participate in the Greek Leadership class and the IMPACT program each year.

14. Engage and educate faculty and chapter advisors through multiple outlets, including meetings each semester, a revival of the Greek life newsletter, and continued use of social media platforms to provide information and resources for all advisors. Completed. Through the Greek life office newsletter and Advisors’ meetings held each semester in addition to our social media and more traditional communication efforts we kept the advisors informed on the Greek community throughout the year.

2016-2017 Goals and Objectives
Greek Life will focus on the following Division of Student Affairs objectives for 2016-2017.

Provide a diverse and distinctive Radford student experience

1. Engage all members of the Greek community to be more aware of and involved in local community service opportunities to improve town/gown relations as well as provide valuable learning opportunities for our students to gain a broader perspective on the world around them. Fall 16/Spring 17
2. Adopt the use of the RU Involved software to keep track of individual participation in the many service programs available to the students throughout the year. Ongoing
3. Increase on-campus presence to create a more positive atmosphere that is conducive to support all students.
   - Have a day every month that Greek life organizations do something for the campus (i.e. pick up trash, random acts of kindness, etc.) Ongoing
   - Include faculty and staff in events on campus (i.e. personally invite specific faculty/staff to attend events or have them present educational materials, etc.) Ongoing
4. Revamp and update the Greek life website to make it more relevant, engaging and informative for students, faculty/staff, alumni/ae, national headquarters, and perspective students and parents. Fall 2016
5. Publically implement the Greek life strategic plan, beginning in the fall semester. Summer/Fall 2016
6. Successfully oversee the Panhellenic extension committee as they complete a plan of action for the eventual addition of a new sorority/sororities to our Panhellenic community in the coming years. Fall 2016

Promote student development, retention, graduation and success

7. Increase the opportunities for collaborative educational sessions on and off campus for chapters and councils to raise awareness of the resources that are available to the members of the Greek community. Ongoing
8. Continue working together across all three councils to help develop each student into a better team player, leader, and to increase inclusiveness within our community. Ongoing.
9. Continue to hold each Greek Life organization accountable for actions and to educate them on why those issues and/or situations are not tolerated on or off campus by working collaboratively with the Office of Student Standards and Conduct and their respective Inter/National organizations. Ongoing
   - Increase educational programming on issues from the previous year to avoid those situations being repeated. Ongoing
- Focus on problem areas to repair damage caused, relationships, etc. *Ongoing*

**10. Collaborate with other departments across the university and community, including the Center for Diversity and Inclusion, the Women’s Resource Center, RCPD, and the Student Recreation and Wellness Center to coordinate and implement programs that address issues that may impact our members individually and/or as organizations; with particular focus on diversity, wellness, safety, risk management, hazing, alcohol and drug abuse, and other high profile issues. *Ongoing***

*Provide Safe, Accessible and inviting student-Focused Facilities that enhance student life*

**11. Work with the Dean of Students Office, the city housing inspector, fire and police officials and local landlords to improve and maintain a high quality of off campus housing options for students, particularly members of the Greek community. *Ongoing***

*Strengthen Staff retention and excellence*

**12. Encourage, support and train a new Coordinator for Greek Life Programs over the course of the coming academic year. *Summer/Fall 2016***

**13. Allocate necessary resources to make conference attendance for all professional staff members a priority, particularly if staff members are presenting or volunteering in an official capacity at particular conferences. *Fall 2016/Spring 2017***

<table>
<thead>
<tr>
<th>Greek Life - Recruitment Totals</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panhellenic Council (PC) Recruit. Total</td>
<td>272</td>
<td>151</td>
<td>196</td>
</tr>
<tr>
<td>Interfraternity Council (IFC) Recruit. Total</td>
<td>189</td>
<td>141</td>
<td>134</td>
</tr>
<tr>
<td>National Pan-Hellenic Council Recruit. Total</td>
<td>26</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>Number of Chapters</td>
<td>28</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Total Greek Membership</td>
<td>1207</td>
<td>1191</td>
<td>1088</td>
</tr>
<tr>
<td>Philanthropy Dollars Reported</td>
<td>$67,323.31</td>
<td>$93,700.00</td>
<td>$65,822.58</td>
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<tr>
<td>Community Service Hours Reported</td>
<td>20,255</td>
<td>30,703</td>
<td>10,774</td>
</tr>
</tbody>
</table>

**Philanthropy Dollars Reported**

- **Year**
  - 2013-14
  - 2014-15
  - 2015-16
Points of Interest

- This past year we saw a dip in philanthropic dollars reported, while we feel the actual amount may be higher, we are limited by the numbers reported by each fraternity and sorority. As such, some organization may not have tracked their total contributions as carefully as in previous years. Council records indicate that they have contributed significantly more this year than in previous years, but that does not offset the chapters who failed to report their individual donations.

- We feel the lower service hours reported may be attributed to the fact that many organizations have not adopted the use of the RU Involved software to keep track of individual participation in the many service programs available to the students throughout the year. This is something we will be emphasizing in the coming year in order to obtain more accurate numbers from each fraternity and sorority.

Academic Statistics Summary for 2015-16

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Fall 2015 # Members</th>
<th>SGPA Fall</th>
<th>Spring 2016 # Members</th>
<th>SGPA Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>IFC Totals</td>
<td>399</td>
<td>2.662</td>
<td>440</td>
<td>2.616</td>
</tr>
<tr>
<td>NPHC Totals</td>
<td>44</td>
<td>2.703</td>
<td>45</td>
<td>2.610</td>
</tr>
<tr>
<td>PC Totals</td>
<td>589</td>
<td>3.026</td>
<td>601</td>
<td>3.021</td>
</tr>
<tr>
<td>All Men's Average</td>
<td>3823</td>
<td>2.650</td>
<td>3494</td>
<td>2.697</td>
</tr>
<tr>
<td>All Women's Average</td>
<td>4952</td>
<td>2.989</td>
<td>4591</td>
<td>3.028</td>
</tr>
<tr>
<td>All Greek Average</td>
<td>1035</td>
<td>2.873</td>
<td>1088</td>
<td>2.841</td>
</tr>
<tr>
<td>Non-Greek Average</td>
<td>7740</td>
<td>2.837</td>
<td>6997</td>
<td>2.892</td>
</tr>
<tr>
<td>Campus Average</td>
<td>8775</td>
<td>2.841</td>
<td>8085</td>
<td>2.885</td>
</tr>
</tbody>
</table>
Annual Report 2015-2016

2015-2016 Program Assessment Results
Assessment is a vital and necessary function of the Greek life office. It helps us see how we are currently serving our students and what changes need to be made to better serve them. The following is a collection of survey results from some of this year’s programs.

2015 Fall Greek Leaders Retreat
-36 surveys were collected out of 45 participants who attended the weekend retreat.
-71.43% of the respondents felt their council was ready to be successful this semester
-65.71% of the respondents felt that they are better prepared to do the job of their respective office on their respective council
-60.00% of respondents have a better understanding of the diversity and roles of the different councils in our Greek community

Phired Up - “Social Excellence Project”
-Due to technical issues with the new RUInvolved scanners we do not have an accurate headcount for this particular program. The estimated attendance was approximately 650. We did collect survey responses from 400 attendees using the Qualtrics on-line surveys which we had attendees complete on their mobile devises.
-81.91% indicated that this program was worth their time.
-90.98% agreed or strongly agreed with the statement: I have a stronger understanding of what it means to be socially excellent.
-93.75% agreed or strongly agreed with the statement: I better understand how my decisions and actions can affect the human connection others have with RU Student Organizations.
-93.70% agreed or strongly agreed with the statement: I feel I can better demonstrate social excellence through my relationships and my actions on and off campus.

Kenny Jones – “Based on a True Story”
-606 members of the Greek Community signed in for this program.
-215 surveys were collected
-95.82% agreed or strongly agreed with the statement: I feel I have a stronger understanding of what it means to be diverse and accepting within the Greek community
-96.26% agreed or strongly agreed with the statement: I feel I can better demonstrate tolerance and acceptance through my relationships and my actions on and off campus
-95.75% agreed or strongly agreed with the statement: I better understand how my decisions and actions can affect the human connection others have with RU Student Organizations.

Greek Life – Town Hall Meeting
-588 members of the Greek community signed in for this program.
-455 surveys were collected
-12.97% surveyed were Freshmen, 30.99% Sophomores, 33.41% Juniors, 22.42% Seniors and .22% Graduates
Some of the questions which were asked were:
-When in the past 6 months has our brotherhood/sisterhood felt the strongest?
-What was the last social event (with or without alcohol), we had that felt really safe and really fun?
-What is the best thing our chapter did this year?
-Why did you really join your chapter?
Ross Szabo – “Mixed Drinks, Mixed Emotions: Alcohol Abuse and Mental Health”

- 612 students attended the program
- 349 surveys were collected
- 97.71% agreed or strongly agreed that the speaker’s message was useful to them as a member of Greek Life.
- 98.27% felt they have a better understanding of the link between alcohol abuse and mental health issues among college students
- 94.84% said they felt more empowered to encourage mental health awareness among their chapter and the Greek community.
- 91.98% feel that Radford University could do more to bring awareness on mental health.

Proposed Improvements/Changes to be Implemented in 2016-2017 from Assessment Results

The following changes will be implemented as a result of the finding of our assessment results for programs and initiatives taken over the past year. This is a summary of steps that will be taken over the next year and does not include all changes that will be implemented or attempted in the coming academic year.

- Continual and consistent training/education of the Greek community will occur and focus on areas of high risk, including hazing, alcohol misuse and abuse, sexual assault awareness, and other such topics.
- The Greek life office will continue to work with the professors and administrators responsible for teaching the Greek leadership class this spring to ensure that the vision and values of the Greek community are clearly and consistently communicated to the students and the campus community at large.
- Additional opportunities for leadership training will be explored and when possible taken advantage of by the Greek community.
Facilities and Operations

The Department of Student Activities Facilities and Operations professional staff, along with a student staff consisting of approximately 50 students, is responsible for overseeing the day-to-day management of the department’s facilities and the services it offers. Facilities and services that fall within the realm of Facilities and Operations include the Hurlburt Student Center, Heth Hall, Ken Bondurant Auditorium in Preston Hall, the Information and Event Planning Office, Ticket Office, Game Room, Heth and Hurlburt plazas, and other non-academic spaces. We are also responsible for coordinating all aspects of Family Weekend.

The Facilities and Operations staff is dedicated to delivering “top notch” customer service to the entire campus community and beyond. We provide the tools and training our student employees need to help them find success both on the job and in the classroom, and the real life experience that our graduates can take with them after completing their college career.
2015-2016 Highlights

1. OPS
   - Patrons/visitors to Hurlburt Student Center
     - July 2015-May 2016: 1,160,836
   - Major purchases and improvements
     - Sprinkler system overhang
     - Rocking chairs for Bonnie “porch”
     - New teak picnic tables
     - Two new portable projectors
     - Dining chairs recovered
     - Directional signs updated
     - Kwikboost charging stations for the Bonnie
     - Bonnie auditorium upgraded to HD
     - Updated department brochure

2. Student Employment Program
   - Building manager program commenced with five student employees.
   - Mindfulness meditation was introduced to student employees at spring orientation by faculty member Dr. Alan Forest.
   - Introduced the certificate program and offered 12 training seminars/workshop options.
   - Student employees wrote letters to veterans as a MLK Service Day project.
   - Presented experiential learning opportunities to Parks, Recreation, & Tourism class.
   - Internships/field work experiences: Eight students participated in the program spring semester and one student during summer sessions.
   - SASEA: Four students from SASEA attended the ACUI Regional Conference held in Ann Arbor, Michigan.

3. Game Room
   - July 1, 2015-May 30, 2016: 79,054 visitors (increase of 900+ visitors from 2014-15)
   - 201 Game Room reservations.
   - Hired full time Game Room Manager
   - Upgraded Game Room:
     - bowling server and mirror ball
     - new bowling masks (see appendix)
     - new logo
     - recovered billiards tables
     - Brunswick technician conducted diagnostic on bowling machines.
   - Initiated bi-weekly student employee staff meetings.
   - Hosted two ACUI qualifying billiards tournament.

4. Event Planning and Information Office
   - Total reservations: 14,952 (increase of 598 over 2014-15)
   - Conducted 19 tickets sales | Revenue: $66,021.00
   - Invoices (room rental, labor) | Revenue: $14,950.66
   - Created second student employee team leader position
5. Ken Bondurant Auditorium

- Initiated reservation process by Assistant Production Manager for improved customer service. Equipment Improvements:
  - updated dimmer system
  - initiated rigging system inspection through the Office of Environmental Safety
  - new genie lift purchased through Facilities Management

- One student from the Music Department fulfilled class requirement by shadowing professional staff.

6. Family Weekend

- Hired student from Parks, Recreation, & Tourism as database manager and event supervisor for the weekend

### 2015-2016 Goals and Objectives

Facilities and Operations focused on the following Division of Student Affairs objectives for 2015-2016.

**Engage students, faculty administrators, staff, alumni, and community in collaborative partnerships to support student development and success**

1. Continue to offer a strong student employment program. **Completed. Initiated building manager program in Fall 2015.**
2. Continue to offer pertinent training programs outside of “on the job” work assignments and increase attendance. **Completed. 12 optional training programs were offered.**
3. Implement training certificate program. **Completed.**
4. Offer an internship(s) to a student(s). **Completed. Two student interns worked the spring semester and one worked the summer session.**

**Assess programs, services and learning outcomes to promote continuous improvement**

5. Continue to evaluate process of survey/assessment collection particularly online ticket sales. **Completed. Bondurant saw an increase in submitted surveys.**

**Create a stimulating professional climate that enables Student Affairs to recruit, hire and retain a talented and diverse administrative and support staff dedicated to excellent**

6. Implement student building manager program. **Completed.**
7. Hire full time Game Room Manager. **Completed.**

**Encourage, support, and fund continuing staff development opportunities, involvement with RU and community councils, and professional association conference and leadership opportunities**

8. Continue to serve on Student Affairs Professional Development Committee. **Completed. Worked with executive administration coordinating second annual administrative and professional staff luncheon.**
9. Encourage staff to take advantage of staff development opportunities. **Completed. See Professional Involvement.**
10. Work with appropriate administrators to secure travel funds for professional staff. **Completed. Three professional staff members attended ACUI Regional Conference in Ann Arbor, Michigan.**
Develop and implement a long range staffing and restructuring plans to support a sustainable to enrollment growth necessary sustain program and service quality

11. Work with appropriate staff and administrators to improve on and resubmit restructure plan for Facilities and Operations staff.  **Completed.**

2016-2017 Goals and Objectives
Facilities and Operations will focus on the following Division of Student Affairs objectives for 2016-17.

**Build a sense of campus community through collaborative partnerships to support student participation, inquiry, self-reflection, learning, innovation, development, and success**

1. Evaluate and determine if the Co-curricular/Facilities I.G. committee should be revived or if a department advisory committee should be created.  **Summer 2016**
2. Identify options for expanded student employment opportunities, consider paid internships and work with other departments to identify students who are “at risk” for leaving school.  **Summer/Fall/Spring 2016-17**
3. Continue to work with academic departments to identify applied learning opportunities and work with Department of Student Activities staff to streamline the process.  **Fall 2016**

**Provide and assess programs, services, applied learning opportunities, and learning outcomes promoting continuous improvement**

4. Assess all aspects of student center facilities and operations.  Review department guidelines and procedures insuring best practices are being adhered.  **Summer 2016**
5. Evaluate the student employment training program to determine if the present format is the most beneficial to students and their success.  **Summer 2016**

**Develop and implement best practice models from benchmark institutions for facility staffing, equipment, maintenance, renovation and operation plans consistent with universal building design**

6. Create a proposal that will address some of the aforementioned areas of student center operations and present to appropriate administrators.  **Summer 2016**
7. Research universal building design as it relates to a Hurlburt Student Center expansion.  **Fall/Spring 2016-17**

**Provide and support a stimulating professional climate for students and staff with an emphasis on continuing staff development, involvement with RU and community councils, professional association membership, conference presentations, and leadership opportunities**

8. Continue to serve on the Student Affairs Professional Development Committee.  **Fall/Spring 2016-17**
9. Continue to advocate for staff funding for conference travel.  **Fall/Spring 2016-17**
The following reservation report was generated from EMS reservation system used by the Information and Event Planning Office.

<table>
<thead>
<tr>
<th>Customer Type</th>
<th>Bookings</th>
<th>%</th>
<th>Reserved Hours</th>
<th>%</th>
<th>Event Hours</th>
<th>%</th>
<th>Est Attendance</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>2,537</td>
<td>17.09</td>
<td>12,523.33</td>
<td>22.28</td>
<td>10,834.25</td>
<td>21.60</td>
<td>99,811</td>
<td>22.97</td>
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<tr>
<td>Administration</td>
<td>47</td>
<td>0.31</td>
<td>510.00</td>
<td>0.90</td>
<td>497.50</td>
<td>0.99</td>
<td>1,078</td>
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<tr>
<td>Alumni Affairs</td>
<td>175</td>
<td>1.17</td>
<td>2,500.50</td>
<td>4.61</td>
<td>2,548.00</td>
<td>5.08</td>
<td>2,675</td>
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<td>Appalachian Events</td>
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<td>130.00</td>
<td>0.23</td>
<td>92.50</td>
<td>0.18</td>
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<td>Athletics Department</td>
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<td>0.51</td>
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<td>231.75</td>
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<td>1,558.17</td>
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<td>0.51</td>
<td>891.50</td>
<td>1.58</td>
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<td>1.69</td>
<td>929</td>
<td>0.21</td>
</tr>
<tr>
<td>Faculty / Staff</td>
<td>145</td>
<td>0.97</td>
<td>265.50</td>
<td>0.47</td>
<td>204.50</td>
<td>0.40</td>
<td>3,769</td>
<td>0.87</td>
</tr>
<tr>
<td>Finance and Administration</td>
<td>363</td>
<td>2.44</td>
<td>3,208.08</td>
<td>5.86</td>
<td>3,212.08</td>
<td>6.40</td>
<td>3,551</td>
<td>0.81</td>
</tr>
<tr>
<td>Greek Affairs</td>
<td>2,241</td>
<td>15.10</td>
<td>6,515.13</td>
<td>11.59</td>
<td>6,051.52</td>
<td>12.06</td>
<td>70,428</td>
<td>16.20</td>
</tr>
<tr>
<td>Non-University Groups</td>
<td>75</td>
<td>0.50</td>
<td>549.25</td>
<td>0.97</td>
<td>450.25</td>
<td>0.90</td>
<td>1,650</td>
<td>0.37</td>
</tr>
<tr>
<td>Organization</td>
<td>202</td>
<td>1.36</td>
<td>1,163.50</td>
<td>2.07</td>
<td>948.75</td>
<td>1.89</td>
<td>6,695</td>
<td>1.54</td>
</tr>
<tr>
<td>R-SPACE</td>
<td>591</td>
<td>3.88</td>
<td>3,411.25</td>
<td>6.07</td>
<td>3,129.00</td>
<td>6.23</td>
<td>16,136</td>
<td>3.71</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>2,407</td>
<td>16.21</td>
<td>5,541.42</td>
<td>9.86</td>
<td>4,683.08</td>
<td>9.29</td>
<td>58,903</td>
<td>13.55</td>
</tr>
<tr>
<td>Student Organization</td>
<td>4,531</td>
<td>30.53</td>
<td>12,625.97</td>
<td>22.47</td>
<td>11,093.47</td>
<td>23.11</td>
<td>86,310</td>
<td>19.66</td>
</tr>
<tr>
<td>Student Services</td>
<td>596</td>
<td>3.94</td>
<td>2,107.33</td>
<td>3.75</td>
<td>1,894.08</td>
<td>3.77</td>
<td>20,653</td>
<td>4.75</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>396</td>
<td>2.66</td>
<td>2,126.83</td>
<td>3.78</td>
<td>1,637.08</td>
<td>3.26</td>
<td>25,526</td>
<td>5.97</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14,841</strong></td>
<td><strong>100.00</strong></td>
<td><strong>56,187.52</strong></td>
<td><strong>100.00</strong></td>
<td><strong>50,152.78</strong></td>
<td><strong>100.00</strong></td>
<td><strong>434,522</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
1. Please select the status(es) that best describe you.

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>4%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>4%</td>
</tr>
<tr>
<td>Junior</td>
<td>15%</td>
</tr>
<tr>
<td>Senior</td>
<td>23%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>12%</td>
</tr>
<tr>
<td>Alumni</td>
<td>8%</td>
</tr>
<tr>
<td>Parent/Legal Guardian/Family Member</td>
<td>0%</td>
</tr>
<tr>
<td>Vendor</td>
<td>0%</td>
</tr>
<tr>
<td>Faculty / Staff</td>
<td>46%</td>
</tr>
<tr>
<td>Community Guest</td>
<td>12%</td>
</tr>
<tr>
<td>Other (Please Specify)</td>
<td>19%</td>
</tr>
</tbody>
</table>

2. Please indicate your level of agreement with the following statements regarding the presentation of your meeting space.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I found the space to be comfortable and inviting.</td>
<td>76.92%</td>
<td>19.23%</td>
<td>3.85%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the space to be clean.</td>
<td>76.92%</td>
<td>23.08%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the room setup arranged properly.</td>
<td>73.08%</td>
<td>19.23%</td>
<td>7.69%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the furniture in a well maintained condition.</td>
<td>73.08%</td>
<td>26.92%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
3. Please indicate your level of agreement with the following statements regarding the customer service of the student staff.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was treated in a respectful and professional manner.</td>
<td>84.62%</td>
<td>15.38%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Staff was dependable and punctual.</td>
<td>80.77%</td>
<td>19.23%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Staff was knowledgeable of policies, rules and/or equipment operation.</td>
<td>75.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Staff can effectively communicate and listen to needs.</td>
<td>80.77%</td>
<td>19.23%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Staff was accessible to answer questions or resolve concerns.</td>
<td>84.00%</td>
<td>16.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Issues that may have arose were resolved in a timely manner.</td>
<td>80.95%</td>
<td>19.05%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

4. Please indicate your level of agreement with the following statements regarding the audio/visual equipment utilized in your meeting space.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I found the equipment I needed was available.</td>
<td>84.00%</td>
<td>16.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the equipment I needed arrived in a timely manner.</td>
<td>83.33%</td>
<td>16.67%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the equipment in a well maintained condition.</td>
<td>75.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the equipment in a functioning condition.</td>
<td>75.00%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
5. Parking was available in the vicinity of the building.

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>12%</td>
</tr>
<tr>
<td>Agree</td>
<td>40%</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>12%</td>
</tr>
<tr>
<td>Disagree</td>
<td>20%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>16%</td>
</tr>
</tbody>
</table>

6. Please select the statement that best reflects your likelihood of holding another meeting in the Hurlburt Student Center (The Bonnie).

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will hold another meeting in the Student Activities buildings.</td>
<td>92%</td>
</tr>
<tr>
<td>I will most likely hold another meeting in the Student Activities buildings.</td>
<td>4%</td>
</tr>
<tr>
<td>I may hold another meeting in the Student Activities buildings.</td>
<td>4%</td>
</tr>
<tr>
<td>I will likely not hold another meeting in the Student Activities buildings.</td>
<td>0%</td>
</tr>
<tr>
<td>I will not hold another meeting in the Student Activities buildings.</td>
<td>0%</td>
</tr>
</tbody>
</table>

7. On a scale of 1 to 10, please rate your overall experience in the Hurlburt Student Center (The Bonnie).

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Worst)</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>0%</td>
</tr>
<tr>
<td>7</td>
<td>4%</td>
</tr>
<tr>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>9</td>
<td>32%</td>
</tr>
<tr>
<td>10 (Best)</td>
<td>48%</td>
</tr>
</tbody>
</table>
Heth Hall
Total Surveys – 100
Total Responses - 46

1. Please select the status(es) that best describe you.

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>5%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>11%</td>
</tr>
<tr>
<td>Junior</td>
<td>30%</td>
</tr>
<tr>
<td>Senior</td>
<td>25%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>7%</td>
</tr>
<tr>
<td>Alumni</td>
<td>0%</td>
</tr>
<tr>
<td>Parent/Legal Guardian/Family Member</td>
<td>0%</td>
</tr>
<tr>
<td>Vendor</td>
<td>2%</td>
</tr>
<tr>
<td>Faculty / Staff</td>
<td>36%</td>
</tr>
<tr>
<td>Community Guest</td>
<td>2%</td>
</tr>
<tr>
<td>Other (Please Specify)</td>
<td>2%</td>
</tr>
</tbody>
</table>

2. Please indicate your level of agreement with the following statements regarding the presentation of your meeting space.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I found the space to be comfortable and inviting.</td>
<td>64.44%</td>
<td>35.56%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the space to be clean.</td>
<td>71.11%</td>
<td>26.67%</td>
<td>0.00%</td>
<td>2.22%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the room setup arranged properly.</td>
<td>66.67%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the furniture in a well maintained condition.</td>
<td>65.91%</td>
<td>34.09%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
3. Please indicate your level of agreement with the following statements regarding the customer service of the student staff.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was treated in a respectful and professional manner.</td>
<td>80.95%</td>
<td>19.05%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Staff was dependable and punctual.</td>
<td>80.49%</td>
<td>19.51%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Staff was knowledgeable of policies, rules and/or equipment operation.</td>
<td>78.38%</td>
<td>18.92%</td>
<td>2.70%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Staff can effectively communicate and listen to needs.</td>
<td>75.68%</td>
<td>21.62%</td>
<td>2.70%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Staff was accessible to answer questions or resolve concerns.</td>
<td>82.50%</td>
<td>15.00%</td>
<td>2.50%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Issues that may have arose were resolved in a timely manner.</td>
<td>77.14%</td>
<td>17.14%</td>
<td>5.71%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
4. Please indicate your level of agreement with the following statements regarding the audio/visual equipment utilized in your meeting space.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I found the equipment I needed was available.</td>
<td>75.00%</td>
<td>22.50%</td>
<td>0.00%</td>
<td>2.50%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the equipment I needed arrived in a timely manner.</td>
<td>73.68%</td>
<td>23.68%</td>
<td>0.00%</td>
<td>2.63%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the equipment in a well maintained condition.</td>
<td>77.50%</td>
<td>20.00%</td>
<td>2.50%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the equipment in a functioning condition.</td>
<td>72.50%</td>
<td>25.00%</td>
<td>2.50%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

5. Parking was available in the vicinity of the building.

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>19%</td>
</tr>
<tr>
<td>Agree</td>
<td>28%</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>31%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>13%</td>
</tr>
</tbody>
</table>
6. Please select the statement that best reflects your likelihood of holding another meeting in Heth Hall.

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will hold another meeting in the Student Activities buildings.</td>
<td>82%</td>
</tr>
<tr>
<td>I will most likely hold another meeting in the Student Activities buildings.</td>
<td>11%</td>
</tr>
<tr>
<td>I may hold another meeting in the Student Activities buildings.</td>
<td>7%</td>
</tr>
<tr>
<td>I will likely not hold another meeting in the Student Activities buildings.</td>
<td>0%</td>
</tr>
<tr>
<td>I will not hold another meeting in the Student Activities buildings.</td>
<td>0%</td>
</tr>
</tbody>
</table>

7. On a scale of 1 to 10, please rate your overall experience in Heth Hall.

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Worst)</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>2%</td>
</tr>
<tr>
<td>7</td>
<td>7%</td>
</tr>
<tr>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td>9</td>
<td>27%</td>
</tr>
<tr>
<td>10 (Best)</td>
<td>47%</td>
</tr>
</tbody>
</table>
Game Room
Total Surveys – 31
Total Responses - 31

1. Please select the status(es) that best describe you.

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>7%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>20%</td>
</tr>
<tr>
<td>Junior</td>
<td>13%</td>
</tr>
<tr>
<td>Senior</td>
<td>47%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>3%</td>
</tr>
<tr>
<td>Alumni</td>
<td>3%</td>
</tr>
<tr>
<td>Parent/Legal Guardian/Family Member</td>
<td>0%</td>
</tr>
<tr>
<td>Advisor/Officer of Organization</td>
<td>13%</td>
</tr>
<tr>
<td>Faculty / Staff</td>
<td>23%</td>
</tr>
<tr>
<td>Community Guest</td>
<td>7%</td>
</tr>
<tr>
<td>Other (Please Specify)</td>
<td>0%</td>
</tr>
</tbody>
</table>

2. Please indicate your level of agreement with the following statements regarding the customer service of the student staff.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was treated in a respectful and professional manner.</td>
<td>96.67%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>3.33%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Staff was knowledgeable of policies, rules and/or equipment operation.</td>
<td>86.67%</td>
<td>10.00%</td>
<td>0.00%</td>
<td>3.33%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Staff can effectively communicate and listen to needs.</td>
<td>86.67%</td>
<td>6.67%</td>
<td>3.33%</td>
<td>3.33%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Staff was accessible to answer questions or resolve concerns.</td>
<td>93.33%</td>
<td>3.33%</td>
<td>0.00%</td>
<td>3.33%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Issues that may have arisen were resolved in a timely manner.</td>
<td>92.00%</td>
<td>4.00%</td>
<td>0.00%</td>
<td>4.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
3. Please indicate your level of agreement with the following statements regarding the presentation of the Game Room.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I found the space to be comfortable and inviting.</td>
<td>82.14%</td>
<td>17.86%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the space to be clean.</td>
<td>85.71%</td>
<td>14.29%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the furniture in a well maintained condition.</td>
<td>82.14%</td>
<td>17.86%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

4. Please indicate your level of agreement with the following statements regarding the equipment utilized in Game Room.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I found the bowling equipment well maintained and it met my needs.</td>
<td>89.29%</td>
<td>3.57%</td>
<td>7.14%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the billiard equipment well maintained and it met my needs.</td>
<td>90.91%</td>
<td>4.55%</td>
<td>4.55%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the table tennis equipment well maintained and it met my needs.</td>
<td>90.00%</td>
<td>10.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

5. On a scale of 1 to 10, please rate your customer service experience when attending the Game Room?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Worst)</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>0%</td>
</tr>
<tr>
<td>7</td>
<td>0%</td>
</tr>
<tr>
<td>8</td>
<td>17%</td>
</tr>
<tr>
<td>9</td>
<td>14%</td>
</tr>
<tr>
<td>10 (Best)</td>
<td>69%</td>
</tr>
</tbody>
</table>
Bondurant Auditorium
Total Surveys – 50
Total Responses - 45

1. Please select the status(es) that best describe you.

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>9%</td>
</tr>
<tr>
<td>Junior</td>
<td>2%</td>
</tr>
<tr>
<td>Senior</td>
<td>11%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>0%</td>
</tr>
<tr>
<td>Alumni</td>
<td>0%</td>
</tr>
<tr>
<td>Parent/Legal Guardian/Family Member</td>
<td>0%</td>
</tr>
<tr>
<td>Vendor</td>
<td>0%</td>
</tr>
<tr>
<td>Faculty / Staff</td>
<td>73%</td>
</tr>
<tr>
<td>Community Guest</td>
<td>0%</td>
</tr>
<tr>
<td>Other (Please Specify)</td>
<td>4%</td>
</tr>
</tbody>
</table>

2. Please indicate your level of agreement with the following statements regarding the presentation of your meeting space.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I found the space to be comfortable and inviting.</td>
<td>75.56%</td>
<td>24.44%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the space to be clean.</td>
<td>75.56%</td>
<td>24.44%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the stage setup arranged properly and equipment in place.</td>
<td>75.56%</td>
<td>22.22%</td>
<td>0.00%</td>
<td>2.22%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the facility in a well maintained condition.</td>
<td>75.56%</td>
<td>22.22%</td>
<td>2.22%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>The dressing rooms were clean and comfortable.</td>
<td>44.44%</td>
<td>17.78%</td>
<td>2.22%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>35.56%</td>
</tr>
</tbody>
</table>
3. Please indicate your level of agreement with the following statements regarding the customer service of the student staff.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was treated in a respectful and professional manner.</td>
<td>73.33%</td>
<td>24.44%</td>
<td>2.22%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Staff was dependable and punctual.</td>
<td>84.44%</td>
<td>8.89%</td>
<td>6.67%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Staff was knowledgeable of policies, rules and/or equipment operation.</td>
<td>77.78%</td>
<td>20.00%</td>
<td>2.22%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Staff can effectively communicate and listen to needs.</td>
<td>80.00%</td>
<td>17.78%</td>
<td>2.22%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Staff was accessible to answer questions or resolve concerns.</td>
<td>73.33%</td>
<td>22.22%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>4.44%</td>
</tr>
<tr>
<td>Issues that may have arose were resolved in a timely manner.</td>
<td>64.44%</td>
<td>20.00%</td>
<td>2.22%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>13.33%</td>
</tr>
</tbody>
</table>

4. Please indicate your level of agreement with the following statements regarding the audio/visual equipment utilized in your meeting space.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The equipment I requested was available.</td>
<td>75.56%</td>
<td>22.22%</td>
<td>0.00%</td>
<td>2.22%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>The audio/sound quality was acceptable.</td>
<td>71.11%</td>
<td>20.00%</td>
<td>8.89%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>I found the quality of the video projection to be acceptable.</td>
<td>48.89%</td>
<td>6.67%</td>
<td>8.89%</td>
<td>2.22%</td>
<td>0.00%</td>
<td>33.33%</td>
</tr>
<tr>
<td>I found the quality of lighting to be acceptable.</td>
<td>73.33%</td>
<td>26.67%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
5. Parking was available in the vicinity of the building.

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>18%</td>
</tr>
<tr>
<td>Agree</td>
<td>36%</td>
</tr>
<tr>
<td>Neither Agree nor Disagree</td>
<td>16%</td>
</tr>
<tr>
<td>Disagree</td>
<td>13%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>18%</td>
</tr>
</tbody>
</table>

6. Please select the statement that best reflects your likelihood of holding another meeting in the Ken Bondurant Auditorium.

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will hold another meeting in the Student Activities buildings.</td>
<td>87%</td>
</tr>
<tr>
<td>I will most likely hold another meeting in the Student Activities buildings.</td>
<td>11%</td>
</tr>
<tr>
<td>I may hold another meeting in the Student Activities buildings.</td>
<td>2%</td>
</tr>
<tr>
<td>I will likely not hold another meeting in the Student Activities buildings.</td>
<td>0%</td>
</tr>
<tr>
<td>I will not hold another meeting in the Student Activities buildings.</td>
<td>0%</td>
</tr>
</tbody>
</table>

7. On a scale of 1 to 10, please rate your overall experience in the Ken Bondurant Auditorium.

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Worst)</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>0%</td>
</tr>
<tr>
<td>7</td>
<td>0%</td>
</tr>
<tr>
<td>8</td>
<td>7%</td>
</tr>
<tr>
<td>9</td>
<td>16%</td>
</tr>
<tr>
<td>10 (Best)</td>
<td>18%</td>
</tr>
</tbody>
</table>
Ticket Office 2015-2016
Tickets Sold – Point of Sale: 4084 - Online: 2084
Total Responses – 316
$64,115.50 Revenue Generated for Fall 2014/Spring 2015

1. Did you purchase your tickets:

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>0%</td>
</tr>
<tr>
<td>by phone</td>
<td>2%</td>
</tr>
<tr>
<td>at ticket office/counter</td>
<td>98%</td>
</tr>
</tbody>
</table>

2. Please select the status(es) that best describe you.

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>25%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>22%</td>
</tr>
<tr>
<td>Junior</td>
<td>15%</td>
</tr>
<tr>
<td>Senior</td>
<td>22%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>2%</td>
</tr>
<tr>
<td>Alumni</td>
<td>1%</td>
</tr>
<tr>
<td>Parent/Legal Guardian/Family Member</td>
<td>0%</td>
</tr>
<tr>
<td>Vendor</td>
<td>0%</td>
</tr>
<tr>
<td>Faculty / Staff</td>
<td>8%</td>
</tr>
<tr>
<td>Community Guest</td>
<td>3%</td>
</tr>
<tr>
<td>Other (Please Specify)</td>
<td>3%</td>
</tr>
</tbody>
</table>

3. Was the ticket purchasing process user-friendly?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0%</td>
</tr>
</tbody>
</table>
4. If you purchased tickets by phone or at the ticket office; please indicate your level of agreement with the following statements regarding the customer service of the student staff.

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was treated in a respectful and professional manner.</td>
<td>91.03%</td>
<td>8.31%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.66%</td>
</tr>
<tr>
<td>Staff was dependable and punctual.</td>
<td>91.00%</td>
<td>8.33%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.67%</td>
</tr>
<tr>
<td>Staff was knowledgeable of policies, rules and/or equipment operation.</td>
<td>90.30%</td>
<td>9.03%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.67%</td>
</tr>
<tr>
<td>Staff effectively communicates and listen to needs.</td>
<td>90.97%</td>
<td>7.69%</td>
<td>0.67%</td>
<td>0.00%</td>
<td>0.67%</td>
</tr>
<tr>
<td>Staff was accessible to answer questions or resolve concerns.</td>
<td>92.28%</td>
<td>6.38%</td>
<td>0.67%</td>
<td>0.00%</td>
<td>0.67%</td>
</tr>
<tr>
<td>Issues that may have arose were resolved in a timely manner.</td>
<td>94.74%</td>
<td>3.86%</td>
<td>0.35%</td>
<td>0.35%</td>
<td>0.70%</td>
</tr>
</tbody>
</table>
Family Weekend 2015  
Total Surveys – 105  
Total Responses – 101

1. How did you find out about Family Weekend 2015?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post card</td>
<td>51%</td>
</tr>
<tr>
<td>E-mail</td>
<td>33%</td>
</tr>
<tr>
<td>Quest Orientation</td>
<td>59%</td>
</tr>
</tbody>
</table>

2. From where did you travel?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central area</td>
<td>30%</td>
</tr>
<tr>
<td>Eastern shore area</td>
<td>19%</td>
</tr>
<tr>
<td>NOVA</td>
<td>29%</td>
</tr>
<tr>
<td>SWVA</td>
<td>7%</td>
</tr>
<tr>
<td>Out of state</td>
<td>17%</td>
</tr>
</tbody>
</table>

3. In what area of the NRV did you lodge?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radford</td>
<td>20%</td>
</tr>
<tr>
<td>Blacksburg</td>
<td>6%</td>
</tr>
<tr>
<td>Christiansburg</td>
<td>33%</td>
</tr>
<tr>
<td>Dublin</td>
<td>29%</td>
</tr>
<tr>
<td>Other</td>
<td>13%</td>
</tr>
</tbody>
</table>

4. What was your date of arrival?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, October 16, 2015</td>
<td>77%</td>
</tr>
<tr>
<td>Saturday, October 17, 2015</td>
<td>23%</td>
</tr>
</tbody>
</table>
5. What is your student's class standing?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>71%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>9%</td>
</tr>
<tr>
<td>Junior</td>
<td>12%</td>
</tr>
<tr>
<td>Senior</td>
<td>8%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>0%</td>
</tr>
</tbody>
</table>

6. How did you purchase your tickets?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>On line</td>
<td>69%</td>
</tr>
<tr>
<td>By phone, fax or mail</td>
<td>11%</td>
</tr>
<tr>
<td>&quot;At the door&quot; or upon arrival to campus</td>
<td>20%</td>
</tr>
</tbody>
</table>

7. If you ordered tickets on line, was the process user friendly and efficient?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>91%</td>
</tr>
<tr>
<td>No</td>
<td>9%</td>
</tr>
</tbody>
</table>

8. If you purchased tickets by phone, fax or mail was the process user friendly and efficient?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>91%</td>
</tr>
<tr>
<td>No</td>
<td>9%</td>
</tr>
</tbody>
</table>

9. If you purchased tickets, "at the door" or upon your arrival to campus, was the process user friendly and efficient?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>97%</td>
</tr>
<tr>
<td>No</td>
<td>3%</td>
</tr>
</tbody>
</table>

10. Did you purchase tickets for events?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>84%</td>
</tr>
<tr>
<td>No</td>
<td>16%</td>
</tr>
</tbody>
</table>
Listed below are several events that were offered during the weekend. Please rank those that you attended.

11. Family Weekend Kickoff Banquet (Friday)

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0%</td>
</tr>
<tr>
<td>Fair</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>31%</td>
</tr>
<tr>
<td>Very Good</td>
<td>31%</td>
</tr>
<tr>
<td>Excellent</td>
<td>38%</td>
</tr>
</tbody>
</table>

12. "The Waiting Room" Play

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>7%</td>
</tr>
<tr>
<td>Fair</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>14%</td>
</tr>
<tr>
<td>Very Good</td>
<td>36%</td>
</tr>
<tr>
<td>Excellent</td>
<td>43%</td>
</tr>
</tbody>
</table>

13. Campus Tour

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0%</td>
</tr>
<tr>
<td>Fair</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>20%</td>
</tr>
<tr>
<td>Very Good</td>
<td>33%</td>
</tr>
<tr>
<td>Excellent</td>
<td>47%</td>
</tr>
</tbody>
</table>

14. 5K Run

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0%</td>
</tr>
<tr>
<td>Fair</td>
<td>25%</td>
</tr>
<tr>
<td>Good</td>
<td>13%</td>
</tr>
<tr>
<td>Very Good</td>
<td>25%</td>
</tr>
<tr>
<td>Excellent</td>
<td>38%</td>
</tr>
</tbody>
</table>

15. Academic Building Tours/Lectures/Presentations

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>4%</td>
</tr>
<tr>
<td>Fair</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>17%</td>
</tr>
<tr>
<td>Very Good</td>
<td>29%</td>
</tr>
<tr>
<td>Excellent</td>
<td>50%</td>
</tr>
</tbody>
</table>
### 16. Appalachian Folk Arts Festival

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>2%</td>
</tr>
<tr>
<td>Fair</td>
<td>11%</td>
</tr>
<tr>
<td>Good</td>
<td>37%</td>
</tr>
<tr>
<td>Very Good</td>
<td>29%</td>
</tr>
<tr>
<td>Excellent</td>
<td>22%</td>
</tr>
</tbody>
</table>

### 17. Bowling Tournament

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0%</td>
</tr>
<tr>
<td>Fair</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>30%</td>
</tr>
<tr>
<td>Very Good</td>
<td>30%</td>
</tr>
<tr>
<td>Excellent</td>
<td>40%</td>
</tr>
</tbody>
</table>

### 18. Family Weekend Dog Show

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0%</td>
</tr>
<tr>
<td>Fair</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>16%</td>
</tr>
<tr>
<td>Very Good</td>
<td>44%</td>
</tr>
<tr>
<td>Excellent</td>
<td>40%</td>
</tr>
</tbody>
</table>

### 19. Sporting Events

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0%</td>
</tr>
<tr>
<td>Fair</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>5%</td>
</tr>
<tr>
<td>Very Good</td>
<td>36%</td>
</tr>
<tr>
<td>Excellent</td>
<td>59%</td>
</tr>
</tbody>
</table>

### 20. Planetarium Show

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0%</td>
</tr>
<tr>
<td>Fair</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>27%</td>
</tr>
<tr>
<td>Very Good</td>
<td>9%</td>
</tr>
<tr>
<td>Excellent</td>
<td>64%</td>
</tr>
</tbody>
</table>

### 21. Dance Fest 2015

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>8%</td>
</tr>
<tr>
<td>Fair</td>
<td>8%</td>
</tr>
<tr>
<td>Good</td>
<td>15%</td>
</tr>
<tr>
<td>Very Good</td>
<td>23%</td>
</tr>
<tr>
<td>Excellent</td>
<td>46%</td>
</tr>
</tbody>
</table>
### 22. Dan Martin – Magician/Comedian

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0%</td>
</tr>
<tr>
<td>Fair</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>5%</td>
</tr>
<tr>
<td>Very Good</td>
<td>29%</td>
</tr>
<tr>
<td>Excellent</td>
<td>66%</td>
</tr>
</tbody>
</table>

### 23. Highlander Family Weekend Brunch (Sunday)

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0%</td>
</tr>
<tr>
<td>Fair</td>
<td>3%</td>
</tr>
<tr>
<td>Good</td>
<td>10%</td>
</tr>
<tr>
<td>Very Good</td>
<td>41%</td>
</tr>
<tr>
<td>Excellent</td>
<td>46%</td>
</tr>
</tbody>
</table>

### 24. Did you attend the Conversation with the President on Saturday morning?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19%</td>
</tr>
<tr>
<td>No</td>
<td>81%</td>
</tr>
</tbody>
</table>

### 25. If you purchased tickets, were tickets reasonably priced?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>93%</td>
</tr>
<tr>
<td>No</td>
<td>7%</td>
</tr>
</tbody>
</table>

### 26. If you attended the Conversation with the President, please rate your experience.

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0%</td>
</tr>
<tr>
<td>Fair</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>5%</td>
</tr>
<tr>
<td>Very Good</td>
<td>45%</td>
</tr>
<tr>
<td>Excellent</td>
<td>50%</td>
</tr>
</tbody>
</table>
27. If you did not attend the Conversation with the President was it due to any of the following: (please mark all that apply)

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>You were unaware of the event</td>
<td>20%</td>
</tr>
<tr>
<td>Time of event was not conducive (too early)</td>
<td>41%</td>
</tr>
<tr>
<td>You had no interest in attending</td>
<td>30%</td>
</tr>
<tr>
<td>The location was inconvenient</td>
<td>0%</td>
</tr>
<tr>
<td>My student was not able to attend</td>
<td>9%</td>
</tr>
</tbody>
</table>

28. How would you rank your overall Family Weekend 2015 experience?

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0%</td>
</tr>
<tr>
<td>Fair</td>
<td>1%</td>
</tr>
<tr>
<td>Good</td>
<td>14%</td>
</tr>
<tr>
<td>Very Good</td>
<td>47%</td>
</tr>
<tr>
<td>Excellent</td>
<td>38%</td>
</tr>
</tbody>
</table>

---

**Fall 2015 Student Activities Orientation & Training Survey Results**

*Responses – 121*  

<table>
<thead>
<tr>
<th>Question</th>
<th>Four – Very Satisfied</th>
<th>Three – Satisfied</th>
<th>Two – Dissatisfied</th>
<th>One – Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correspondence relating to the orientation was relevant and timely.</td>
<td>51%</td>
<td>36%</td>
<td>11%</td>
<td>2%</td>
</tr>
<tr>
<td>Date and amount of time spent were convenient to learning responsibilities prior to the start of the semester.</td>
<td>42%</td>
<td>40%</td>
<td>12%</td>
<td>5%</td>
</tr>
<tr>
<td>Information conveyed was pertinent to your position?</td>
<td>47%</td>
<td>42%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Understand the purpose and the personal, group, and community values of the Social Change Model?</td>
<td>55%</td>
<td>35%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Feel better informed to make educated and thoughtful decisions?</td>
<td>48%</td>
<td>41%</td>
<td>9%</td>
<td>2%</td>
</tr>
<tr>
<td>Better informed about how to interpret policies, procedures, and rules appropriate to your scope of</td>
<td>55%</td>
<td>36%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>52%</td>
<td>38%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Feel better able to recognize how your role fulfills the mission of Student Activities or Department of Student Recreation and Wellness?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You understand the importance of providing quality customer service to students, staff, faculty and customers in relation to the programs, services offered.</td>
<td>75%</td>
<td>21%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>The lunch time grouping of employees provided a good opportunity to get to know other students from different areas.</td>
<td>48%</td>
<td>26%</td>
<td>17%</td>
<td>8%</td>
</tr>
<tr>
<td>You understand the job evaluation process and that your employment focuses on leadership development based on learning outcomes.</td>
<td>64%</td>
<td>31%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Overall Rating</td>
<td>41%</td>
<td>43%</td>
<td>8%</td>
<td>2%</td>
</tr>
</tbody>
</table>

*Not all questions were answered by all students*
### Spring 2015 Operations Spring Orientation & Training Survey Results

**Responses - 46**

<table>
<thead>
<tr>
<th>Question</th>
<th>Four</th>
<th>Three</th>
<th>Two</th>
<th>One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correspondence relating to the orientation - Comments below</td>
<td>45.65%</td>
<td>45.65%</td>
<td>8.70%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Location of orientation - Comments below</td>
<td>82.61%</td>
<td>10.87%</td>
<td>6.52%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Time of orientation - Comments below</td>
<td>50.00%</td>
<td>28.26%</td>
<td>19.57%</td>
<td>2.17%</td>
</tr>
<tr>
<td>LEGO icebreaker - Comments below</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Information conveyed was pertinent to your student employee position - Comments below</td>
<td>43.48%</td>
<td>39.13%</td>
<td>17.39%</td>
<td>0.00%</td>
</tr>
<tr>
<td>You have a better understanding as to what &quot;consciousness of self&quot; means?</td>
<td>52.17%</td>
<td>26.09%</td>
<td>21.74%</td>
<td>0.00%</td>
</tr>
<tr>
<td>You have a better understanding as to how mindfulness/meditation can assist you in developing your &quot;consciousness of self&quot;?</td>
<td>52.17%</td>
<td>28.26%</td>
<td>17.39%</td>
<td>2.17%</td>
</tr>
<tr>
<td>You will use the mindfulness/meditation information you have attained in the future.</td>
<td>43.48%</td>
<td>34.78%</td>
<td>17.39%</td>
<td>4.35%</td>
</tr>
<tr>
<td>Correspondence relating to the orientation - Comments below</td>
<td>45.65%</td>
<td>45.65%</td>
<td>8.70%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
Supplemental documents:

Training Workshops Offered 2015-2016 Academic Year

- Holiday Spending Program  Presented by Member One and Money Management
  - Friday October 30, 4-5 PM, Bonnie 249/250
  - Honesty/Integrity: #2

- Developing Your Leadership Style - Presented by Rasheed Ali Cromwell
  - Tuesday, September 22, 5PM, Heth 043
  - Leadership #1. #3

- The Art of Networking by – Dr. Irvin Clark
  - Wednesday, September 16, 5-6PM, Heth 43
  - Communication #1 - #2

- Photoshop for Beginners by – Margie Christianson
  - Tuesday September 29 – 4-5 PM & Thursday October 1 - 4-5 PM , Walker 221
  - Personal Development #3 -

- Towards Progress: Keynote by Angela Davis Presented by CDI**
  - Wednesday, January 20, 5PM, Bondurant Auditorium
  - Tickets required—Bring your RU ID to CDI to receive two free tickets.
  - Understanding Differences/Diversity #1, #2

- Protocol Dinner Hosted by Career Services
  - Wednesday, February 17 – 6-9 PM, Muse Banquet Hall
  - Advanced Registration and Professional Attire Required!
  - Communication #1, #2 - Time Management #2

- Session on Emotional Intelligence  Presented by Dr. Scott Allen**
  - Saturday, February 27, 10AM-12PM, Bonnie Combo Room
  - Communication Skills #1, 2, 3, Teamwork/Group Dynamics #1, 2

- Understanding Identity Theft  Presented by Member One and Money Management
  - Friday March 18, 5-6 PM, Bonnie 249/250
  - Honesty/Integrity: #2.

- Ignite Student Leadership Conference Presented by the Department of Student Activities**
  - Saturday, April 2, Heth Hall
• Registration Required – Check RU Involved for upcoming information
  • Leadership #2, 3

• Group Mock Interview Session Presented by Leanne Hancock
  • Wednesday, April 6, 5-6PM, Bonnie 229
  • Communication Skills #1, 2, 3 - Time Management #2

• Participation in SASEA (Student Activities Student Employee Association)
  • You must also attend 4 SASEA meetings to fulfill this requirement.
    SASEA meets bimonthly. Dates to be announced via Email.
  • Teamwork/Group Dynamics #1, 2

• Volunteer / Co-Curricular Experience**

• Set up your own volunteer or learning opportunity—must be approved by the Coord. For Operations, Education and Training prior to participation.
Radford Student Programming and Campus Events (R-SPaCE) is the all-campus student programming board. R-SPaCE sponsors cultural, educational, social, and entertainment activities for Radford University and the surrounding communities. This organization has placed emphasis on enhanced diversity and educational programs as well as an outreach effort to collaborate with academics, departments, and other student organizations.

R-SPaCE was funded through the SFC allocations and featured a working executive staff of 11 students and an average total of 109 general body members. R-SPaCE is advised by full-time Assistant Director for Programming and Leadership and two graduate assistants.

2015-2016 Highlights

1. Held a leadership retreat for R-SPaCE executive officers at the beginning of both fall and spring semesters.
2. Held two recharge retreats for R-SPaCE executive board members in fall 2015 and spring 2016.
3. Held a new board retreat for the 2016-2017 R-SPaCE executive board.
4. Sponsored 54 events with over 8,036 students, faculty, and staff in attendance.
5. Sponsored 135 movie showings with approximately 2,056 students, faculty/staff, and community in attendance.
6. Overall, including movies and other events, R-SPaCE has hosted 189 events - approximately six events per week - during the fall and spring semesters.
7. Provided and co-sponsored twenty-two events for students, fourteen were Educational/Multicultural in nature.
   a. August 26th- Night on the Plaza (Barnes and Noble Bookstore)
b. August 27th- RU Ready Bash (Barnes and Noble Bookstore, RAD, Student Activities)
c. September 2nd- Bonnie Birthday Bash (Student Activities)
d. September 3rd- Dave Matthews Tribute Band (Student Activities Student Employee Association)
e. September 4th- Club Fair (SOAR)
f. September 15th- Cultural Movies Series: Selena (Center for Diversity and Inclusion)
g. September 17th- Dr. Joel Nunez- The Genius Myth (New Student Programs)
h. September 29th- Cultural Movies Series: Papers (Center for Diversity and Inclusion)
i. October 7th- Project Pink (Zeta Tau Alpha)
j. October 13th- Cultural Movies Series: Skeleton Twins (Center for Diversity and Inclusion)
k. October 17th- Daniel Martin (Family Weekend, Student Activities)
l. October 22nd- SVET: Hip-Hop violinist (New Student Programs)
m. November 2nd- Cultural Movies Series: Higher Learning (Center for Diversity and Inclusion)
n. November 10th- Coach Carter (New Student Programs)
o. November 16th- Cultural Movie Series: Virginia Indians (Center for Diversity and Inclusion)
p. January 20th- MLK commemorative speaker: Angela Davis (Center for Diversity and Inclusion)
q. February 11th- Cultural Movie Series: Black or White (Center for Diversity and Inclusion)
r. February 11th- Square Dance (Appalachian Events Committee)
s. February 22nd- Cultural Movie Series: Coming to America (Center for Diversity and Inclusion)
t. February 25th- Nation Cuisine Station (Sigma Sigma Sigma)
u. March 30th- Speaking of Sex (VP of Student Affairs, Student Government Association, Greek Life)
v. April 14th- Coms Carnival (Lambda Pi Eta)

8. Tracked student attendance at 91% of events
9. R-SPaCE general body members volunteered 1,492 hours.
10. Created internship program for spring 2016, had four students complete internships.
11. Created Snapchat account with 720 followers.

2015-2016 Goals and Objectives

R-SPaCE focused on the following Division of Student Affairs objectives for 2015-2016:

*Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, cross-cultural awareness, character development, personal responsibility, and global citizenship*

1. Develop event selection rubrics that tie into the student learning outcomes. *Not Completed. Will be part of 2016-2107 goals.*
Build a sense of campus community through collaborative partnerships to support student learning, development, and success

2. Co-sponsor fall concert with Diversity Awareness Programming Board. **Not Completed.** The DAP concert fell on NACA weekend and R-SPaCE was unable to co-sponsor the event.

3. Co-sponsor spring concert with Diversity Awareness Programming Board. **Not Completed.** Timing did not work between the two groups.

4. Co-sponsor Martin Luther King Jr. Commemorative event with Center for Diversity and Inclusion. **Completed.** R-SPaCE co-sponsored Angela Davis.

5. Create internship program for students interested in event planning as a career field. Target majors that would be a natural fit (RCPT-Special Events, Communication/PR, etc.). **Completed.** R-SPaCE had four interns during spring semester 2016. Three students from communications and one graphic design major.

Provide and assess programs, services and learning outcomes and promote continuous improvement

6. Increase survey response rate by 15 percent for 2015-2016. **Completed.**

7. Increase event attendance accuracy by scanning student IDs at all events. **Completed.** Student IDs were scanned at 91 percent of R-SPaCE events.

8. Provide increased opportunities to receive student feedback. **Completed.** R-SPaCE hosted two semester planning parties and encouraged feedback via social media.

9. Increase diversity on executive board by 30 percent. **Partially Completed.** Diversity within the board was 27 percent.

10. Create R-SPaCE leadership book club with required summer reading to increase awareness of leadership development. **Completed.** The R-SPaCE Executive Board was required to read The Five Dysfunctions of a Team by Patrick Lencioni.

11. Create and nurture “culture of accountability” within executive board to ensure staff and organizational excellence. **Partially Completed.** The R-SPaCE board had a difficult time holding themselves accountable. This goal will continue into 2016-2017.

12. Develop and implement a biannual 360-degree evaluation process for R-SPaCE executive board. **Completed.** R-SPaCE created an online evaluation process for the executive board.

Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles

13. Increase depth and scope of educational and multicultural programming by partnering and co-sponsoring 1-2 educational events per semester. **Completed.** R-SPaCE co-sponsored fourteen events during 2015-2016.

**2016-2017 Goals and Objectives**

R-SPaCE will on the following Division of Student Affairs objectives for 2016-2017.

Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, access and inclusion, social justice, character development, personal responsibility, and global citizenship

1. Develop event selection rubrics that tie into the student learning outcomes. **Spring 2017**

2. Increase programming that promotes national awareness days/weeks/months. **Fall 2016**
Sustain distinctive programmatic initiatives and advise an inclusive array of student organizations that promote student engagement, cultivate leadership, and empower self-governance

3. Co-sponsor one additional late night event per semester. **Fall 2016 and Spring 2017**
4. Offer 1-2 innovative programs based on student feedback. **Spring 2017**

Provide and assess programs, services, applied learning opportunities, and learning outcomes promoting continuous improvement

5. R-SPaCE will implement points system to hold themselves accountable as employees and leaders. **Fall 2016**
6. R-SPaCE will implement leadership opportunities for general body members. **Fall 2016**
7. The R-SPaCE board will analyze their function via a SWOT analysis and use this information to form short and long term goals. **Fall 2016**
8. Create and implement campus wide satisfaction survey to assist with overhauling R-SPaCE programming. **Spring 2017**

Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles

9. Implement a leadership based reading series/program for the R-SPaCE executive board. **Fall 2016**
10. Accept two students for academic credit based internships each semester. **Fall 2016 and Spring 2017**

R-SPaCE depends on the general body volunteers to assist with the roughly 182 events that are facilitated by the organization. The general body in 15/16 volunteered their time for 1,492 hours.

<table>
<thead>
<tr>
<th>R-SPaCE General Body Volunteer Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-19 Hours</td>
</tr>
<tr>
<td>1-19 Hours</td>
</tr>
<tr>
<td>20-39 Hours</td>
</tr>
<tr>
<td>20-39 Hours</td>
</tr>
<tr>
<td>40-59 Hours</td>
</tr>
<tr>
<td>40-59 Hours</td>
</tr>
<tr>
<td>60-79 Hours</td>
</tr>
<tr>
<td>60-79 Hours</td>
</tr>
<tr>
<td>80-99 Hours</td>
</tr>
<tr>
<td>80-99 Hours</td>
</tr>
</tbody>
</table>

13 | 3 | 4 | 1 | 0 | 20 | 40 | 60 | 80 | 100 | 120 | 104
The day-of-event surveys, general evaluation of programs and artists comments confirmed that R-SPaCE succeeded in carrying out the mission of their organization while providing a learning environment for their members. An overview of the 2,108 surveys collected over the course of the year to a random sample of event participants showed the following:

### 2015-2016 Program Assessment Results

The day-of-event surveys, general evaluation of programs and artists comments confirmed that R-SPaCE succeeded in carrying out the mission of their organization while providing a learning environment for their members. An overview of the 2,108 surveys collected over the course of the year to a random sample of event participants showed the following:

#### R-SPaCE Campus Programming Events

<table>
<thead>
<tr>
<th>Year</th>
<th>Events (excluding movies)</th>
<th>Events (including movies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>56</td>
<td>191</td>
</tr>
<tr>
<td>2014-2015</td>
<td>52</td>
<td>130</td>
</tr>
<tr>
<td>2015-2016</td>
<td>54</td>
<td>189</td>
</tr>
</tbody>
</table>

#### R-SPaCE Event Survey Comparison Chart

<table>
<thead>
<tr>
<th>Year</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Some what Satisfied</th>
<th>Unsatisfied</th>
<th>Very Unsatisfied</th>
<th>Neut ral</th>
<th>Male</th>
<th>Female</th>
<th>Under grad</th>
<th>Grad</th>
<th>Faculty/Staff</th>
<th>Off Campus</th>
<th>On Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>1309</td>
<td>876</td>
<td>246</td>
<td>85</td>
<td>13</td>
<td>10</td>
<td>13</td>
<td>328</td>
<td>912</td>
<td>1084</td>
<td>31</td>
<td>29</td>
<td>373</td>
</tr>
<tr>
<td>2014-2015</td>
<td>1990</td>
<td>1315</td>
<td>539</td>
<td>66</td>
<td>15</td>
<td>38</td>
<td>10</td>
<td>436</td>
<td>1523</td>
<td>1880</td>
<td>41</td>
<td>17</td>
<td>660</td>
</tr>
<tr>
<td>2015-2016</td>
<td>2108</td>
<td>1434</td>
<td>480</td>
<td>41</td>
<td>23</td>
<td>0</td>
<td>0</td>
<td>467</td>
<td>1560</td>
<td>1986</td>
<td>43</td>
<td>16</td>
<td>714</td>
</tr>
</tbody>
</table>
Points of Interest

- 91 percent (1,914) of respondents were either very satisfied or satisfied with the event
- Poster/Flyers and outdoor signs were most effective advertising methods
- Events were most often categorized as “entertaining,” followed by “learned something new”

Proposed Improvements/Changes to be Implemented in 2016-2017 from Assessment Results

- Improved advertising.
- Increase male attendance at events.
- Consider adding additional open mic nights, bands, inflatables, and comedians to event schedule.
- Quicker wait times.
- Increase off campus resident’s attendance at events.

Executive Board Retreat Assessments-21 respondents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>The executive board felt they were able to recognize how</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>the executive board felt they were able to better work with</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>The executive board felt that were better informed to make</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>The executive board felt they had a better understanding of</td>
<td>2</td>
<td>19</td>
</tr>
</tbody>
</table>
| R-SPaCE retreats were held each semester with 10 executive board members, one graduate assistant, and the advisor present at the retreats.
- 90% of the executive board felt they had a better understanding of the learning outcomes
- 86% of the executive board felt they were better informed to make educated and thoughtful decisions after attending the retreat
- 95% of the executive board felt they were able to better work with and communicate effectively with the other exec board members after the retreat
- 91% of the executive board felt they were able to recognize how their role fulfills the mission of R-SPaCE
## R-SPaCE Programs Fall 2015-Spring 2016

### Code Key
- **EN**: Entertainment
- **ED**: Education
- **CO**: Co-Sponsored
- **H**: Homegrown
- **LN**: Late Night
- **CU**: Cultural
- **SSH**: Success Starts Here

<table>
<thead>
<tr>
<th>Event Name</th>
<th>Program Type</th>
<th>Attended</th>
<th>Date</th>
<th>Co-Sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Night on the Plaza</td>
<td>EN, CO</td>
<td>142</td>
<td>8/27/15</td>
<td>Student Activities, Bookstore</td>
</tr>
<tr>
<td>RU Ready Bash</td>
<td>EN, CO</td>
<td>502</td>
<td>8/28/15</td>
<td>Student Activities, Bookstore</td>
</tr>
<tr>
<td>DIY Tie Dye/Bonnie Birthday</td>
<td>EN, H, CO</td>
<td>350</td>
<td>9/2/15</td>
<td>Student Activities</td>
</tr>
<tr>
<td>Dave Matthews Tribute Band</td>
<td>EN, CO</td>
<td>92</td>
<td>9/3/15</td>
<td>SAESA</td>
</tr>
<tr>
<td>Wax Hands</td>
<td>EN</td>
<td>104</td>
<td>9/16/15</td>
<td></td>
</tr>
<tr>
<td>Club Fair</td>
<td>ED, CO</td>
<td>2000</td>
<td>9/4/15</td>
<td>SOAR</td>
</tr>
<tr>
<td>Cultural Movie Series: Selena</td>
<td>ED, CO, CU</td>
<td>27</td>
<td>9/15/15</td>
<td>CDI</td>
</tr>
<tr>
<td>Dr. Joel Nunez- Genius Myth</td>
<td>ED, CO, CU, SSH</td>
<td>248</td>
<td>9/17/15</td>
<td>New Student Programs</td>
</tr>
<tr>
<td>Cultural Movie Series: Papers</td>
<td>ED, CO, CU</td>
<td>59</td>
<td>9/29/16</td>
<td>CDI</td>
</tr>
<tr>
<td>Pink Palooza</td>
<td>ED, CO</td>
<td>154</td>
<td>10/7/15</td>
<td>Zeta Tau Alpha</td>
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<tr>
<td>Walking Dead Premier</td>
<td>EN</td>
<td>94</td>
<td>10/11/15</td>
<td></td>
</tr>
<tr>
<td>Cultural Movie Series: Skeleton Twins</td>
<td>ED, CO, CU</td>
<td>41</td>
<td>10/13/15</td>
<td>CDI</td>
</tr>
<tr>
<td>Daniel Martin</td>
<td>EN, CO</td>
<td>600</td>
<td>10/17/15</td>
<td></td>
</tr>
<tr>
<td>Dream Catchers</td>
<td>EN</td>
<td>112</td>
<td>10/21/15</td>
<td></td>
</tr>
<tr>
<td>SVET: Hip Hop Violinist</td>
<td>ED, CO, EN, CU</td>
<td>228</td>
<td>10/22/15</td>
<td>New Student Programs</td>
</tr>
<tr>
<td>Casino Night</td>
<td>EN, LN</td>
<td>111</td>
<td>10/23/15</td>
<td></td>
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<tr>
<td>Cultural Movie Series: Higher Learning</td>
<td>ED, CO, CU</td>
<td>58</td>
<td>11/2/15</td>
<td>CDI</td>
</tr>
<tr>
<td>Lucky Bamboo</td>
<td>EN, LN</td>
<td>207</td>
<td>11/4/15</td>
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<tr>
<td>Coach Carter</td>
<td>ED, CO, CU</td>
<td>246</td>
<td>11/10/15</td>
<td>New Student Programs</td>
</tr>
<tr>
<td>Get Zen Night</td>
<td>EN, LN</td>
<td>119</td>
<td>11/3/15</td>
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<tr>
<td>Cultural Movie Series: Higher Learning</td>
<td>ED, CO, CU</td>
<td>103</td>
<td>11/16/15</td>
<td>CDI</td>
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<tr>
<td>Scribe the Hide</td>
<td>EN</td>
<td>125</td>
<td>11/18/15</td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td>Organizers</td>
<td>Attendees</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------</td>
<td>-----------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>Rap Battle and Theo Wilson</td>
<td>ED, EN, CU</td>
<td>97</td>
<td>11/19/15</td>
<td></td>
</tr>
<tr>
<td>Make your Own Ornament</td>
<td>EN</td>
<td>171</td>
<td>12/2/15</td>
<td></td>
</tr>
<tr>
<td>Angela Davis</td>
<td>ED, CO, CU</td>
<td>690</td>
<td>1/20/16</td>
<td>CDI, DAP, SCI</td>
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<tr>
<td>Message Pillows</td>
<td>EN</td>
<td>101</td>
<td>1/27/16</td>
<td></td>
</tr>
<tr>
<td>Bear Factory</td>
<td>EN, H</td>
<td>251</td>
<td>2/3/16</td>
<td></td>
</tr>
<tr>
<td>Cultural Movie Series:</td>
<td>ED, CO, CU</td>
<td>29</td>
<td>2/11/16</td>
<td>CDI</td>
</tr>
<tr>
<td>Black or White</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Square Dance</td>
<td>EN, CO, H, CU</td>
<td>25</td>
<td>2/11/16</td>
<td>AEC</td>
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<tr>
<td>License Plates</td>
<td>EN</td>
<td>149</td>
<td>2/17/16</td>
<td></td>
</tr>
<tr>
<td>Murder Mystery Dinner</td>
<td>EN, LN</td>
<td>155</td>
<td>2/19/16</td>
<td></td>
</tr>
<tr>
<td>Cultural Movie Series:</td>
<td>ED, CO, CU</td>
<td>71</td>
<td>2/22/16</td>
<td>CDI</td>
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<td>Coming to America</td>
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<td></td>
<td></td>
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<tr>
<td>Nation Cuisine Station</td>
<td>ED, H, CO, CU</td>
<td>188</td>
<td>2/25/16</td>
<td>Tri Sigma</td>
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<tr>
<td>Fall Semester Planning Party</td>
<td>EN, H</td>
<td>52</td>
<td>3/15/16</td>
<td></td>
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<tr>
<td>Facial Scrubs</td>
<td>EN, H</td>
<td>120</td>
<td>3/16/16</td>
<td></td>
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<td>Karaoke Live</td>
<td>EN, H</td>
<td>122</td>
<td>3/24/16</td>
<td></td>
</tr>
<tr>
<td>Speaking of Sex</td>
<td>ED, CO</td>
<td>600</td>
<td>3/30/16</td>
<td>SGA, Dean of Students, Student Act.</td>
</tr>
<tr>
<td>Glass Blast</td>
<td>EN</td>
<td>201</td>
<td>3/30/16</td>
<td></td>
</tr>
<tr>
<td>Game Night</td>
<td>EN, LN</td>
<td>122</td>
<td>3/31/16</td>
<td></td>
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<tr>
<td>Graphic T-shirts</td>
<td>EN</td>
<td>120</td>
<td>4/6/16</td>
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<tr>
<td>Rae Sermurmrd and Chiddy Bang</td>
<td>EN, LN</td>
<td>1501</td>
<td>4/8/16</td>
<td></td>
</tr>
<tr>
<td>Justine Shuey: Not Your Typical Sex Talk</td>
<td>ED, EN, CU</td>
<td>98</td>
<td>4/11/16</td>
<td></td>
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<tr>
<td>COMS carnival</td>
<td>LN, CO</td>
<td>172</td>
<td>4/14/16</td>
<td>Lambda Pi Eta</td>
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<td>Comedy Night</td>
<td>EN</td>
<td>102</td>
<td>4/21/16</td>
<td></td>
</tr>
<tr>
<td>Glow Rage</td>
<td>EN, LN</td>
<td>75</td>
<td>4/22/16</td>
<td></td>
</tr>
<tr>
<td>Movie on the Lawn</td>
<td>EN</td>
<td>75</td>
<td>4/27/16</td>
<td></td>
</tr>
</tbody>
</table>
Student Activities Accounts

The Department of Student Activities was responsible for the overall Student Finance Committee (SFC) budget lines totaling $1,372,717.00. The Assistant to the Associate Vice President for Student Affairs/Student Activities, the Student Activities Account Manager, and the Student Activities Account Manager/Office Manager shared the responsibility of assisting various departments, offices, and student organizations in following RU spending policies and procedures, in the processing expenditures, in making deposits, and in entering information into e-VA and Banner.

2015-2016 Highlights

1. Visitors entering the Student Activities suite to see professional staff must sign in. From July 2015 to May 2016, 2,989 visitors signed in, compared to last year in which 2,854 visitors signed in between July 2014 and May 2015.

2. Total of 96 surveys for the Main Office were collected.

3. Processed 650 purchase orders through e-VA and Banner for the SFC accounts.

4. Both Account Managers were trained on the Small Purchasing Credit Cards and Electronic Personnel Action Forms (EPAF).

5. Assisted the Director of Student Involvement with Be S.E.E.N Series and Lead Scholar Program.

6. Expanded duties and responsibilities of Main Office student employees to better support professional staff members.

2015-2016 Goals and Objectives

The Student Activities Accounts Managers focused on the following Division of Student Affairs objectives in 2015-2016.
Promote student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles

1. Provide additional guidance/instruction to student office assistants to: 1. handle special assignments from professional staff, 2. pick up and continue with assigned projects that the previous employee was working on, and 3. balance these requests with their normal duties. Completed. The student office assistants tallied and computerized fall and spring Lead 110 class evaluation surveys, Family Weekend dog show surveys, and various events surveys sponsored by the Department of Student Activities.

2. Train new graduate assistant on the pre-paid advertising collection system for SMADS. Completed.

Engage students, faculty administrators, staff, alumni, and community in collaborative partnerships to support student development and success

3. Assist newly hired professional staff members with the activation of e-mail addresses, access to e-VA and Banner, business and personal security codes for phones, travel card, small purchasing corporate card, etc. Completed.

4. Train student office assistants in reading and reconciling COGNOS Budget Reports. Not Completed. Due to Radford University policies regarding student workers access to the account software this could not be done.

5. Work with faculty, administration, and students on accountability of processing paperwork for CPC, SFC, and RAD purchases. Completed.

2016-2017 Goals and Objectives

The Student Activities Accounts Managers will focus on the following Division of Student Affairs objectives for 2016-2017.

Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles

1. Continue to train student office assistants to carry out proper office policies in a professional manner as outlined in the Student Handbook. Fall 2016

2. Instruct students on how to handle special project assignments from professional staff. Fall 2016

3. Train students to continue with assigned projects that the employee in the previous shift was working on and balance these requests with their normal duties. Fall 2016

4. Train new SMADS Manager on deposit procedures for Student Media. Fall 2016

5. Train CPC applicants on travel guidelines and submission of reimbursement paperwork within three days of return from travel. Fall 2016

6. Develop simple checklist for CPC and Radford After Dark applicants to help students with paperwork related to different events. Fall 2016

7. Train student groups to provide flyers for each event and turn in purchase order for payment. Fall 2016

8. Train CPC and Radford After Dark applicants on contracts, deadlines, vital information, and proper procedures. Fall 2016
Build a sense of campus community through collaborative partnerships to support student participation, inquiry, self-reflection, learning, innovation, development, and success.

9. Assist newly hired professional staff members with orientation and office procedures. **Ongoing**

10. Increase responses for surveys for the Main Office by revising the process for collecting the data. **Fall 2016**

11. Work with faculty, administration, and students on accountability of processing paperwork. **Ongoing**

**2015-2016 Program Assessment Results**

Student Activities Main Office Survey
Fall 2015- Spring 2016

Did the individual have an appointment?

![Bar chart showing the number of individuals who had an appointment.](image)

Who the Individual was Helped by:

![Bar chart showing the distribution of help given by different individuals.](image)

Office Assistant Evaluation

![Bar chart showing the evaluation of office assistants.](image)

**Proposed Improvements/Changes to be Implemented in 2015-2016 from Assessment Results**

- Provide additional training to the student office assistants
- Increase collection of surveys
2015-2016 was a busy and successful year for student involvement/student organizations. RUInvolved experienced steady increase in student participation, more organizations than ever before signed up for club fairs, and the Committee on Clubs and Organizations approved an additional 29 organizations, which brings the total number of registered student organizations to a record-high 278. SOAR (Student Organization Assistance and Resources) saw a 66% increase in student traffic during its first full year in the new location on the first floor of the Hurlburt Student Center. The Club Programming Committee approved 116 requests for funding and Radford After Dark helped 19 student organizations host late night weekend activities. This year, the team working with registered student organizations consisted of one Assistant Director for Student Involvement, one Coordinator for Student Organizations, one 20-hour graduate assistant, one 15-hour graduate assistants, and six undergraduate leadership consultants.

2015-2016 Highlights

1. RUInvolved
The RFP process to secure a new vendor was completed in the fall and OrgSync became the contracted vendor for the RUInvolved online student involvement tool. The newly overhauled and re-launched system continued to experience steady usage by students. Over the eighteen months the new system has been in place, the platform has averaged over 24,200 sessions per semester, maintained average session duration of almost four and a half minutes, and a bounce rate of only 28% (on the old system, bounce rate [percentage of people who leave site after visiting a single page] was 89%). RUInvolved powered by OrgSync continued to meet the mobile demands of our students by releasing apps for Apple and Android devices. Training sessions on RUInvolved were held in SOAR throughout the school year as part of the new Workshop Wednesdays series.

2. The Committee on Clubs and Organizations (COCO)
This year, COCO approved 17 new and 12 reactivated student organizations, bringing the total number of registered student organizations at Radford University to 278.
New Organizations:
- ALLY-nment
- Athletic Training Student Association
- COBE Ambassadors
- College Mentors for Kids
- FitWell Club
- Global Health Education
- Highlander Cheer Club
- Highlander Lutherans
- Highlander Step Team
- IWAGE –Independent Women Achieving Goals in Education
- LEAD Scholar Student Organization
- Low Key Men’s a Capella Group
- Radford Climbing Club
- Radford Design Collective
- Students for Humanity
- Triathlon Club
- Wandering at Radford University

Reactivated organizations:
- Association of Environmental and Engineering Geologists
- Graduate Art Student Association
- Phi Alpha (Social Work Honorary)
- Phi Beta Lambda (Business)
- Photography Club
- Pre-Med Association
- Selu Garden and Service Club
- Society of Professional Journalists
- Tae Kwon Do Club (formerly Self Defense Club)
- Women’s Ultimate
- Wrestling Club
- Young Democrats
3. **Fall Club Fair 2015**
More student organizations than ever before had tables at this year’s Club Fair, held on September 4th. 215 student organizations had tables at the event, along with 29 university offices and 32 local businesses. As part of a new initiative this year, two of those businesses were designated community partners which will offer Radford students opportunities through a new portal on RUInolved dedicated to community service. This year, R-SPaCE and SOAR co-sponsored a 47-foot-tall Ferris wheel for students to ride for free. Students enjoyed free carnival food (popcorn, shaved ice, and cotton candy) and pizza from Domino’s and Papa John’s. Due to construction zones around Jefferson and Madison Halls, the layout for Club Fair had to be skewed toward Preston and McConnell Halls, rather than centered around the fountain as in years past. The new layout worked well. Approximately 4,000 students, faculty, staff, and Radford community members attend Club Fair each year.

![Fall Club Fair Participants]

4. **Winter Club Fair 2016**
A record-setting 120 student organizations had reserved spots for Winter Club Fair 2016, which was scheduled to happen on Friday, January 22nd on the lower level of the new Student Recreation and Wellness Building. Unfortunately, Winter Storm Jonas dumped over a foot of snow on Radford, cancelling classes and the club event.

![Organizations at Winter Club Fair]

5. **Leadership Odyssey**
This year, Leadership Odyssey, the annual orientation program for registered student organizations, returned to the Bonnie Auditorium. Officers and advisors from over 250 organizations attended one of nine sessions offered during September.
6. **Club Programming Committee (CPC)** approved 116 requests for funding this year, including 64 applications for guest speakers/artists and other on-campus events and 52 applications for students to travel to conferences and other out of town functions totaling to $90,818 as of June 30th 2016.

7. **Radford After Dark (RAD)**
   The alternative programming series provided funding of $99,248.04 for student organizations to host 19 late night weekend events this year, including multicultural celebrations, dances, concerts, games nights, and more. A 20th event was planned and approved but it was cancelled due to a contract dispute with a vendor.
   • RU Ready Bash – Student Activities and R-SPaCE
   • Bonnie Birthday Bash – Student Activities Student Employee Association
   • RU Up All Night – Student Recreation & Wellness
   • Faith and Investing in Lifelong Learning – Cru
   • Sixth Annual Zombie Prom – Highlander Student Media
   • Dia de los Muertos Celebration - International Student Affairs Council and Latino Student Alliance
   • All Black Wear Affair - PRETII Women and Men of Standards
   • Mighty Joshua and the Zion 5 in concert – SM@C (Social Media at COBE)
   • Winter Art Show – AIGA and Kappa Pi Art Fraternity
   • Asian Pop Showcase – Asian Pop Culture Club
   • Beats and Sweets, Holiday Edition – Chi Alpha
   • Girls Night In – Alpha Sigma Tau
   • Purim Masquerade Ball – Hillel
   • International Guitar Festival – Southwest Virginia Classical Guitar Society and Mu Phi Epsilon
   • Upright Citizens Brigade Touring Company Live– Yes & Improv Club
   • Spring Communications Carnival – Lambda Pi Eta
   • Relay for Life Carnival – Relay for Life Planning Organization
   • Lifelong Perspectives Speaker and Concert – Cru
   • Gospel Explosion featuring Drew Chambers, Fresh Anointing, and Cameron Hughes – Deliverance Gospel Choir

8. **Social Media**
   The social media footprint of Student Involvement/Student Organizations has continued to grow. The RUInvolved Twitter account saw a significant increase in followers – from 788 last year to 1,393 this year, an increase of 76%. RUInvolved now has an Instagram account, too, which currently has 40 followers.
9. **Student Organization Assistance and Resources (SOAR)** – SOAR’s new location on the first floor of the Bonnie has continued to see an increase in student traffic to the resource center. 3,471 students visited the space this year, up from 2,089 last year – an increase of 66%. SOAR became home to a new initiative of Workshop Wednesdays, which featured training sessions throughout the school year on a variety of topics, including RUInvolved basics, tracking student involvement by organization and individual, organization leadership transition, and how to apply for funding through the Club Programming Committee and Radford After Dark. SOAR maintained limits on available resources each organization could use per month: 500 black-ink copies, 25 colored-ink copies, and five banner papers/posters per month per organization. The student sign-in spreadsheet at the SOAR front desk was redesigned to make the process more efficient and customer-friendly.
2015-2016 Goals and Objectives

Student Involvement focused on the following Division of Student Affairs objectives in 2015-2016.

Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, cross-cultural awareness, character development, personal responsibility, and global citizenship.

1. Revise and update funding application materials for Club Programming Committee and Radford After Dark and make forms available on the new RUInvolved. Completed. All funding applications and supporting documentation must now be submitted online through RUInvolved.

2. Assist organizations with planning, promoting, and hosting at least 20 Radford After Dark events during the school year. Partially Completed. Twenty Radford After Dark events were approved, but the last one of the year, a Star Wars themed laser and archery tag event, was cancelled due to a contract dispute with a vendor.

3. Update student organization handbook to include proper use of the new school logo and updated posting and freedom of speech guidelines. Completed.

Sustain programmatic initiatives and advise an inclusive array of student organizations that cultivate leadership and empower self-governance.

4. Revise the Leadership Odyssey training program. Completed. Leadership Odyssey returned to its old format of being hosted in the Bonnie Auditorium rather than the SOAR open house model used last year.

5. Develop a series of workshops offered in SOAR to enhance student leaders’ education, awareness, and personal development. Completed. SOAR hosted Workshop Wednesdays every week throughout the school year.


7. Obtain student input on handbook for starting a new student organization and make revisions to existing document, including providing a more reader-friendly sample constitution. Completed.

8. Investigate sound muffling possibilities in the new Student Recreation and Wellness Center for Winter Club Fair 2016. Partially Completed. New draping was ordered from the table vendor for Winter Club Fair, but because the event was cancelled due to inclement weather, the draping was never put to the test.

Build a sense of campus community through collaborative partnerships to support student learning, development, and success.

9. Work with procurement office to complete the RFP process for a contracted provider for RUInvolved. Completed. OrgSync is now the contracted provider for RUInvolved.

10. Collaborate with Residential Life and New Student Programs to train professional and student staff (including resident assistants, resident directors, Quest assistants, and peer instructors) on RUInvolved. Completed.

11. Coordinate with Highlander Student Media to obtain coverage of Club Fair and to supply music for the event. Completed. Radio Free Radford provided a live streaming broadcast from the event. The Tartan ran a story on Club Fair in the first issue of the new school year.

12. Investigate and implement new portal/umbrella for Residential Life. Completed. Training of Residential Life staff will continue into the new academic year.
13. Work with the Office of High Impact Programs, the Scholar Citizen Initiative, and the Community Foundation of the New River Valley to coordinate launch of the community service portal on RUInvolved. *Completed. However, the program was not successful. A revamp and re-launch of the community service online piece is planned for next year.*


*Provide and assess programs, services and learning outcomes and promote continuous improvement*

15. Develop RUInvolved training program for SOAR student workers so they can better assist student organizations. *Completed. During student worker orientation in August, each student worker had hands-on experience creating items and performing tasks in RUInvolved so they could better assist visitors to SOAR.*

**2016-2017 Goals and Objectives**

Student Involvement will focus on the following Division of Student Affairs objectives in 2016-2017.

*Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, access and inclusion, social justice, character development, personal responsibility, and global citizenship*

1. Develop simple checklists to help students plan and execute events, including lists for funding applications, event planning, and permit acquisition. *Summer 2016*

2. Update the handbook for starting a new organization and revise the sample constitution. Create a checklist for constitution requirements and establish clear evaluation criteria. *Summer 2016*

3. Update the Student Organization/Club Manual for the new school year to include new publicity guidelines. *Summer 2016*

4. Recruit, hire, and train a new graduate assistant to help with Club Programming Committee, SOAR, and Radford After Dark. *Summer 2016*

*Sustain distinctive programmatic initiatives and advise an inclusive array of student organizations that promote student engagement, cultivate leadership, and empower self-governance*

5. Design a new layout for Club Fair to accommodate moving to new location, Moffett Lawn, due to construction happening on the Heth Lawn. *Summer 2016*

6. Research and provide new food options for Club Fair. *Summer 2016*

7. Purchase a camera capable of filming high-definition videos and use it to expand video instruction on aspects of student organization procedures. *Spring 2017*

8. Assist organizations with planning, promoting, and hosting at least 20 Radford After Dark events during the school year. *Spring 2017*

9. Survey student leaders to find out what kinds of workshops they would like included in the SOAR Workshop Wednesdays series. *Fall 2016*

10. Investigate sound muffling possibilities in the new Student Recreation and Wellness Center for Winter Club Fair 2017. *Fall 2016*

11. Offer and promote a weekly session in SOAR for help completing Club Programming Committee and Radford After Dark applications. *Fall 2016*
**Build a sense of campus community through collaborative partnerships to support student participation, inquiry, self-reflection, learning, innovation, development, and success.**

12. Collaborate with Residential Life and New Student Programs to train professional and student staff (including resident assistants, resident directors, Quest assistants, and peer instructors) and expand their presence on RUInvolved. **Fall 2016**

13. Use RUInvolved for volunteer sign-up to assist Dean of Students Office with planning fall move-in. **Summer 2016**

14. Reevaluate the community service umbrella on RUInvolved and explore creating a new umbrella to provide a resource for other offices on campus. **Spring 2017**

15. Develop and implement a marketing plan for the Student Involvement Record on RUInvolved. **Fall 2016**

16. Work with the Career Center to integrate the Student Involvement Record on RUInvolved with that department’s mission of helping students realize their career potential and aspirations and fostering a campus-wide commitment to the career development of our students. **Fall 2016**

17. Collaborate with the Career Center and Student Activities Operations to promote and carry out the annual Volunteer and Service Fair. **Fall 2016**

18. Assist R-SPaCE in finding an amusement attraction for Club Fair and acquiring all necessary inspections and permits. **Summer 2016**

19. Heavily promote the Be S.E.E.N. first six weeks programming series on RUInvolved and social media. **Summer and Fall 2016**

**Provide and assess programs, services, applied learning opportunities, and learning outcomes promoting continuous improvement.**

20. Create new Workshop Wednesday sessions based on feedback and suggestions collected from students. **Spring 2017**

21. Assist with planning, promoting, and execute Ignite Student Leadership Conference. **Spring 2017**

**2015-2016 Program Assessment Results**

**Leadership Odyssey - 244 surveys collected**
- 90% of attendees agreed or strongly agreed that they learned and benefited from Leadership Odyssey. No attendees strongly disagreed; only one disagreed with the statement.
- In response to the question “What topics did you most appreciate hearing about?” the most frequent responses were funding guidelines, learning about RUInvolved, and better understanding flyer restrictions and other guidelines.

**2015 Fall Club Fair Survey for Participating Clubs and Organizations – 105 surveys collected**
- In response to the question “How did you learn about Club Fair (circle all that apply)”:  
  o 56% heard about Club Fair through RUInvolved (up from 24% last year).
  o 59% remembered Club Fair from last year.
  o 39% heard about Club Fair from an e-mail.
  o 16% heard about Club Fair from social media.
- 99% reported Club Fair was fun.
- 100% reported Club Fair was a good opportunity to recruit new members.
- 98% reported Club Fair provided a safe and comfortable environment. (up from 94% last year)
• 61% provided interactive activities to attract students to their table. Activities included giveaways (water bottles, pens, candy, koozies, cups), music, and games (especially cornhole).

• Additional comments/ideas for next year:
  o “See you next year. Thank you!”
  o “The Fall 2015 club fair was the best one I have ever attended of my four years at RU.”
  o “Do it on a day it doesn’t rain.”
  o “Super great, love the sunscreen and spray bottle.”
  o “Provide each table with tents.”
  o “More fair rides.”

**2015 Fall Club Fair Survey for Student Attendees – 53 surveys collected**

• In response to the question “How did you learn about Club Fair (circle all that apply)”:
  o 40% learned about Club Fair through RUInvolved. (up from 15% last year)
  o 31% learned about Club Fair on a flyer in their residence hall.
  o 25% learned about Club Fair through an RA.
  o 25% saw an e-mail announcement.
  o 23% learned about Club Fair through UNIV100

• 96% reported Club Fair was fun.
• 94% reported Club Fair provided a safe and comfortable environment.
• 96% reported Club Fair encouraged them to stay on campus.

**Club Programming Committee - 97 surveys collected**

• 96% of groups completing surveys after being funded said the application and guidelines were easily accessible and understood.

• The most popular forms of marketing and promotion were printed flyers (90%) and networking sites (social media: 57% and RUInvolved: 80% (up from 39% last year))

• 90% considered their events successes.

• Comments:
  o “Having a document with step by step directions would be very useful.”
  o “Thank you CPC for your support! We feel your love every time we travel”
  o “Weekly meetings to fill out CPC applications”

**Student Organization Assistance and Resources (SOAR) - 90 surveys collected**

• 88% of patrons visit SOAR once a month or more

• Services most used were the printer/copier (71%), computers (44%), the Ellison die cutting machine (63%), and banner paper (70%).

• 95% were satisfied/very satisfied with the services provided by SOAR. Only one respondent was dissatisfied. No one was very dissatisfied/somewhat dissatisfied.

• The top three ways students use to advertise are Facebook, word of mouth, and flyers/bulletin boards.

• Sample responses to the question “Is there anything else you’d like to share regarding your experience in SOAR, or suggestions on ways we can improve?”:
  o “I love SOAR every time I have needed to do anything or ask any questions everything is always easy and everyone is very helpful!”
  o “In recent years, you have really made the resources well known - keep that up, it really helps to have new organization leaders aware of the awesomeness of SOAR.”
“Just more art materials... like rulers, specialized scissors that cut in shapes/patterns, maybe even an old magazine bin to make collages. Stencils. Having these additional materials would make me visit the SOAR office more frequently.”

Radford After Dark (RAD) – 331 surveys collected

- 91% described programs as fun.
- 30% described programs as informative or educational.
- 68% described programs as time spent with friends.
- 52% described programs as stress relievers.
- 46% said they met new people at programs. (up from 37% last year)
- In response to “How did you learn about this program?”
  - 56% Friend
  - 17% Facebook
  - 14% RUInvolved (up from 8% last year)
  - 12% Bulletin board in Heth, Bonnie, or Dalton
  - 10% Bulletin board in residence halls
  - 9% RU TV information channel
- 95% described the programs as well run and engaging.
- 99% said the programs provided a safe and comfortable environment.
- 91% reported the programs encouraged them to stay on campus instead of taking part in alternative off-campus activities.
- Gender of participants: 30% male, 69% female, 1% other
- Class standing of participants:
  - Freshman: 22%
  - Sophomore: 25% (up from 19% last year)
  - Junior: 30%
  - Senior: 20%
  - Graduate student: 2%

Proposed Improvements/Changes to be Implemented in 2016-2017 from Assessment Results

- From a student’s suggestion, SOAR will have a bin of old magazines for students to use to make collages as part of their marketing efforts to promote organization events.
- The mist bottles distributed at Club Fair were a big hit, so more will be ordered to be distributed at Club Fair 2016.
- An easy-to-understand document with step-by-step instructions on the process of applying for funding through the Club Programming Committee will be created.
- SOAR will offer and promote a weekly session for help completing Club Programming Committee and Radford After Dark applications
- Given the high scores of Facebook as a promotional site for student programs, we will increase our postings on that social media platform.
The Office of Programming and Leadership facilitated the University student awards program and supported the Leadership through Experience, Academics, and Development (LEAD) Scholar Program, which includes our introductory three-credit LEAD 110 course. This course is taught by professional staff members and student peer instructors. The office has also revitalized a student leadership conference that is an annual event for students to not only attend, but also have opportunities to present topics of interest to their peers.

2015-2016 Highlights

1. 91 students enrolled in four sections of LEAD 110: Emerging Leaders class.
2. While progress was not verified, 70 students were signed up in the LEAD (Leadership through Experience, Academics, and Development) Scholar Program. During May 2014 commencement, three students graduated as LEAD scholars (compared to six LEAD scholars in the previous year).
3. The 15th Annual Student Awards Ceremony was held and approximately 237 student leaders, family/friends, and university administrators were in attendance (226 in 2015). There were nine speakers/presenters and 90 student award winners (72 in 2015).
4. Another new category was added to the Student Awards Ceremony: The College Reading and Leading Association Level Certifications.
5. These overall awards were presented at the ceremony:
   - Outstanding Student Award, 10 recipients.
   - Outstanding Student Organization, Unsung Hero, Programming Excellence, Community Service Program, and Advisory Excellence, five recipients.
   - Who’s Who Among Students in American Universities and Colleges, 31 recipients.
   - SALUTE Awards, four recipients.
• Graduating Leadership through Experience, Academics, and Development (LEAD) Scholars, three LEADers.
• Scholar Citizen Graduates, 19 SCI graduates.
• H.S. “Buddy” and Janet N. Johnson Outstanding Student Worker Awards, three recipients.

6. 126 surveys were completed for the Student Awards Ceremony in increase of 186% (up from 44 completed in 2016).
7. Revived student leadership conference with 110 students registered to attend and 66 students who participated
8. Continued to work on the partnership between Scholar Citizen Initiative the LEAD Scholar Program

2015-2016 Goals and Objectives
Student Leadership focused on the following Division of Student Affairs objectives in 2015-2016.

Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles
1. Develop social activity calendar for LEAD Scholar Program participants. Completed. Three socials were planned.
2. Create and facilitate LEAD Scholar leadership sessions. Completed. Six were held.
3. Create and implement student learning outcomes for the LEAD Scholar Program. Completed.
4. Create timeline for Ignite Student Leadership Conference that allows for promotion of conference all academic year. Completed.

Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, cross-cultural awareness, character development, personal responsibility, and global citizenship
5. Continue to develop LEAD Scholar and SCI (Scholar Citizen Initiative) partnership to develop a comprehensive and inclusive leadership experience for all students. Completed. AVP met with Director to further define the LEAD Scholar Program as a pathway to SCI.
6. Review and revise requirements, processes, GPAs, etc. for new (Graduating SP2019) LEAD Scholar students. Completed.
7. Increase participation by 50 students in LEAD Scholar Program. Partially Completed. Verification did not occur.
8. Review and revise requirements deadline for new (Graduating SP2019) LEAD Scholar students. Completed.
9. Continue work on the successful transition of the LEAD Scholar Program to new director of student involvement. Partially Completed. Director was unable to complete follow through on several components.
11. Add 2-3 students to the Ignite Student Leadership Conference Planning Committee. Completed.

Build a sense of campus community through collaborative partnerships to support student learning, development, and success
12. Enhance student academic and leadership excellence by offering two additional categories for the annual student awards ceremony. *Not Completed. Award ideas were considered but need to review best practices from other universities to determine new award categories with more award categories to be added in 2017.*

13. Review and revise the student awards application criteria. *Partially Completed. Applications were reviewed with slight changes to criteria and language to ensure the process was seamless. More revisions to be made in 2016-2017.*

14. Review and revise the Student Awards Ceremony to include live music and the Highlander Mascot. *Partially Completed. The mascot was not available on the ceremony date this year. Also, we had difficulty securing live musicians due to the number of events on campus during the ceremony.*

15. Continue to develop relationship with the SALUTE awards program and Scholar Citizen Initiative (SCI) program to encourage their continued participation in the student awards ceremony. *Completed. Both SALUTE and SCI were present at the awards ceremony and will become a fixture for future ceremonies.*

16. Devise method to increase survey completion rate for student awards ceremony. *Completed. The surveys were printed and put on the reception tables along with pens or pencils to aid in survey completion.*

17. Continue to bolster list of academic courses to the LEAD Scholar Program. *Completed.*

*Provide and assess programs, services and learning outcomes and promote continuous improvement*

18. Create assessments for LEAD Scholar Program. *Not Completed.*

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**2016-2017 Goals and Objectives**

Student Leadership and Awards will focus on the following Division of Student Affairs objectives in 2016-2017.

*Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles*

1. Create a LEAD Scholar leadership sessions calendar so students can plan ahead in attending. *Ongoing*

*Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, cross-cultural awareness, character development, personal responsibility, and global citizenship*

2. Increase followers and likes on Facebook, Instagram and other social media. *Ongoing*

3. Review best practices at other peer institutions to develop a more succinct LEAD Scholar tiered system open to all students, including transfers. *Ongoing*

4. Review Ignite Student Leadership Conference (timeline, sessions, service, etc.) to increase participation. *Fall 2016*

*Build a sense of campus community through collaborative partnerships to support student participation, inquiry, self-reflection, learning, innovation, development, and success*

5. Enhance student academic and leadership excellence by offering additional categories for the annual student awards ceremony. *Spring 2017*

6. Revise the student awards application criteria. *Spring 2017*

7. Consider eliminating the Who’s Who Among Students in American Colleges and Universities. *Spring 2017*
8. Revise the Student Awards Ceremony to create an auspicious event that recognizes and celebrates student achievements. *Spring 2017*
9. Move all student award applications from Qualtrics to RUInvolved. *Spring 2017*
10. Create student awards logo. *Spring 2017*
11. Create student award certificates to be framed. *Spring 2017*

*Provide and assess programs, services and learning outcomes and promote continuous improvement*

13. Create assessments for LEAD Scholar Program through RUInvolved. *Fall 2016*
14. Create assessments for LEAD Scholar workshops through RUInvolved. *Fall 2016*
15. Update LEAD Scholar Program requirements and expectations. *Ongoing.*

---

### Student Leadership Involvement 3 Year Comparison

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead 110 Emerging Leadership Class Enrollments</td>
<td>78</td>
<td>102</td>
<td>91</td>
</tr>
<tr>
<td>LEAD Scholar Program Participants</td>
<td>47</td>
<td>31</td>
<td>70</td>
</tr>
<tr>
<td>Ignite Student Leadership Conference Participants</td>
<td>39</td>
<td>93</td>
<td>66</td>
</tr>
</tbody>
</table>
2014-2015 Program Assessment Results

Student Awards Ceremony and Reception - 44 surveys collected

Satisfaction Results

- Very Satisfied with Timing of Ceremony 44
- Very Satisfied with Award Presenters 41
- Very Satisfied with Type of Award 32
- Very Satisfied with Location of Event 34

* Not all respondents completed each question on the survey

Proposed Improvements/Changes to be Implemented in 2015-2016 from Assessment Results

- Use SOAR scanners to check students in and use clickers to count guests for greater accuracy with attendance
- Consider hosting event on a Saturday
- Consider shifting event to later in the evening
- Review event timeline and ensure enough time to review printed materials for ceremony
### LEAD 110: Class Evaluations for Spring 2016-Total 37 Students

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Goals and Objectives

1(29)  2(13)  3(2)  4(3)  The goals and objectives of the course were clear.

1(21)  2(14)  3(8)  4(4)  The instructors expectations of students were challenging.

1(25)  2(16)  3(4)  4(2)  The instructors expectations of students were realistic.

1(31)  2(9)   3(4)  4(3)  The instructors were fair in evaluation of the student’s work.

#### Were the Specific Goals and Objectives of the Class Syllabus Met?

1(31)  2(12)  3(1)  4(3)  To learn about leadership theories, styles and behaviors.

1(30)  2(14)  3(1)  4(2)  To learn the role of values and ethics.

1(32)  2(14)  3(1)  4(4)  To learn how to develop, motivate, and influence a team or group.

1(28)  2(15)  3(2)  4(2)  To learn how to lead during a time of change.

1(27)  2(15)  3(2)  4(3)  To learn various techniques in how to manage conflict.

1(29)  2(12)  3(4)  4(2)  To better understand your personality, personal values and attitudes, motivations, and decision-making.

1(30)  2(13)  3(1)  4(3)  To better understand your abilities in working with others including, communication skills, leadership and team skills, and use of personal power.

#### Preparation

1(23)  2(21)  3(3)  4(0)  The material presented in class was current and reflective of recent issues.

1(32)  2(11)  3(1)  4(3)  The instructors were consistently well prepared.

#### Organization

1(30)  2(13)  3(2)  4(2)  The content presented and studied was appropriate to the general purpose of the course.

1(28)  2(14)  3(2)  4(3)  The order in which material was presented were logical and helpful.

1(26)  2(18)  3(1)  4(2)  The emphasis upon the various topics covered was appropriate and clear.
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(28)</td>
<td>2(14)</td>
<td>3(3)</td>
<td>4(2)</td>
</tr>
<tr>
<td>1(28)</td>
<td>2(13)</td>
<td>3(4)</td>
<td>4(2)</td>
</tr>
</tbody>
</table>

Overall, the instructors were well organized.

Overall, the course was well organized.

**Delivery**

<table>
<thead>
<tr>
<th>1(37)</th>
<th>2(5)</th>
<th>3(2)</th>
<th>4(3)</th>
<th>The instructors treated students with respect.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(35)</td>
<td>2(7)</td>
<td>3(3)</td>
<td>4(2)</td>
<td>The instructors were enthusiastic.</td>
</tr>
<tr>
<td>1(32)</td>
<td>2(10)</td>
<td>3(1)</td>
<td>4(4)</td>
<td>The instructors created climate conducive to learning.</td>
</tr>
<tr>
<td>1(34)</td>
<td>2(8)</td>
<td>3(3)</td>
<td>4(2)</td>
<td>The instructors encouraged critical thinking.</td>
</tr>
<tr>
<td>1(34)</td>
<td>2(7)</td>
<td>3(5)</td>
<td>4(1)</td>
<td>The instructors actively listened to students and were responsive to student needs.</td>
</tr>
<tr>
<td>1(32)</td>
<td>2(10)</td>
<td>3(2)</td>
<td>4(3)</td>
<td>The instructors have an appropriate “style” for this course.</td>
</tr>
</tbody>
</table>

**Fit**

<table>
<thead>
<tr>
<th>1(23)</th>
<th>2(15)</th>
<th>3(5)</th>
<th>4(4)</th>
<th>Overall, the course met my expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(23)</td>
<td>2(17)</td>
<td>3(5)</td>
<td>4(2)</td>
<td>Overall, the course met my needs.</td>
</tr>
<tr>
<td>1(30)</td>
<td>2(10)</td>
<td>3(4)</td>
<td>4(3)</td>
<td>I expect that what I learned in this course will be helpful in future settings.</td>
</tr>
</tbody>
</table>

**Textbook (Peter G Northouse, Introduction to Leadership, 3rd Edition)**

<table>
<thead>
<tr>
<th>1(16)</th>
<th>2(10)</th>
<th>3(9)</th>
<th>4(2)</th>
<th>Overall, the textbook was a useful tool in learning about leadership.</th>
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</thead>
<tbody>
<tr>
<td>1(25)</td>
<td>2(14)</td>
<td>3(4)</td>
<td>4(4)</td>
<td>The textbook was a helpful tool in learning about leadership.</td>
</tr>
<tr>
<td>1(23)</td>
<td>2(12)</td>
<td>3(10)</td>
<td>4(2)</td>
<td>You would recommend that this textbook be used in future LEAD 110 courses.</td>
</tr>
</tbody>
</table>

**Proposed Improvements/Changes to be Implemented in 2015-2016 from Assessment Results**

- Students suggested that we change the textbook or modify the teaching of the textbook.
- Students suggested that we revisit the reflection exercises.
- Student feedback suggests that we change some of the class activities and icebreakers to make them more engaging and up to date.
IGNITE Evaluations
What did you think of the IGNITE! Leadership Conference April 2, 2016?

<table>
<thead>
<tr>
<th>Department of Student Activities</th>
<th>(65 Evaluations)</th>
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<tbody>
<tr>
<td>Printed Materials</td>
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<tr>
<td>Very Satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>58</td>
<td>7</td>
</tr>
<tr>
<td>Communication about conference</td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>58</td>
<td>6</td>
</tr>
<tr>
<td>Location of Conference</td>
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<tr>
<td>Very Satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>59</td>
<td>6</td>
</tr>
<tr>
<td>Session Topics</td>
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<tr>
<td>Very Satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>Keynote Speaker –Dr. John Igwebuike</td>
<td></td>
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<tr>
<td>Very Satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>63</td>
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<tr>
<td>Timing of Conference</td>
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<tr>
<td>Very Satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>52</td>
<td>10</td>
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<td>Comfort Level during Conference</td>
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<tr>
<td>Very Satisfied</td>
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<tr>
<td>57</td>
<td>8</td>
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<tr>
<td>Feeling of Being Better Informed to Make Educated &amp; Thoughtful Decisions</td>
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<tr>
<td>Very Satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>62</td>
<td>3</td>
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<tr>
<td>Feeling of Being Able to Demonstrate an Understanding of the Balance Academics &amp; Outside Commitments</td>
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<tr>
<td>Very Satisfied</td>
<td>Satisfied</td>
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<td>60</td>
<td>5</td>
</tr>
<tr>
<td>Feeling of being educated and informed student leader</td>
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<tr>
<td>Very Satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>59</td>
<td>5</td>
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</table>
Ignite Student Leadership Conference Survey Results 3 Year Comparison

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
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<tr>
<td>Satisfied or Very</td>
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<td>Satisfied with Conference Topics</td>
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<td>Better Informed to</td>
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<td>65</td>
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<td>Make Thoughtful</td>
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<td>and Educated Decisions</td>
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<td>Better Able to</td>
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<td>61</td>
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<td>Work With and</td>
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<tr>
<td>Communicate Effectively</td>
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<tr>
<td>with Peers</td>
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<td>their Organization</td>
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</tbody>
</table>

Note: 2016 students only answered first two questions.
Proposed Improvements/Changes to be Implemented in 2015-2016 from Assessment Results

- Lunch will be included
- Increase amount of time for question and answers per session
- Increase the amount of interactive conference sessions
  Break in between sessions

LEAD Scholar Program

Other than the successful completion of the program by the graduates, no official assessments at this time.

The LEAD Scholar Program is Radford University’s student leadership program. It is a comprehensive program consisting of three components: Experience, Academics and Development.

**Experience**

The experiential component will challenge you to connect leadership to practice. Students are required to:

1. Participate in one leadership workshop/conference.
2. Participate in three service projects.
3. Prepare two leadership presentations.

**Academics**

In your studies, you will develop a base of knowledge that will provide you with the conceptual tools that support the exercise of leadership in a variety of settings. You will use active learning techniques such as simulations, case studies, and fieldwork to help you understand how to use what you learn in real-world situations.

- **LEAD 110: Emerging Leadership**: Classes are taught each semester and designed to introduce students to the nature of leadership and to various leadership topics. (3 credits)
- **Courses within your major**: Two 300* or 400* level courses chosen from those approved as leadership-related courses by the academic college in your major. (6 credits)
- **One course fulfilling general education requirements**: Listed on the approved course list. (3 credits)

*One course may be contracted if permission is given by course instructor to be included in the LEAD Scholar Program

**Development**

The LEAD Scholar Program will give you the opportunity to apply the knowledge and skills you acquire. Engaging in student leadership roles, provide you with first-hand experiences while developing and fine-tuning your leadership skills. Leadership positions must be two semesters of training, application, reflection, evaluation, and involvement. Examples include Orientation Assistant, Resident Assistant, RU Ambassador, University 100 Peer Instructor, LARC tutor, some officer positions within student organizations and other experiences as approved by the Department of Student Activities.
Proposed Improvements/Changes to be Implemented in 2015-2016 from Assessment Results

- Assessments will be created, distributed and results tabulated throughout the duration of the program
- Tracking system on LEAD Scholar progress will be implemented
- Review of best practices and redesign of program expectations will be implemented
Student Media groups serve to educate, inform, entertain, and inspire the campus community while students receive hands-on experience in the field of media. RU’s Student Media organizations include:

- **The Beehive** (bi-annual yearbook magazine; formerly a traditional yearbook)
- **Exit 109** (annual literary and arts magazine published in the spring semester)
- **Radio Free Radford** (24-7 internet radio station)
- **ROC-TV** (aka Radford on Camera, online television programming)
- **SMADs** (advertising group)
- **The Tartan** (weekly newspaper)
- **Whim** (online content)

The Assistant Director for Student Media was joined by a student computer lab technician, a student advertising manager, six student leaders, and approximately 70 student staff members from all the organizations in the day-to-day operations of Student Media. Each organization usually has its own faculty advisor or co-advisors who serve in the role of offering opinions and recommendations and were not responsible for the content choices made by the student staffs.

**2015-2016 Highlights**

1. **Beehive** published two 36-page glossy-cover issues, one in the fall and in the spring. This is the sixth year the organization has published bi-annually. The fall and spring editions each had 1,500 copies printed. Approximately 500 were distributed at graduation, with demand far exceeding supply.

2. **Radio Free Radford** held five live remote broadcasts. This was the first time RFR has ever done live remote shows in its history. The shows were as followed: Club Fair on
September 4, Hispanic Heritage Month on October 7, BT’s on November 18th to kick off the RU men’s basketball home game, again at BT’s on February 20th and the Exit 109 premiere on April 18th.

4. ROC-TV produced 85 videos over the academic year, far exceeding any totals from the previous eight years. Total views for the year were 4,863.
5. The Tartan published 23 issues -11 in the fall, 11 in the spring, and one in the summer.
6. The Tartan published two full-color issues, a first for the newspaper. These issues were well-received, with demand exceeding supply. The cost of printing in full-color was off-set by reducing the number of pages, resulting in a cost-effective paper.
7. All seven student media organizations sponsored “Zombie Prom,” which was held on Thursday, October 29.
8. Exit 109 and Beehive collaborated on a creative Arts Week event for the Be SEEN series, a creative arts “Make-in” on October 6, at which 15 students were able to engage in arts and crafts projects.
9. Exit 109 was published on-schedule in the spring, with 1,500 copies printed. This year’s edition, “Octopus’s Garden,” was thematically geared toward the Seven C’s of Social Change model and theme.
10. Whim published new content for 22 weeks. New stories were printed each day with new content cycling through the website on a weekly basis.
11. Whim and ROC-TV continued their innovative video series, “Black Coffee” where they featured local and student musicians. There were three episodes of Black Coffee. ROC-TV also produced two other series, “Campus Questions,” and a regular “Vlog.”
12. Student Media Advertising (SMADs) raised $18,279.50 in advertising revenue.
13. Radio Free Radford had at least six, and as many as 20, hosts/DJs doing weekly shows throughout the year.
15. Student Media used two interns to manage the social media presence of all seven Student Media organizations as well as the umbrella Highlander Student Media page. This simultaneously created and promoted content.

2015-2016 Goals and Objectives
Student Media focused on the following Division of Student Affairs objectives in the 2015-2016 Academic Year.

Stimulate and nurture a campus culture characterized by inquisitiveness, active engagement, diverse perspectives, cross-cultural awareness, character development, personal responsibility, and global citizenship.

1. Continue to produce The Beehive, The Tartan, Whim, Exit 109 on-deadline. **Completed. Delivery of the November 18th issue of The Tartan was delayed by one day. Otherwise all publications were on-schedule.**
2. Continue to provide daily content on Radio Free Radford. **Completed.**
3. Provide online television content through ROC-TV. **Completed. ROC-TV produced 85 videos, all hosted on their YouTube channel.**
4. Continue to foster student involvement in all Student Media organizations. **Completed.**
5. Increase readership of Whim through social media and alternative content.
Completed. Whim had 1,401 hits in the 2015-2016 academic year, compared to 1,080 hits in the 2014-2015 academic year (a 321 hit increase).

Promote student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles.

6. Create a new production schedule for ROC-TV. Create at least three hour-long newscasts. Produce a weekly show. Partially Completed. ROC-TV far exceeded its initial goal of producing 15 videos per semester, producing a grand total of 85 for the entire school year. ROC-TV produced one newscast, but was unable to do more as this was not feasible given the personnel and facilities available. ROC-TV produced weekly content throughout the school year, including five vlogs, three Black Coffee episodes, and two “Campus Questions” videos.

7. Continue collaboration among Student Media groups, providing multi-media support across media platforms. Completed. ROC-TV provided content for Exit 109, Whim’s Editor-in-Chief provided an article for the Beehive, RFR broadcast at the Exit 109 and Beehive premieres. Seven of the 16 contributors for Exit 109 were involved in another Student Media organization.

8. Conduct training sessions for audio/visual equipment usage and software (InDesign, Illustrator, etc.) for Student Media staff members. Completed. The Assistant Director facilitated several trainings on radio live remote equipment and InDesign.

Sustain an inclusive array of student organizations that cultivate leadership and empower self-governance.

9. Continue the standard of learning through Student Media, maximizing learning by ensuring students are responsible for content and editorial decisions. Completed.

10. Have the Student Media Committee meet three times each semester. Completed.


Engage students, faculty administrators, staff, alumni, and community in partnerships and alliances.

12. Continue to sell ads through Student Media Advertising that stimulate economic success in the community. Completed.

13. Raise $40,700 in advertising revenue. Partially Completed. SMADs raised $18,279.50 in revenue.

14. Continue to increase advertising revenue through online, Exit 109, and the Beehive. Not Completed. SMADs prioritized sales in the Tartan.

15. Continue to seek faculty cooperation in helping to recruit and train Student Media participants. Completed. The Tartan advisor led a training session with the local Roanoke Times bureau. Whim’s advisor helped facilitate training students on live music production with Black Coffee. ROC-TV’s advisor trained the ROC-TV Executive Producer on video production techniques.

16. Use SOAR office for at least one event, possibly a creative arts seminar or Student Media alumni gathering. Completed. Beehive and Exit 109 sponsored a Creative Arts week event for the Be SEEN Series in SOAR on October 6.
Assess programs, services and learning outcomes to promote continuous improvement

17. Continue to survey the campus population. Completed. Student Media received a total of 183 completed surveys, the results of which were included in the 2016-2017 budget proposals for all eight student organizational accounts.

Encourage, support, and fund continuing staff development and professional association involvement and leadership

18. Attend training seminars and conferences offered by various student and professional media associations, such as (but not necessarily) Online News Association, College Media Advisers, and/or Associated Collegiate Press. Completed. The Assistant Director attended the Fall ACP/CMA Conference in Austin, Texas, and the Assistant Director and four students attended the Spring College Media Association Conference in New York City.

2016-2017 Goals and Objectives

Student Media will focus on the following Division of Student Affairs objectives in the 2016-2017 Academic Year.

Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, access and inclusion, social justice, character development, personal responsibility, and global citizenship.

2. Continue to provide daily content on Radio Free Radford. Spring 2017
3. Provide online television content through ROC-TV. Spring 2017
4. Continue to foster student involvement in all Student Media organizations. Spring 2017
5. Increase readership of Whim through social media and alternative content. Spring 2017
6. Publish several full-color issues of The Tartan—possibly every issue. Spring 2017

Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles.

7. Continue ROC-TV’s production schedule, producing at least 15 videos per semester, with regular segments (such as: Black Coffee, Campus Questions, The ROC-TV vlog, etc.). Spring 2017
8. Continue collaboration among Student Media groups, providing multi-media support across media platforms. Spring 2017
9. Continue creating cross-over material among all Highlander Student Media organizations. Spring 2017
10. Conduct training sessions for audio/visual equipment usage and software (InDesign, Illustrator, etc.) for Student Media staff members. Spring 2017
Sustain distinctive programmatic initiatives and advise an inclusive array of student organizations that promote student engagement, cultivate leadership, and empower self-governance.

11. Continue the standard of learning through Student Media, maximizing learning by ensuring students are responsible for content and editorial decisions. **Ongoing**

Build a sense of campus community through collaborative partnerships to support student participation, inquiry, self-reflection, learning, innovation, development, and success.

12. Continue to sell ads through Student Media Advertising that stimulate economic success in the community. **Spring 2017**
13. Raise $40,700 in advertising revenue. **Spring 2017**
14. Raise advertising revenue through Exit 109, the Beehive, and online in addition to Tartan sales. **Spring 2017**
15. Continue to seek faculty cooperation in helping to recruit and train Student Media participants. **Ongoing**
16. Use SOAR for at least one event, possibly a creative arts seminar or Student Media alumni gathering. **Spring 2017**
17. RFR will do at least two live remote broadcasts. **Spring 2017**

Provide and assess programs, services, applied learning opportunities, and learning outcomes promoting continuous improvement.

18. Continue to survey the campus population. **Spring 2017**

Provide and support a stimulating professional climate for students and staff with an emphasis on continuing staff development, involvement with RU and community councils, professional association membership, conference presentations, and leadership opportunities.

19. Attend training seminars and conferences offered by various student and professional media associations, such as (but not necessarily) Online News Association, College Media Advisers, and/or Associated Collegiate Press. **Spring 2017**
20. Have the Student Media Committee meet three times each semester. **Spring 2017**

Provide student facilities and educational programs that engage students in intentional learning experiences and learning communities.

21. Move from facilities in 512 Davis Street to new facilities in the lower level of Tyler Hall. **Fall 2016**
# 2015-2016 Program Assessment Results

183 total surveys were collected. NOTE: Not all fields were completed on all surveys.

### Highlander Student Media:

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Total: 182</th>
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</thead>
<tbody>
<tr>
<td>17 or younger: 0 (0%)</td>
<td>Students: 167</td>
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<tr>
<td>18-20: 90 (49%)</td>
<td>Faculty: 12</td>
</tr>
<tr>
<td>21-23: 63 (35%)</td>
<td>Residents: 3</td>
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<tr>
<td>23+: 29 (16%)</td>
<td>Other: 6</td>
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</table>

**Highlander Student Media Publications are relevant to the RU community:**
4.33 out of 5, 154 total respondents

**Highlander Student Media publications are factual and error-free:**
3.67 out of 5, 138 total respondents

**Highlander Student Media participants display professionalism:**
4.19 out of 5, 147 total respondents

**Highlander Student Media publications own up to their mistakes and make timely corrections:**
4.24 out of 5, 119 total respondents

**Highlander Student Media publications are attractive:**
4.12 out of 5, 145 total respondents

**Beehive**

Awareness results:
- Aware: 124 (69%)
- Not Aware: 56 (31%)

Satisfaction average:
- 5.29 out of 7, 180 total respondents

**Exit 109**

Awareness results:
- Aware: 107 (61%)
- Not Aware: 69 (39%)

**RFR**

Awareness results:
- Aware: 114 (63%)
- Not Aware: 67 (37%)

Satisfaction average:
- 5.5 out of 7, 181 total respondents

**ROC-TV**

Awareness results:
- Aware: 83 (46%)
- Not Aware: 99 (54%)

Satisfaction average:
- 5.56 out of 7, 182 total respondents

**The Tartan**

Awareness results:
- Aware: 145 (81%)
- Not Aware: 34 (19%)

Satisfaction average:
- 5.31 out of 7, 179 total respondents

**Whim**

Awareness results:
- Aware: 99 (56%)
- Not Aware: 78 (44%)

Satisfaction average:
- 5.66 out of 7, 177 total respondents
Proposed Improvements/Changes to be Implemented in 2016-2017 from Assessment Results

Beehive
- Continue to produce a quality magazine that will attract readers
- Use Highlander Student Media website and subsidiaries to better promote the organization

Exit 109
- Increase efforts to advertise/solicit submissions. Continue to evaluate submission policy.
- Use Highlander Student Media website and subsidiaries to better promote the organization

RFR
- RFR to continue to provide Rock and Rap through Promo Only music service, continuing to survey the campus population as to its musical tastes, as well as its desire for other programming
- Continue to do live remote broadcasts.

ROC-TV
- Continue with aggressive production schedule in order to have fresh content constantly available.

Tartan
- Continue promoting the Tartan’s website through Highlander Student Media
- Continue to increase quality of writing and editing, especially concentrating on the News section
- Continue to publish full-color issues of the Tartan

Whim
- Use promotional items in the fall and spring semesters in order to better advertise to potential readers.

Highlander Student Media
- Based on the continued trend of needing more advertising and promotion, the Student Media groups will continue promoting their publications simultaneously and cooperatively through the unified banner of “Highlander Student Media”
- As a result of the mid-year leadership changes, the Assistant Director for Student Media will be monitoring the Grade Point Averages (GPA) of all Student Media leaders. Each will sign a waiver authorizing the Assistant Director to do so, and will be a requirement of being a Student Media Leader going forward.
# Department of Student Recreation & Wellness Report

## Purpose

Through our facilities, services and programs we engage the university community in a wide array of inclusive opportunities for social interaction, improved health, and overall well-being.

## Professional Staff

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Username</th>
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<tbody>
<tr>
<td>Director</td>
<td>Barry Miller</td>
<td>SRWC 209</td>
<td>831-7633</td>
<td>bmiller18</td>
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<tr>
<td>Office Manager</td>
<td>Donna Epperly</td>
<td>SRWC 208</td>
<td>831-5369</td>
<td>depperl</td>
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<tr>
<td>Assistant Director Sport Clubs</td>
<td>Foster Ridpath</td>
<td>SRWC 210</td>
<td>831-6506</td>
<td>fridpath</td>
</tr>
<tr>
<td>Assistant Director Intramural Sports</td>
<td>Jermaine Thomas</td>
<td>SRWC 207</td>
<td>831-6499</td>
<td>jthomas23</td>
</tr>
<tr>
<td>Assistant Director - Outdoor Programs</td>
<td>Andy Borak</td>
<td>SRWC 105</td>
<td>831-6012</td>
<td>aborak</td>
</tr>
<tr>
<td>Assistant Director Facilities &amp; Operations</td>
<td>Kim Aspelmeier</td>
<td>SRWC 211</td>
<td>831-5297</td>
<td>kjaspelme</td>
</tr>
<tr>
<td>Assistant Director Wellness &amp; Fitness</td>
<td>Liz Greenlee</td>
<td>SRWC 253</td>
<td>831-7772</td>
<td>egreenlee</td>
</tr>
<tr>
<td>Facilities Coordinator</td>
<td>Jason Pace</td>
<td>SRWC 212</td>
<td>831-6157</td>
<td>jpace</td>
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<tr>
<td>Intramural Coordinator</td>
<td>Trumaine Becoat-Wade</td>
<td>SRWC 214</td>
<td>831-6408</td>
<td>tbecoatwa</td>
</tr>
<tr>
<td>Coordinator Facilities/Equipment</td>
<td>Chris Shelor</td>
<td>SRWC 213</td>
<td>831-6403</td>
<td>cshelor2</td>
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<tr>
<td>Coordinator Outdoor Programs</td>
<td>Stephanie Breig</td>
<td>SRWC 104</td>
<td>831-7752</td>
<td>sbreig</td>
</tr>
<tr>
<td>Wellness Coordinator (Carillion Employee)</td>
<td>Jordan McCann</td>
<td>SRWC 254</td>
<td>831-6281</td>
<td>jmccann998</td>
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Professional Staff Involvement

**RU Committee Involvement**

*Foster Ridpath*
- Alpha Sigma Alpha Advisor
- Search Chair – Intramural Coordinator
- Fall Move-In
- Blue Ribbon

*Jermaine Thomas*
- Club Women’s Basketball Advisor
- Club Men’s Volleyball Advisor
- Professional Staff Development Team
- Search Committee Assistant
- Director - Fitness & Wellness

*Barry Miller*
- Student Evaluation of Faculty
- Student Affairs Management Team
- Search Chair – Dir. Housing & Res Life
- Healthy Minds (Suicide Prevention) Committee
- Fall Move-In Committee

*Liz Greenlee*
- Health Educator Search Committee (Fall 2015)
- Radford After Dark Funding Committee (Fall 2015)
- Diversity and Equity Action Committee (Spring 2016)
- SAVES Director Search Committee (Spring 2016)

**National/Regional/Local Conference/Workshop/Webinar Attendance**

*Foster Ridpath*
- National Intramural-Recreational Sports Association (NIRSA) Member
- NIRSA Region II Conference
- National Strength and Conditioning Association- NSCA
- Social Media for Baby Boomers Seminar
- Title IX Training
- Putting Technology To Work For You Seminar
- No Marketing Department? No Problem. Seminar
- Living and Laughing by The Chopsticks-
- Be SEEN Committee (Spring 2016)
- Move In Madness Planning Committee (Spring 2016)

*Jordan McCann*
- Sexual Assault Task Force Committee
- Women’s Studies Advisory Committee
- Student Engagement Committee (S.E.A.L.)
- Move-In Madness Planning Committee
- Healthy Bodies, Healthy Minds (Suicide Prevention Task Force) Committee
- Search committee member for Substance Abuse and Violence Education Support Services Director
- Personal Trainer, Fitness Instructor, and Student Supervisor search committee
- Radford University Student Counseling Services staff member
- Radford University Student Health Services staff member
- Be S.E.E.N Planning Committee
- FitWell Leadership Team

*Kim Aspelmeier*
- Radford University Emergency Building Coordinator (RUEBC) Committee
- Fork Principle Staff Development Seminar
- Cyber Security Awareness Training (VDOE)
- Preventing Workplace Harassment Training
- Virginia Sports Club Summit
- Fostering a Learning Culture with your Student Staff Seminar
- Intramural Supervisors: How Good Are the Call They Make? Seminar
- Empowerment and Initiative seminar
- The Seven 7 C’s of Social Change seminar
Andy Borak
- Association for Outdoor Recreation and Education Member and National Conference Attendee
- Climbing Wall Association Webinar Attendee
- Virginia Adventure Conference Advisory Board Member and Conference Attendee
- Title IX Training Attendee
- Outdoor Nation Challenge Webinar Attendee
- American Mountain Guides Association Member and Single Pitch Instructor Certification Training Attendee
- NASPA Lecture
- Life Lessons Lecture
- Micro Aggressions Workshop
- Staying in Touch with Creative Side
- Safe Zone
- Student Affairs Strategic Planning
- Empowerment & Initiative Workshop
- Title IX Training
- NIRSA National & Region II Conference
- National Strength and Conditioning Association- NSCA
- The Seven 7 C’s of Social Change Seminar
- Diversity Seminar
- Sexology Seminar

Jermaine Thomas
- National Intramural-Recreational Sports Association Member
- National Intramural-Recreational Sports Association Conference
- The Seven 7 C’s of Social Change Seminar
- Diversity Seminar
- Sexology Seminar
- Empowerment & Initiative Seminar
- All Conference Social
- Changes to 2015 and 2016 NIRSA Flag Football Rules and Mechanics Seminar
- Finding the Spirit within: Exploring Spirituality and Leadership Seminar
- The Most Challenging Thing You Were Never Prepared to Do Seminar
- The Super IM Supervisor Training Program: Developing Tomorrows Leaders Seminar
- Les Mills Grit Fitness Forum
- The Lee Wasson People of Color Social Seminar
- Officials Development: Are You Trending? Seminar
- Social Media, Mobile Technology, and Physical Activity Promotion Seminar
- When Recreation Is More Than Just Sport: Influences on Leadership Development Seminar
- Co-Rec Sports: Managing Rules to Maximize Participation Seminar
- Engaging the Unengaged Seminar
- Title IX Training

Kim Aspelmeier
- NIRSA member
- Fusion Software Training
- The Seven 7 C’s of Social Change seminar
- Empowerment and Initiative seminar
- Title IX Training

Barry Miller
- National Intramural Recreational Sports NASPA Lecture
- Life Lessons Lecture
- Micro Aggressions Workshop
- Staying in Touch with Creative Side
- Safe Zone
- Student Affairs Strategic Planning
- Empowerment & Initiative Workshop
- Title IX Training

Liz Greenlee
- Les Mills 2015 Webinar Series (Fall 2015)
- Southeast Collegiate Fitness Expo, UNC Asheville (2/19/16-2/21/16)
- CSCS Prep Live Clinic, Longwood University (2/27/16-2/28/16)
- ACE Fitness Member
- NSCA Member
- Safe Zone Training
- Micro-Aggressions Seminar (11/5/15)
- NASPA President Seminar (11/6/15)
- Angela Davis Seminar (1/20/16)

Jordan McCann
- Attended BACCHUS Initiative of NASPA
  2015 General Assembly
- Attended BACCHUS Initiative of NASPA Region 3 Spring 2016 Conference
- Attended ACHA Annual 2016 Conference
- Attended 2016 Southeast Collegiate Fitness Expo
- Sat for NCHEC Certified Health Education Specialist (CHES) Exam
- Radford University SafeZone Training
- Radford University Title IX Training
- Radford University StepUp Bystander Intervention Train-the-Trainer
- CPR/AED/First Aid (ECSI) Instructor Training
- Women’s Health Company Female Condom Training
- Academic Effect Training
- NASPA President, Kevin Kruger
- Mindfulness Brown Bag with Dr. Forrest
- Radford University All Faculty Mindfulness Retreat
- Radford University Fear 2 Freedom Sexual Assault Workshop
- Radford University Center for Diversity and Inclusion Tunnel of Oppression
- Great American Smoke-Out Cigarette Clean-up
- “Mixed Drinks and Mixed Emotions” with Ross Szabo presentation
- “Sex, Drugs, Facebook & Ice Cream: Navigating the Pleasure Principle and the Slippery Slope of Addictions with Awareness” presentation
- “Not Your Typical Sex Talk” with Dr. Justine Shuey presentation
- “Speaking of Sex” with GTC Dramatic Dialogues presentation
- “From the Ground Up: Building Peers Building Wellness” presentation
- “Talkin the Talk: Women as Effective Communicators” presentation
- “Home is Where the Club Is – Recruiting, Managing, and Retaining a Large Peer Education Club” presentation
- “The Circle of Leadership” presentation
- “Discussions on Certified Peer Educator Training on Campus” workshop
- “Pulse Pilates” workshop
- “Yoga: The True Story” workshop
- “Classically Creative Core” workshop
- “Bootcamp: What’s My Age Again?” workshop
- “Fostering an Environment for Positive Body and Self Image in Campus Recreation Programs” workshop
- “Yogalates” workshop
- “Fit Tease: Release Your Inner Diva” workshop
- “Seeing Through the Blur” with Toren Volkmann presentation
- “#SquadGoals: Healthy Friendships” presentation
- “What Did I Just Consent To? Making Meaning Out of Sex in an Age of STIs, Title IX, and the Pursuit of Sexual Pleasure” presentation
- “HAZE: The Movie” Discussion workshop
- “Death By PowerPoint – How to Use PowerPoint Without PowerPoint Using You” workshop

Trumaine Becoat-Wade
- National Intramural-Recreational Sports Association (NIRSA) Member
- Workplace Dispute Resolution Services Overview Training
- Living and Laughing by The Chopsticks-Fork Principle Staff Development Seminar
- Preventing Workplace Violence for Employees and Supervisors Training (DHRM-HR Policy)
- Alcohol and Other Drugs Policy Training (DHRM-HR Policy)
- Preventing Workplace Harassment Training (DHRM-HR Policy)
- Terrorism and Security Awareness Workshop
**Presentations/Instruction**

**Andy Borak**
- Presenter, LEAD 110
- Presenter, UNIV 100
- Presenter, RCPT 200
- Presenter, RCPT 110
- Presenter, Resident Assistant Programs
- Instructor, American Mountain Guides Association Climbing Wall Instructor Program
- Instructor, Leave No Trace Trainer Certification Program
- Instructor, Emergency Care and Safety Institute First Aid, CPR, AED Program

**Foster Ridpath**
- Instructor, Functional Movement
- Instructor, TRX
- Instructor, First Aid/CPR

**Jermaine Thomas**
- Presenter, UNIV 100
- Emergency Care and Safety Institute (ECSI) – Instructor
- Body Pump Instructor

**Donna Epperly**
- Title IX Training
- Diversity Training
- Funds Handling Policy & Procedures

**Barry Miller**
- Instructor, Kinesiology ESHE 390
- American Red Cross CPR/AED/First Aid Instructor

**Kim Aspelmeier**
- Emergency Care and Safety Institute (ECSI) - Instructor

**Jason Pace**
- Emergency Care and Safety Institute (ECSI) - Instructor
- Emergency Care and Safety Institute (ECSI) – Instructor
- RCPT 423 Guest Lecture/Presenter

**Liz Greenlee**
- Instructor, BODYPUMP, BODYCOMBAT, BODYJAM, Zumba
- Instructor, Personal Training Course (Fall 2015)
- Instructor, ESHE 496: Group Exercise Instruction (Spring 2016)
- Presenter, RA Training: Creating a Culture of Wellbeing (1/15/16)
- Presenter, Strengths Quest Training for SRW Staff (2/10/16)
- Instructor, Emergency Care and Safety Institute

**Jordan McCann**
- Group X: Pilates – Instructor
- HLTH 205: Peer Education – Instructor
- UNIV 100 – Guest Presenter
- HLTH 245 – Guest Presenter
- Resident Assistant Training: “Creating the Culture of Wellbeing” – Presenter
- BACCHUS Initiative of NASPA Region 3 Spring 2016 Conference: “Thriving to Overcome Peer Educator Group Challenges” – Presenter
- Athletics – Guest Presenter
- Zeta Phi Beta – Guest Presenter
- RU EMS – Guest Presenter
- Residence Halls – Presenter

**Stephanie Breig**
- American Canoe Association Member and Swift Water Rescue Provider Training Attendee
- American Mountain Guides Association Member and Single Pitch Instructor Training Attendee

**Trumaine Becoat-Wade**
National/Regional/Local Leadership

Roles/Advisement

Foster Ridpath
- ASA Advisor

Andy Borak
- Virginia Adventure Conference Advisory Board
- Association for Outdoor Recreation and Education National Conference 2017 Advisory Committee
- SCUBA Club Advisor
- Climbing Club Advisor

Barry Miller
- NIRSA Journal Editorial Review Board

Kim Aspelmeier
- Ski and Snowboard Club Advisor
- Education Advisor AORE

Trumaine Becoat-Wade
- Women’s Club Basketball Coach

Jordan McCann
- Radford University Peer Health Educator Organization Advisor
- Radford University Highlander Cheer Club
- Wilderness Medical Association
- Wilderness Medicine Institute
- National Cave Rescue Commission

Advisor
- Supervisor of three Peer Health Educator interns
- SCI Faculty Advocate

Liz Greenlee
- Fit/Well Club Advisor
- American Council on Exercise (ACE)
- National Intramural-Recreational Sports Association-NIRSA
- American Canoe and Kayak Assoc. (ACA)
- Leave No Trace Center for Outdoor Ethics (LNT)
- Emergency Care and Safety Institute – (ECSI)
- Les Mills
- American College Health Association (ACHA)
- NASPA

Membership in Organizations
- American Red Cross (ARC)
- National Speleological Society-(NSS)
- American Mountain Guides Association (AMGA)
- Wilderness Education Association-(WEA)
- Association for Outdoor Recreation and Education
Open Recreation Program

This was the first full year of operation for the newly formed Department of Student Recreation & Wellness, the Student Recreation & Wellness Center (SRWC), and Student Outdoor Recreation Complex (SORC).

The Department of Student Recreation & Wellness encompasses six program areas: 1) Open Recreation, 2) RU Outdoors, 3) Intramurals, 4) Wellness & Fitness, and 5) Sports Clubs.

Five graduate assistants and approximately 125 student workers assisted the 10 full-time staff members. Students worked as referees, scorekeepers, supervisors, trip leaders, game field attendants, equipment desk attendants, climbing wall monitors, fitness center monitors, group exercise instructors, and office assistants.

2015-2016 Highlights

1. First full academic year of operation for SRWC.
2. First year of operation for SORC.
3. Over 209,000 visits to SRWC.
4. 7,412 Distinct Students (79% of student body) visited the SRWC.
5. 2,428/3,200 (76%) on-campus residents used SRWC.
6. Over 190 special events were scheduled in the SRWC.
**2015–2016 Goals and Objectives**

The Open Recreation Program will focus on the following Division of Student Affairs objectives in 2015-2016.

Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, cross-cultural awareness, character development, personal responsibility, and global citizenship

1. Host the Virginia Sports Club Summit. **Completed.** Four schools attended despite poor weather conditions; location SRWC.
2. Open Recreational Complex (Turf Fields, Sand Volleyball and Basketball courts). **Completed.** Move-In Madness Grand Opening Event – August 29, 2015
3. Host several club sport tournaments, games, special events. **Completed.** Utilized both SRWC and SORC facilities – see related sections for details.

Develop and implement best practice models from benchmark institutions for facility staffing, equipment, maintenance, renovation and operation plans consistent with universal building design

4. Evaluate training standards for student employees operating SRWC and update assessment process for student staff. **Completed.** Training modified and assessment tools updated.
5. Research and develop storage procedures for new turf field facility to establish cleanliness and provide easy transition between sports. **Completed.** Storage racks installed, procedures established, equipment organized.

Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles

6. Host monthly staff trainings devoted to technical, leadership, and inter/intra personal skills **Completed.** See programmatic area reports.


- **Total Number of Visits:** 209,279 (Fall and Spring); 9,995 Summer 2015
  
  Total visits coming from the various class levels:

<table>
<thead>
<tr>
<th>Class</th>
<th>Visits</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>42,697</td>
<td>(20%)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>69,765</td>
<td>(33%)</td>
</tr>
<tr>
<td>Junior</td>
<td>49,612</td>
<td>(24%)</td>
</tr>
<tr>
<td>Senior</td>
<td>43,003</td>
<td>(21%)</td>
</tr>
<tr>
<td>Graduate</td>
<td>4,202</td>
<td>(2%)</td>
</tr>
</tbody>
</table>

- **Average number of visits:** ~29 visits per year per distinct user.
- **Distinct Users:** 7,391 (~79% of student body)

<table>
<thead>
<tr>
<th>Class</th>
<th>Visits</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1,507</td>
<td>(20%)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2,312</td>
<td>(31%)</td>
</tr>
<tr>
<td>Junior</td>
<td>1,685</td>
<td>(23%)</td>
</tr>
<tr>
<td>Senior</td>
<td>1,630</td>
<td>(22%)</td>
</tr>
<tr>
<td>Graduate</td>
<td>211</td>
<td>(3%)</td>
</tr>
</tbody>
</table>
**Gender:**
Female Visits: 91,727 (44%)  
Distinct Female Users: 4,208 (57%)  
Male Visits: 117,552 (56%)  
Distinct Male Users: 3,204 (43%)

**Usage by major:**

<table>
<thead>
<tr>
<th>Top 5 Majors</th>
<th>Total visits:</th>
<th>Distinct users (ave. # visits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise Science/Health. Ed.:</td>
<td>24,625 (11.8%)</td>
<td>587 (42)</td>
</tr>
<tr>
<td>Criminal Justice:</td>
<td>17,945 (8.6%)</td>
<td>550 (32)</td>
</tr>
<tr>
<td>Management:</td>
<td>16,241 (7.8%)</td>
<td>498 (33)</td>
</tr>
<tr>
<td>Marketing:</td>
<td>12,810 (6.1%)</td>
<td>396 (32)</td>
</tr>
<tr>
<td>Interdisciplinary Studies:</td>
<td>11,527 (5.5%)</td>
<td>523 (22)</td>
</tr>
</tbody>
</table>

**Time of day usage summary Fall and Spring Semesters:**

<table>
<thead>
<tr>
<th>Time:</th>
<th>Total Visits</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00AM - 6:59AM</td>
<td>2127</td>
<td>1.0%</td>
</tr>
<tr>
<td>7:00AM - 7:59AM</td>
<td>2839</td>
<td>1.4%</td>
</tr>
<tr>
<td>8:00AM - 8:59AM</td>
<td>3522</td>
<td>1.7%</td>
</tr>
<tr>
<td>9:00AM - 9:59AM</td>
<td>6301</td>
<td>3.1%</td>
</tr>
<tr>
<td>10:00AM - 10:59AM</td>
<td>8811</td>
<td>4.3%</td>
</tr>
<tr>
<td>11:00AM - 11:59AM</td>
<td>10990</td>
<td>5.3%</td>
</tr>
<tr>
<td>12:00PM - 12:59PM</td>
<td>12059</td>
<td>5.9%</td>
</tr>
<tr>
<td>1:00PM - 1:59PM</td>
<td>12967</td>
<td>6.3%</td>
</tr>
<tr>
<td>2:00PM - 2:59PM</td>
<td>15158</td>
<td>7.4%</td>
</tr>
<tr>
<td>3:00PM - 3:59PM</td>
<td>19087</td>
<td>9.3%</td>
</tr>
<tr>
<td>4:00PM - 4:59PM</td>
<td>20538</td>
<td>10.0%</td>
</tr>
<tr>
<td>5:00PM - 5:59PM</td>
<td>21962</td>
<td>10.7%</td>
</tr>
<tr>
<td>6:00PM - 6:59PM</td>
<td>21156</td>
<td>10.3%</td>
</tr>
<tr>
<td>7:00PM - 7:59PM</td>
<td>18124</td>
<td>8.8%</td>
</tr>
<tr>
<td>8:00PM - 8:59PM</td>
<td>16549</td>
<td>8.0%</td>
</tr>
<tr>
<td>9:00PM - 9:59PM</td>
<td>11120</td>
<td>5.4%</td>
</tr>
<tr>
<td>10:00PM - 10:59PM</td>
<td>2028</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

**SRWC Special events:**
Over 182 events were scheduled in the SRWC during the Fall 2015 semester and 139 events were scheduled in the Spring 2016 semester that included several late night programs, student organization meetings, a Virginia State Thespian conference, Governor’s School programs, Boys State Athletic events and more. These events are in
addition to all of the fitness classes, intramurals, and sport clubs considered normal operations.

- **Peters Hall Activity Space:**
  Peters Hall gymnasium and activity rooms are utilized by Sports Clubs and activity based recognized clubs and organizations in the evenings for practices. Men’s and Women’s Club Volleyball and Women’s Club Basketball have 20 hours of time scheduled in the gymnasium per week. 5 recognized activity based clubs and organizations scheduled 21 hours of times per week.

- **SORC:**
  The Student Outdoor Recreation complex opened the Fall 2015 with the turf fields opening followed later in September with the opening of the basketball court and 2 sand volleyball courts.

  There were six events scheduled on the SORC totaling 21 hours, with Move in Madness on August 29, 2015 to open the fields. Sports Clubs utilized the SORC with 9 teams scheduling weekly practices with each team averaging 4 hours of practice time. Sports Clubs (Ultimate, Soccer, Lacrosse, Field Hockey) hosted 5 weekend games/tournaments during the fall 2015 semester and 7 games/tournaments during the spring 2016 semester.

  Intramural programming scheduled 2 fields Monday-Thursday for 24 hours per week. Intramurals also scheduled 20 hours of additional programming on Saturdays. The daily open recreation average Monday through Thursday during the was 48 for the 5 months the complex was open.

- **Muse Fitness Center:**
  The Muse Fitness Center remained in operation for the entire academic year.
  Fall 2014 total visits = 1,378
  Spring 2015 total visits = 2,105

**Proposed Improvements/Changes to be Implemented in 2016-2017 from Assessment Results**

- Student satisfaction surveys were conducted through Student Voice and the NASPA Consortium for higher education; Recreation & Wellness Component. Benchmarking data against 35 institutions and over 33,000 students is available.

  Data from this survey along with related programmatic surveys will assist with decisions as the data is evaluated.

  Below are some of the questions that compared the Radford University average to the national average.
When deciding to attend this college, how important were Campus Recreation programs (e.g., intramural sports, sport clubs, fitness) in your decision?

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Diff.</th>
<th>Std Dev</th>
<th>N</th>
<th>Top 1</th>
<th>Bottom 1</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National Average</strong></td>
<td>2.14</td>
<td><strong>0.25</strong>*</td>
<td>1.02</td>
<td>25629</td>
<td>11.78%</td>
<td>34.45%</td>
<td></td>
</tr>
<tr>
<td><strong>15-16</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Radford Project</strong></td>
<td>2.38</td>
<td>---</td>
<td>1.02</td>
<td>650</td>
<td>16.15%</td>
<td>24.31%</td>
<td></td>
</tr>
<tr>
<td><strong>Segment 2015-2016</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Indicates statistical significance, p < .05

<table>
<thead>
<tr>
<th></th>
<th>National Average 15-16</th>
<th><strong>Radford Project Segment 2015-2016</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>11.78%</td>
<td>16.15%</td>
</tr>
<tr>
<td>Moderately important</td>
<td>24.46%</td>
<td>30.31%</td>
</tr>
<tr>
<td>Slightly important</td>
<td>29.31%</td>
<td>29.23%</td>
</tr>
<tr>
<td>Not at all important</td>
<td>34.45%</td>
<td>24.31%</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td>25629</td>
<td>650</td>
</tr>
</tbody>
</table>

When deciding to attend this college, how important were Campus Recreation facilities in your decision?

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Diff.</th>
<th>Std Dev</th>
<th>N</th>
<th>Top 1</th>
<th>Bottom 1</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National Average</strong></td>
<td>2.45</td>
<td><strong>0.26</strong>*</td>
<td>1.08</td>
<td>25197</td>
<td>20.22%</td>
<td>25.28%</td>
<td></td>
</tr>
<tr>
<td><strong>15-16</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## In deciding to continue at this college, how important are Campus Recreation programs (e.g., intramural sports, sport clubs, fitness)?

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Diff.</th>
<th>Std Dev</th>
<th>N</th>
<th>Top 1</th>
<th>Bottom 1</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Average 15-16</td>
<td>2.26</td>
<td>0.22*</td>
<td>1.07</td>
<td>25283</td>
<td>16.09%</td>
<td>31.51%</td>
<td></td>
</tr>
<tr>
<td>Radford Project Segment 2015-2016</td>
<td>2.48</td>
<td>---</td>
<td>1.09</td>
<td>650</td>
<td>22.46%</td>
<td>24.46%</td>
<td></td>
</tr>
</tbody>
</table>

* Indicates statistical significance, p < .05
<table>
<thead>
<tr>
<th></th>
<th>National Average 15-16</th>
<th>Radford Project Segment 2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderately important</td>
<td>25.52%</td>
<td>27.69%</td>
</tr>
<tr>
<td>Slightly important</td>
<td>26.87%</td>
<td>25.38%</td>
</tr>
<tr>
<td>Not at all important</td>
<td>31.51%</td>
<td>24.46%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>25283</td>
<td>650</td>
</tr>
</tbody>
</table>
Fitness/Wellness

The Wellness/Fitness Program saw significant growth this past year and a lot of changes. With the new Assistant Director position and a new Health Educator, the program area has grown to encompass a more comprehensive Group X program, Strength & Conditioning Program, and a Health Education program.

2015-2016 Highlights (Fitness)

1. The **FitWell program** established new student wage positions and a FitWell Leadership Team, FitWell Club, several special events, new software programs, and an active social media campaign to help engage the Radford Community with topics on fitness and wellness.

2. Enhanced the **Group X program** by adding Les Mills BODYPUMP, Pilates, Lower Body Blast, 30 Minute Core, Big Bounce Fitness, specialized Yoga formats, Cardio Combat, and Jam Fitness to create a comprehensive schedule of over 60 weekly classes. The schedule now offers options for strength training, full-body conditioning, cardio training, and mind/body practice.

3. Implemented the **Strength & Conditioning program** to include Strength Specialists and Personal Trainers to assist patrons in the weight room and offer one-on-one sessions. Forty-six clients signed up for three sessions during the first month of offering the program which met our capacity limit.

2015 – 2016 Highlights (Wellness)

1. The Peer Health Educator student organization introduced “**Wellness Wednesdays**” at the SRWC in the Spring 2016 semester. A total of 10 programs were completed with a total attendance of 332 students. Topics included sexual wellness/healthy relationships, winter blues/stress management, positive body image & eating disorders, safe spring
break (alcohol awareness, Zika information, sun safety and skincare), drug use, nutrition, ear health, sexual assault awareness, & HIV/AIDS.

2. The Peer Health Educators also introduced “ThirstyThursday”, a free water event held weekly to promote proper hydration. This program averaged 24 students a week in the Spring 2016 semester.

3. The Peer Health Educators presented two different programs at the BACCHUS Initiative of NASPA 2015 General Assembly, “Wet & Wild Food Fight” & “Health and Wellness Jeopardy”.

4. The Peer Health Educators were awarded “Best Table Display” and “Outstanding Peer Group” at the BACCHUS Initiative of NASPA General Assembly and Region 3 Spring 2016 Conference respectively.

5. The Peer Health Educators presented two different programs at the BACCHUS Initiative of NASPA 2015 General Assembly, “Wet & Wild Food Fight” & “Health and Wellness Jeopardy”.

6. The Peer Health Educators were awarded “Best Table Display” and “Outstanding Peer Group” at the BACCHUS Initiative of NASPA General Assembly and Region 3 Spring 2016 Conference respectively.

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9. The Peer Health Educators were awarded “Best Table Display” and “Outstanding Peer Group” at the BACCHUS Initiative of NASPA General Assembly and Region 3 Spring 2016 Conference respectively.

10. The Peer Health Educators were awarded “Best Table Display” and “Outstanding Peer Group” at the BACCHUS Initiative of NASPA General Assembly and Region 3 Spring 2016 Conference respectively.

2015-2016 Goals and Objectives

The Wellness/Fitness Program will focus on the following Division of Student Affairs objectives in 2015-2016.

Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, cross-cultural awareness, character development, personal responsibility, and global citizenship

1. Develop and increase Wellness/Fitness services to include personal training and fitness assessments with addition of new Assistant Director. Completed. Personal Training piloted, employees trained and will launch Fall 2016.

Build a sense of campus community through collaborative partnerships to support student learning, development, and success
2. Increase our fitness program participation by collaboration of our new Assistant Director of Wellness/Fitness and our Peer Health Educators. Completed. Group X program expanded; Personal Training piloted.

3. Develop internship program with HHP. Completed. Areas include: Strength and Conditioning, Fitness Management, Sport Management, Health Promotion.

Develop and implement best practice models from benchmark institutions for facility staffing, equipment, maintenance, renovation and operation plans consistent with universal building design

4. Develop new standards and training procedures for our Fitness instructors. Completed. Various NIRSA Fitness Programs reviewed; workshops, 1-1 training, shadow teaching incorporated.

Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles

5. Develop Personal Training and Assessment Program offerings. Completed.


7. Offer Group Exercise (Fitness Instructor) Training Course. Completed (14 registrations).

2016-2017 Goals and Objectives (Fitness)
The Wellness/Fitness Program will focus on the following Division of Student Affairs objectives in 2016-2017.

Sustain programmatic initiatives and advise an inclusive array of student organizations that cultivate leadership and empower self-governance.

1. Implement and develop the FitWell Club student organization to serve as an active partner in promoting student health, fitness, and wellbeing on campus through events, campaigns, education, professional development, and club activities. Fall 2016

Provide and assess programs, services and learning outcomes and promote continuous improvement.

2. Expand the FitWell programs to meet the following goals. Spring 2017
   - Increase the Group X participation to 16,000 attendees
   - Generate $3,500 in revenue through Personal Training services

3. Provide stronger customer service to our patrons through the Strength Specialist and Group X Assistant positions. Fall 2016

Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles.

4. Enhance staff development and leadership through leadership trainings (e.g., StrengthsQuest, bystander interventions, motivational interviewing, harassment training) and professional development opportunities (e.g., resume writing, interviewing skills, evaluations, assertiveness). Spring 2017
Develop and implement best practice models from benchmark institutions for facility staffing, equipment, maintenance, renovation and operation plans consistent with universal building design.

5. Develop and implement clear operating procedures for all student staff positions (i.e., Strength Specialists, Group X Assistants, Group X Instructors, and Personal Trainers) to encompass maintaining equipment/facility space, exceptional customer service, reliable staff knowledge, and effective risk management practices. **Fall 2016**

Recruit, hire and retain talented and diverse administrative and support staff dedicated to excellence and student learning, development and success.

6. Develop the ESHE 496 training courses and staff trainings to produce high-quality and prepared fitness instructors and personal trainers by providing hands-on experience, written application, and certification opportunities. **Spring 2017**

Create a stimulating professional climate for student and full time staff with an emphasis on continuing staff development, involvement with RU and community councils, and professional association membership, conference presentations and leadership opportunities.

7. Advance staff knowledge, skills and experience in fitness by providing continual education and development through evaluations, workshops, events, conferences, courses, guest speakers/master presenters, certifications and in-services. **Spring 2017**

**2016 – 2017 Goals and Objectives (Wellness)**
The Wellness/Fitness Program will focus on the following Division of Student Affairs objectives in 2016-2017.

**Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, access and inclusion, social justice, character development, personal responsibility, and global citizenship**

1. Provide funding towards bringing at least one guest speaker per semester that promotes an aspect of wellbeing. **Spring 2017**

**Build a sense of campus community through collaborative partnerships to support student participation, inquiry, self-reflection, learning, innovation, development, and success**

1. Foster a new collaborative relationship between the Peer Health Educator and FitWell student clubs. **Fall 2016**
2. Increase number of Peer Health Educators that are trained as StepUp Bystander presenters. **Spring 2017**

**Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles**

1. Increase number of Certified Peer Educators within the Peer Health Educator student organization. **Spring 2017**
2. Provide at least 2 health education facilitated programs in residence halls per month. **Spring 2017**
3. Begin to provide educational presentations on nutrition and physical fitness to students. *Fall 2016*

4. Work with the Southwest Virginia Coalition for Tobacco Free Campuses to move towards a tobacco free campus. *Spring 2017*

**Overall Fitness Program Review**

**Student Staff Trainings/Development**

*Staff Growth*

The FitWell staff itself started with 13 employees as Group X Instructors. The program has grown to include Strength Specialists, Personal Trainers, Student Supervisors, and a marketing assistant. During the spring 2016 semester, the staff was at a solid 35 student employees. Over 37 auditions and over 29 interviews for various positions were held throughout the year.

*Current Staff Development*

The FitWell team implemented several staff trainings and opportunity for development throughout the semester. This has resulted in stronger services and a strong team rapport between staff. Guest instructors, regional conferences, accredited certifications, and in-house trainings were utilized to provide a comprehensive training for the staff.

*Recruitment Training*

In addition to staff training, the FitWell program implemented a Personal Training Course (Fall 2015) and a Group Exercise Instruction Course (ESHE 496 – Spring 2016) to teach Radford students how to personal train or teach fitness classes. These classes were offered twice a week and we partnered with the American Council on Exercise to offer an opportunity to receive a nationally accredited certification after completion of the course. These courses will help provide a stronger candidate pool for the program in the personal training and group fitness areas.

**Marketing**

With the help of a student wage position, the FitWell Program area has been able to provide more marketing and promotion to the student body. In addition to promoting our services and events, we have focused on providing relative, reliable, healthy information to students. This campaign is attempting to promote healthy body image, overall wellness and balance, and the importance of physical activity to the students at Radford University.

**Social Media Utilization @RadfordFitWell**

<table>
<thead>
<tr>
<th></th>
<th>Followers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook Page</td>
<td>80</td>
</tr>
<tr>
<td>Twitter</td>
<td>209</td>
</tr>
<tr>
<td>Instagram</td>
<td>174</td>
</tr>
</tbody>
</table>

**Staff Appreciation**

*Leadership Awards*

A peer-voted award was implemented for the Fall 2015 and Spring 2016 semesters. This award was presented to a student employee from the Group X program and Strength & Conditioning program was awarded a plaque each semester.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group X Award</td>
<td>Brittany Evans</td>
<td>Don Tredway</td>
</tr>
<tr>
<td>S&amp;C Award</td>
<td></td>
<td>Cat English</td>
</tr>
<tr>
<td>Group X Award</td>
<td></td>
<td>Brandon Garrett</td>
</tr>
</tbody>
</table>
**Student Leadership Team**
The Fitness Leadership Team (student supervisor positions) were a vital part of the program and were given leadership roles such as conducting interviews, auditions, scheduling, training, and solving problems within the staff. Additional trainings for these leaders included:
- Working in a team
- Leadership Styles
- Conflict Management
- Assessment 101
- StrengthsQuest
- Marketing 101
- Goal Setting
- Assertiveness Skills
- Interviewing Skills
- Budgeting 101
- Event Planning
The Group X program has grown in offerings and quality over the past year. The main highlights and accomplishments for this program included:

1. **Established reliable tracking and data collection for Group X participation.**
   - Utilized FUSION and a ticket system in Fall 2015
   - Utilized the Rec*It Fitness app in Spring 2016

2. **Established a strong foundation for the program by defining the following:**
   - Position descriptions/requirements (Group X Instructor, Group X Supervisor)
   - Job expectations and an employee contract
   - Policies and procedures
   - Hiring processes including auditions and interviews
   - Communication expectations by utilizing GroupMe, e-mail, and IM Leagues

3. **Provided continuing staff development for the Group X Instructors through the following staff trainings:**
   - Proper Lifting Form and Technique (9/13/2015)
   - Group X Instruction and Cueing (10/18/2015)
   - Pilates Workshop (11/5/2015)
   - Les Mill BODYPUMP Initial Training (11/14/2015 – 11/15/2015)
   - TRX Workshop (12/4/15)
   - Southeast Collegiate Fitness Expo at UNC Asheville (2/19/2016 – 2/21/2016)
   - Barre Fitness Workshop (3/15/2016)
   - Club Dance Workshop (3/18/2016)
   - Military TRX Workshop (3/29/2016)
   - Club Cycle Workshop (4/1/2016)
   - Les Mills BODYFLOW Workshop (4/8/2016)
   - Les Mills GRIT Workshop (4/22/2016)

4. **Established the ESHE 496 Group Exercise Instruction course based on the American Council on Exercise Group Fitness curriculum during Spring 2016.**
   - 7 registered students, 2 auditing students, 1 teaching assistant
   - Recruited 5 new instructors through this course

5. **Diversified the Group X schedule to include new formats including:**
   - Les Mills BODYPUMP™
   - Pilates
   - Lower Body Blast
   - 30 Minute Core
   - Big Bounce Fitness
   - Specialized Yoga formats (i.e., Yoga Basics, Vinyasa Flow Yoga, Xtended Yoga, Morning Yoga, Power Flow)
   - Cardio Combat
   - Late Night Fitness
   - Les Mills BODYJAM™

6. **Gathered feedback and established an NPS score through a participant survey.** (See results below)
Utilization Statistics
Total Number of Headcounts in Group X Classes: 13,255 headcounts
- Fall 2015: 5,660 headcounts (average 7.12 per class)
- Spring 2016: 7,632 headcounts (average 9.95 per class)

Unique Users:
- Fall 2015: 1,446 users
- Spring 2016: 1,496 users

Class Offerings: 1,573 classes offered
- Fall 2015: 793 classes offered, 57 weekly classes
- Spring 2016: 780 classes offered, 57 weekly classes

Most Popular Formats (Fall 2015 – Spring 2016)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Format</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>30 Minute Core</td>
<td>13.93</td>
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<td>2</td>
<td>Kaliente Dance Fitness</td>
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<td>3</td>
<td>ZUMBA®</td>
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<td>4</td>
<td>Lower Body Blast</td>
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<td>5</td>
<td>BODYPUMP™</td>
<td>8.17</td>
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<td>6</td>
<td>Yogalates Fusion</td>
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<td>7</td>
<td>Cycle</td>
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<td>8</td>
<td>Big Bounce Fitness</td>
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<td>9</td>
<td>Pilates</td>
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<td>10</td>
<td>Cardio Combat</td>
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<td>11</td>
<td>Yoga</td>
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<tr>
<td>15</td>
<td>BODYJAM™</td>
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<td>50</td>
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<tr>
<td>16</td>
<td>Bootcamp</td>
<td>2.72</td>
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Group X Participant Survey Results

**Purpose of Study:** The purpose of this survey was to assess participants’ satisfaction with the Group Exercise (Group X) program and collect data to better track the success of the program for future years.

**Net Promoter Score:** The Net Promoter Score, or NPS®, is based on the fundamental perspective that every customer can be divided into three categories: Promoters, Passives, and Detractors. By asking one simple question, “How likely is it that you would recommend the group exercise program to a friend or colleague?” The results can track these groups and get a clear measure of performance through the customers’ eyes. Customers respond on a 0-to-10-point rating scale and are categorized as follows:

- **Promoters** (score 9-10) are loyal enthusiasts who will keep using and refer others, fueling growth.
- **Passives** (score 7-8) are satisfied but unenthusiastic customers who are vulnerable, neither helping nor hurting our usage.
- **Detractors** (score 0-6) are unhappy customers who can impede growth through negative word-of-mouth.

To calculate the NPS, take the percentage of customers who are Promoters and subtract the percentage who are Detractors.

Net Promoter Score: **92.26%**

- 300 Promoters (92.88%)
- 22 Passives (6.81%)
- 2 Detractors (0.62%)

**Methodology:** Paper surveys were distributed to participants during the week before Spring Break (February 25-March 3, 2016). Surveys were then manually entered into Qualtrics. There were 381 participations during this time.

**Response Rate:** 323 responses, 84.78% response rate

**Summary Findings:** Overall, this survey showed that participants’ satisfaction is very high with the Group X program. Participants were asked to evaluate the instructors, class format, and program overall.

Participants were asked how they feel after a Group X class. This shows the impact we have on students’ perceptions after participating in our program:

- Healthier (78%)
- Happier (73%)
- Stronger (71%)
- Energized (67%)
- Less Stressed (64%)
- More productive (63%)
- Confident (59%)
- More Knowledgeable (38%)
- Other (2%)
- No Difference (0%)
On a scale of 1-5, instructors were evaluated with a mean score of being:
  Positive (4.97)
  Approachable (4.96)
  Professional (4.95)
  Motivating (4.93)
  Knowledgeable (4.93)
  Organized and Prepared (4.92)
  Easy to follow (4.8)

On a scale of 1-5, the class was evaluated with a mean score of being:
  Safe (4.97)
  Effective (4.97)
  A good workout (4.95)
  Fun (4.9)

**Strength & Conditioning Program**

The Strength & Conditioning program was developed and implemented during the 2015-2016 academic year. This program included the Strength Specialists and Personal Trainers. These are the highlights of the year:

1. **Established a strong foundation for the program by defining the following:**
   - Position descriptions/requirements and an operating manual (Strength Specialists, Personal Trainers, S&C Supervisor)
   - Job expectations and an employee contract
   - Policies and procedures
   - Hiring processes including interviews and mock sessions
   - Communication expectations by utilizing GroupMe and e-mail

2. **Provided continuing staff development for the Strength Specialists through the following staff trainings:**
   - Proper Lifting Form and Technique (9/13/2015)
   - Functional Movement Screenings (10/25/2015)
   - Olympic Lifting Workshop (12/1/15)
   - TRX Workshop (12/4/15)
   - Southeast Collegiate Fitness Expo at UNC Asheville (2/19/2016 – 2/21/2016)
   - Efficient Explosive Performance Programming (3/25/2016)
   - Military TRX Workshop (3/29/2016)
   - Les Mills GRIT Workshop (4/22/2016)

3. **Offered an in-house Personal Training course based on the American Council on Exercise Personal Training curriculum during Fall 2015.**
   - 18 active students, 25 registered students
   - Recruited 8 new trainers through this course

4. **Established a Personal Training Assessment Center for trainers to conduct fitness assessments and consultations. Purchases included:**
   - Office set-up (desktop computer, office equipment, and printer)
   - MicroFit fitness assessment software
   - Assessment tools (bike, calipers, blood pressure cuffs, stethoscopes, scale, vertical jump, agility ladders, heart rate monitors, PVC pipes, FMS kits, etc.)
   - Educational posters, books, and magazines

5. **Offered free personal training to patrons prior to having fees approved during Spring 2016.**
- 46 interest forms received
- 33 clients paired with a trainer and received an assessment
- Distributed surveys to clients who completed all 3 free sessions, 9 responses

Utilization Statistics

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Training Interest Forms</strong></td>
<td>7</td>
<td>39</td>
<td>46</td>
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<tr>
<td><strong>Fitness Assessments Conducted</strong></td>
<td>4</td>
<td>29</td>
<td>33</td>
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<tr>
<td><strong>Sessions Conducted</strong></td>
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<td>23</td>
<td>27</td>
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<td><strong>Goals: Weight Loss</strong></td>
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<td>18</td>
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<tr>
<td><strong>Goals: Gain Strength</strong></td>
<td>0</td>
<td>3</td>
<td>3</td>
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<tr>
<td><strong>Goals: Hypertrophy</strong></td>
<td>3</td>
<td>4</td>
<td>7</td>
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<tr>
<td><strong>Goals: Learn More about Fitness</strong></td>
<td>0</td>
<td>3</td>
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<tr>
<td><strong>Goals: Performance</strong></td>
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<td>1</td>
<td>2</td>
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<tr>
<td><strong>Goals: Improve overall fitness level</strong></td>
<td>3</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td><strong>Goals: Cardiovascular Performance</strong></td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Personal Training Client Survey Results

- Net Promoter Score: **88.89%**
  - 8 Promoters (88.89%)
  - 1 Passives (11.11%)
  - 0 Detractors (0%)

- **Methodology**: Surveys were sent electronically to all clients who completed 3 free sessions with a trainer.

- **Response Rate**: 9 responses out of 10 clients, 90% response rate

- **Summary Findings**: Overall, this survey evaluated the trainers and the client’s experience with the program. The offering of 3 free personal training sessions will not be continued upon approval of future student fees associated with this service. This survey allowed us to collect data that shows the importance of offering such a service.

- **Results**:
  - **Demographic Factors**
    - Gender
      - 0% Male
      - 100% Female
    - Ethnicity
      - 56% White
      - 0% Black or African American
      - 0% American Indian or Alaska Native
      - 0% Asian
      - 0% Native Hawaiian or Pacific Islander
      - 44% Other
    - Classification
      - 0% Freshmen
      - 44% Sophomores
      - 22% Juniors
- 33% Seniors
- 0% Graduate Students

Satisfaction level with how quickly they were paired with a trainer:
- 78% Extremely Satisfied
- 11% Moderately Satisfied
- 1 Slightly Satisfied
- 0% Neither Satisfied or Dissatisfied
- 0% Slightly Dissatisfied
- 0% Moderately Dissatisfied
- 0% Extremely Dissatisfied
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Attendance</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Move In Madness</td>
<td>8/29/15</td>
<td>250</td>
<td>Welcome event for freshmen at the SORC</td>
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<tr>
<td>Wellness Fair</td>
<td>9/30/15</td>
<td>~200</td>
<td>Vendors and services in wellness presented</td>
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<tr>
<td>Powerlift Competition</td>
<td>3/1/16</td>
<td>84</td>
<td>Competitors in bench max, deadlift max, and bench reps</td>
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<tr>
<td>Ladies Night in the Weight Room</td>
<td>4/21/16</td>
<td>61</td>
<td>Female trainers, self-defense class, rappelling</td>
</tr>
</tbody>
</table>
Outdoor Programs

Radford University Outdoor Programs consists of two areas: 1) RU Outdoors (trips, rental equipment, clinics, and certification programs and 2) Climbing Wall (instruction, certification programs, and facilitation). The Outdoor Programs office provides trip planning services and information about local outdoor recreational resources.

2015-2016 Highlights

1. Provided a successful expeditionary trip to Central Colorado where seven Radford University Students participated in a two-week long Rock Climbing and Mountaineering experience.
2. Monthly staff trainings were offered to increase professionalism and technical competencies of our student leaders.
3. Offered a 91% increase in programs offered by RU Outdoors including several women’s specific trips.
4. Six students completed leadership program assessments and have assumed leadership roles within the organization.

2015-2016 Goals and Objectives

Radford University Outdoor Programs will focus on the following Division of Student Affairs objectives in 2015-2016.

Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, cross-cultural awareness, character development, personal responsibility, and global citizenship

1. Host an intercollegiate climbing competition. Not Completed. Due to low volume participation usage at the university climbing wall and a lack of interest in the competition, the necessary participation numbers to facilitate the program did not meet requirements.
2. Introduce at least two new program ideas to the student body. Completed. Sunrise Hikes, Yoga Hikes, Introductory Courses, and Women’s specific programs (caving, mountain biking, rock climbing, and caving) were introduced to the program.

Build a sense of campus community through collaborative partnerships to support student learning, development, and success

3. Increase participation in outdoor programs through use of the On Campus Challenge program. Completed.
Recruit, hire and retain talented and diverse administrative and support staff dedicated to
excellence and student learning, development and success

4. Hire a part time outdoor supervisor to assist in the programming of RU Outdoors and the
Climbing Wall. **Completed.**

Develop and implement best practice models from benchmark institutions for facility staffing,
equipment, maintenance, renovation and operation plans consistent with universal building
design

5. Evaluate training standards for student employees leading outdoor program trips and
create an updated assessment process for student leaders that reflect the student learning
outcomes. **Completed.**

Enhance student skills and expectations for responsible decision-making, risk reduction,
protective behaviors, personal and academic development, physical and emotional wellbeing
and healthy lifestyles

6. Host monthly staff trainings devoted to technical, leadership, and inter/intra personal
skills. **Completed.**

**2016-2017 Goals and Objectives**

Radford University Outdoor Programs will focus on the following Division of Student Affairs

Support and enhance a campus culture and co-curriculum characterized by inquisitiveness,
active engagement, diverse perspectives, cross-cultural awareness, character development,
personal responsibility, and global citizenship

1. Introduce at least two new program ideas to the student body. **Fall 2016**
2. Increase student participation and involvement by 5%. **Spring 2017**

Build a sense of campus community through collaborative partnerships to support student
learning, development, and success

3. Increase participation in outdoor programs through use of the On Campus Challenge
program. **Fall 2016**
4. Implement a new community service initiative (Adventures for Change). **Fall 2016**
5. Collaborate with other university or local organizations to provide differentiated program
offerings. **Spring 2017**

Enhance student skills and expectations for responsible decision-making, risk reduction,
protective behaviors, personal and academic development, physical and emotional wellbeing
and healthy lifestyles

6. Host monthly staff trainings devoted to technical, leadership, and inter/intra personal skill
development. **Spring 2017**

Develop and implement best practice models from benchmark institutions for facility staffing,
equipment, maintenance, renovation and operation plans consistent with universal building
design

7. Evaluate training standards for student employees leading outdoor program trips and
create an updated assessment process for student leaders that reflect the student learning
outcomes and retention tracking. **Spring 2017**
Program Statistics

RU Outdoors

<table>
<thead>
<tr>
<th>Fall 2015 Programs</th>
<th>Number of Offerings</th>
<th>Spring 2016 Programs</th>
<th>Number of Offerings</th>
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<tbody>
<tr>
<td>Meet the Staff</td>
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<td>Meet the Staff</td>
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<td>Day Hike</td>
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<td>Rock Climbing</td>
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<td>Fall Participation</td>
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<td>--------------------</td>
<td>----------------------</td>
<td></td>
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</tr>
<tr>
<td>Male – 90</td>
<td>Male – 141</td>
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<tr>
<td>Female – 101</td>
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<td><strong>Total – 191</strong></td>
<td><strong>Total – 302</strong></td>
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**Hours of Direct Student Contact Time**

- **Fall Participation:** 4298 (22.5 hours per student)
- **Spring Participation:** 5945 (19.7 hours per student)
Climbing Wall

<table>
<thead>
<tr>
<th>Fall 2015 Programs</th>
<th>Number of Offerings</th>
<th>Spring 2016 Programs</th>
<th>Number of Offerings</th>
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<td>Belay Clinics</td>
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<td>AMGA CWI Course</td>
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<td><strong>Totals</strong></td>
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**Climbing Wall Participation**  
3 Year Comparison

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<tr>
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<table>
<thead>
<tr>
<th>Fall Participation</th>
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</thead>
<tbody>
<tr>
<td>Male - 484</td>
<td>Male – 334</td>
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<tr>
<td>Female - 185</td>
<td>Female – 140</td>
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<tr>
<td><strong>Total – 669</strong></td>
<td><strong>Total – 474</strong></td>
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2015-2016 Outdoor Program Assessment Results

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2015 Surveys</th>
<th>Spring 2016 Surveys</th>
<th>Total Surveys Collected 2015 - 2016</th>
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</thead>
<tbody>
<tr>
<td>RU Outdoors</td>
<td>153</td>
<td>126</td>
<td>279</td>
</tr>
<tr>
<td>Climbing Wall</td>
<td>7</td>
<td>5</td>
<td>12</td>
</tr>
</tbody>
</table>

**RU Outdoors Details and Assessment**

- The most highly attended program events were caving (73 participants), rock climbing (51 participants), and skiing (50 participants).
- 47% of students attending RU Outdoors trips were male and 53% were female.
- Student participant percentages were as follows: 31% freshman, 28% sophomore, 25% junior, and 16% senior.
- The 493 students participating in RU Outdoors programs during the academic year received a total of 10,243 hours of contact time. This means that each student that participated in a sponsored program received an average of approximately 21 hours of direct contact time with Radford University personnel.

<table>
<thead>
<tr>
<th>Student Staff Ratings</th>
<th>Excellent</th>
<th>Good</th>
<th>Adequate</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability</td>
<td>97%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Communication</td>
<td>97%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>94%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Program Knowledge</td>
<td>91%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Helpfulness</td>
<td>99%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Addresses Concerns / Risk Management</td>
<td>95%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Quality of Instruction</td>
<td>95%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Length and Location of Trip</td>
<td>90%</td>
<td>6%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Climbing Wall Details and Assessment**

- Over the academic year 1,143 participants utilized the climbing wall.
- 72% of the students using the wall were male and 28% were female.
- Student participant percentages were as follows: 21% freshman, 32% sophomore, 35% junior, and 12% senior.

<table>
<thead>
<tr>
<th>Student Staff Ratings</th>
<th>Excellent</th>
<th>Good</th>
<th>Adequate</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability</td>
<td>93%</td>
<td>5%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Communication</td>
<td>89%</td>
<td>10%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>85%</td>
<td>9%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Program Knowledge</td>
<td>90%</td>
<td>5%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Helpfulness</td>
<td>98%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Addresses Concerns</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Atmosphere and Experience</td>
<td>84%</td>
<td>10%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Proposed Improvements/Changes to be Implemented in 2016-2017 from Assessment Results

- Hire an additional fulltime outdoor professional to allow for additional programming options and assist with outreach and training initiatives with a greater presence.
- Research additional artificial climbing wall options with the intent to increase participation numbers and student interest.
- Use Outdoor Nation Outdoor Campus Challenge and other marketing techniques to boost awareness of Outdoor Programs and recreational opportunities in the local area.
- Increase interactive social media directives
Intramural Program

2015-2016 Highlights
1. Fall Sports eclipsed the 2,000 participate numbers by 123 participants and beating last years by 141 participants.
2. New IM registering/scheduling software (IMLeagues) and Mobile App (Rec*It) have enhanced our IM process for both the administrative side as well as the students.
3. Added a full-time Intramural Sports & Recreation Coordinator.
4. Assistant Director attended both the NIRSA: Leaders in Collegiate Recreation (National Intramural-Recreational Sports Association) Conference and the NIRSA Region II Conference. These Conferences offer numerous educational sessions, roundtable discussions and community service opportunities to broaden overall knowledge, informed the various rule and officer changes, and exchanged ideas with other universities on possible programming opportunities.
5. Female participation accounted for 36.1% of the annual participation.

2015-2016 Goals and Objectives
The Intramural Program will focus on the following Division of Student Affairs objectives in 2015-2016.
Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, cross-cultural awareness, character development, personal responsibility, and global citizenship
1. Introduce at least one new program idea to the student body. Completed. Added 3v3 Sand Volleyball and Spikeball Tournament.
2. Enhance the outdoor sport offerings with opening of Recreational Complex. Completed. Increased offering by adding 3v3 Outdoor Basketball, 3v3 Soccer, Sand Volleyball and Ultimate Frisbee at the Student Outdoor Recreation Complex.

Build a sense of campus community through collaborative partnerships to support student learning, development, and success
3. Increase participation for 5K Fundraiser collaborated with Greek Life and awareness of the beneficiaries of the proceeds (Circle of Sisterhood). – Not Completed. Had similar numbers due to inclement weather on days leading to and day of 5K Run.
Recruit, hire and retain talented and diverse administrative and support staff dedicated to excellence and student learning, development and success

4. Hire a Full-Time Intramural Coordinator to assist with expanding intramural programming. **Completed.**

Develop and implement best practice models from benchmark institutions for facility staffing, equipment, maintenance, renovation and operation plans consistent with universal building design

5. Utilize some of the training techniques taught at the recent NIRSA Conference. **Completed.** Gained knowledge of and utilized multiple training sessions that provided further insight on the rules, regulations and operations side of Intramurals.

Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles

6. Implement ISIT (Intramural Supervisors In Training) Program to provide aspiring supervisors the opportunity to learn and current supervisors the opportunity to teach. This will provide a smoother transition with new supervisors between semesters. **Completed.** We had shadowing opportunities, provided instruction and evaluated the workers to provide feedback. We were successful in finding quality candidates for the positions available.

**2016-2017 Goals and Objectives**

The Intramural Program will focus on the following Division of Student Affairs objectives in 2016-2017.

Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, cross-cultural awareness, character development, personal responsibility, and global citizenship

1. Introduce at least 2 or more new programs to the student body. **Spring 2017**

Build a sense of campus community through collaborative partnerships to support student learning, development, and success

2. In collaboration with Housing/Resident Life: Build programmatic “Residence Hall” events at the beginning of the academic school year. **Fall 2016**

Recruit, hire and retain talented and diverse administrative and support staff dedicated to excellence and student learning, development and success

3. After losing nearly a third of our experienced workers due to graduation, focus on strengthening the returners and hiring a solid young group to develop for the upcoming years. **Fall 2016**

Develop and implement best practice models from benchmark institutions for facility staffing, equipment, maintenance, renovation and operation plans consistent with universal building design

4. Continue utilizing some of the training techniques acquired at the NIRSA Conferences. **Fall 2016 & Spring 2017**

Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles
5. Provide opportunities for the student workers to learn rules/regulations, proper customer services practices and operational strategies. Provide additional opportunities for advancement to Supervisor. *Fall 2016 & Spring 2017*

### Program Statistics

#### Intramural Participation

#### 3 Year Comparison

<table>
<thead>
<tr>
<th>Year</th>
<th>Intramural Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>3,854</td>
</tr>
<tr>
<td>2014-2015</td>
<td>3,962</td>
</tr>
<tr>
<td>2015-2016</td>
<td>4,220</td>
</tr>
</tbody>
</table>

#### FALL 2015 PARTICIPATION

<table>
<thead>
<tr>
<th>Event</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midnight Glow Run</td>
<td>3</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Men’s and Women’s Football</td>
<td>254</td>
<td>244</td>
<td>498</td>
</tr>
<tr>
<td>Indoor Soccer Tournament</td>
<td>117</td>
<td>76</td>
<td>193</td>
</tr>
<tr>
<td>Dodge Ball Tournament</td>
<td>93</td>
<td>28</td>
<td>121</td>
</tr>
<tr>
<td>Men’s and Women’s Flag Football Tour</td>
<td>55</td>
<td>31</td>
<td>86</td>
</tr>
<tr>
<td>Men’s and Women’s Soccer</td>
<td>237</td>
<td>188</td>
<td>425</td>
</tr>
<tr>
<td>Men’s and Women’s Softball</td>
<td>198</td>
<td>33</td>
<td>231</td>
</tr>
<tr>
<td>Men’s and Women’s Basketball</td>
<td>254</td>
<td>28</td>
<td>282</td>
</tr>
<tr>
<td>Co-Ed Volleyball</td>
<td>56</td>
<td>83</td>
<td>139</td>
</tr>
<tr>
<td>Co-Ed Basketball</td>
<td>39</td>
<td>29</td>
<td>68</td>
</tr>
<tr>
<td>5K Run by the River</td>
<td>27</td>
<td>42</td>
<td>69</td>
</tr>
<tr>
<td><strong>FALL TOTAL</strong></td>
<td><strong>1,363</strong></td>
<td><strong>790</strong></td>
<td><strong>2,123</strong></td>
</tr>
</tbody>
</table>
SPRING 2016 PARTICIPATION

<table>
<thead>
<tr>
<th>Event</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Point Competition</td>
<td>26</td>
<td>17</td>
<td>43</td>
</tr>
<tr>
<td>6 vs 6 Dodge Ball Tournament</td>
<td>78</td>
<td>0</td>
<td>78</td>
</tr>
<tr>
<td>8 Ball Tournament</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Basketball League</td>
<td>290</td>
<td>173</td>
<td>463</td>
</tr>
<tr>
<td>Bubble Soccer Tournament</td>
<td>15</td>
<td>22</td>
<td>37</td>
</tr>
<tr>
<td>Co-Ed Softball League</td>
<td>146</td>
<td>109</td>
<td>255</td>
</tr>
<tr>
<td>Flag Football League</td>
<td>276</td>
<td>79</td>
<td>355</td>
</tr>
<tr>
<td>Free Throw Competition</td>
<td>21</td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>Indoor Soccer League</td>
<td>126</td>
<td>15</td>
<td>141</td>
</tr>
<tr>
<td>Kickball Tournament</td>
<td>23</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>MW Volleyball League</td>
<td>41</td>
<td>175</td>
<td>216</td>
</tr>
<tr>
<td>Ping Pong Tournament</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Powerlift Competition</td>
<td>77</td>
<td>7</td>
<td>84</td>
</tr>
<tr>
<td>Sand Volleyball Tournament</td>
<td>15</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>Soccer League</td>
<td>186</td>
<td>56</td>
<td>242</td>
</tr>
<tr>
<td>Sundae Funday 5K</td>
<td>6</td>
<td>46</td>
<td>52</td>
</tr>
<tr>
<td>Spring total</td>
<td>1,333</td>
<td>734</td>
<td>2,067</td>
</tr>
<tr>
<td>Fall total</td>
<td>1,363</td>
<td>790</td>
<td>2,153</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,696</td>
<td>1,524</td>
<td>4,220</td>
</tr>
</tbody>
</table>

2015-2016 Intramural Assessment Results

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2015 Surveys</th>
<th>Spring 2016 Surveys</th>
<th>Total Surveys Collected 2015 - 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intramurals</td>
<td>112</td>
<td>140</td>
<td>252</td>
</tr>
</tbody>
</table>

Intramurals Program Assessment
- 87% of those surveyed preferred an evening event (6-11 PM) over afternoon events (3-6 PM).
- 66% of respondents preferred Saturday over Sunday events.
- 72% of respondents were male while 28% were female.

<table>
<thead>
<tr>
<th>Student Staff Ratings</th>
<th>Excellent</th>
<th>Good</th>
<th>Adequate</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability</td>
<td>61%</td>
<td>35%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Communication</td>
<td>72%</td>
<td>29%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>64%</td>
<td>33%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
## Proposed Improvements/Changes to be Implemented in 2016-2017 from Assessment Results

- With addition of coordinator initiate stronger 1st year program offerings.
- Survey students for desired sport options, competitions, events.
- Strengthen Greek Life offerings.
The Sport Clubs program continued serving over 500 club athletes. This program area is growing around the country and with the additional facilities (SRWC & SOR C) the growth in this program is expected. This program is student driven and based on their collective interests in participating in a regional sport conference and the sports vary during any given semester. Additionally, hosting Sport Clubs events will greatly enhance exposure for Radford University.

**2015-2016 Highlights**

1. 535 students were officially on Sport Club rosters.
2. The sport club teams participated in over 150 community service events that included Relay for Life, Angel Tree, Toys for Tots, local food & clothing drives, and the Polar Plunge.
3. The Ice Hockey team had a participant make the league’s all-star team.
4. Each club created their own club contracts to hold their members accountable for many different facets like grade point average, conduct, practice, etc.
5. The Sport Club Council (CC) board logged eight hours weekly to assist club representatives with their organization (operations, community service, and fundraising) and took on new responsibilities for promotions.

**2015-2016 Goals and Objectives**

The Sport Clubs Program focused on the following Division of Student Affairs objectives in 2015-2016.

*Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, cross-cultural awareness, character development, personal responsibility, and global citizenship*

2. Host additional club games/tournaments. **Completed. New SORC and SRWC allowed additional opportunities.**

Develop and implement best practice models from benchmark institutions for facility staffing, equipment, maintenance, renovation and operation plans consistent with universal building design

3. Research and develop storage procedures for new Turf Field facility to establish cleanliness and provide easy transition between sports. **Completed.**

### 2016-2017 Goals and Objectives

The Sport Clubs Program will focus on the following **Division of Student Affairs** objectives in 2016-2017.

**Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, cross-cultural awareness, character development, personal responsibility, and global citizenship**

1. Add 1-2 additional clubs.
2. Create the new Sports Club office in the SRWC and use additional space for clubs to meet and have study hall.
4. Collaborate with Scholar Citizen Initiatives for possible “Turn Key” community service items.

**Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles**

5. Club officers will assist with creating and growing our social media platform to reach new members and future students.
6. Have the ESHE department assist with weight training and metabolic conditioning for the Sports Club Program
Program Statistics

Sport Club Participation
3 Year Comparison

<table>
<thead>
<tr>
<th></th>
<th>Number of Sport Clubs</th>
<th>Sport Club Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 - 2014</td>
<td>22</td>
<td>524</td>
</tr>
<tr>
<td>2014 - 2015</td>
<td>22</td>
<td>528</td>
</tr>
<tr>
<td>2015 - 2016</td>
<td>21</td>
<td>535</td>
</tr>
</tbody>
</table>
## Sports Club Fall/Spring 2014-2015 Membership

<table>
<thead>
<tr>
<th>Club Name</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women’s Soccer</td>
<td>29</td>
</tr>
<tr>
<td>Men’s Lacrosse</td>
<td>39</td>
</tr>
<tr>
<td>Swimming</td>
<td>32</td>
</tr>
<tr>
<td>Women’s Lacrosse</td>
<td>26</td>
</tr>
<tr>
<td>Tennis</td>
<td>25</td>
</tr>
<tr>
<td>Women’s Ultimate</td>
<td>31</td>
</tr>
<tr>
<td>Hockey</td>
<td>21</td>
</tr>
<tr>
<td>Skeet &amp; Trap</td>
<td>20</td>
</tr>
<tr>
<td>Billiards</td>
<td>15</td>
</tr>
<tr>
<td>Men’s Ultimate</td>
<td>39</td>
</tr>
<tr>
<td>Women’s Volleyball</td>
<td>22</td>
</tr>
<tr>
<td>Softball</td>
<td>16</td>
</tr>
<tr>
<td>Redcoats</td>
<td>16</td>
</tr>
<tr>
<td>Men’s Volleyball</td>
<td>22</td>
</tr>
<tr>
<td>Baseball</td>
<td>25</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>18</td>
</tr>
<tr>
<td>Bowling</td>
<td>15</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>17</td>
</tr>
<tr>
<td>Men’s Rugby</td>
<td>39</td>
</tr>
<tr>
<td>Men’s Soccer</td>
<td>32</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>535</strong></td>
</tr>
</tbody>
</table>

## Sports Club Representative Survey Results

<table>
<thead>
<tr>
<th>Student Staff Ratings</th>
<th>Excellent</th>
<th>Good</th>
<th>Adequate</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you rate your ability to find information you need on the Club Sports webpage?</td>
<td>14%</td>
<td>71%</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>How would you rate the ease of completing the forms required by Club Sports for club activities?</td>
<td>19%</td>
<td>62%</td>
<td>19%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>How would you rate the timeliness of receiving a response to a question from the Club Sports Office?</td>
<td>43%</td>
<td>52%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>How would you rate the overall performance of the Club Sports Office?</td>
<td>33%</td>
<td>67%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>How satisfied are you with your experience in Club Sports?</td>
<td>52%</td>
<td>48%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>What year of your program are you currently in?</td>
<td>Freshman</td>
<td>Sophomore</td>
<td>Junior</td>
<td>Senior</td>
<td>Graduate</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------</td>
<td>-----------</td>
<td>--------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>14%</td>
<td>43%</td>
<td>43%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Proposed Improvements/Changes to be Implemented in 2015-2016 from Assessment Results**

- Add additional questions on assessments on how to aid teams with promotions.
- Add questions to gain information on how teams feel we can assist with retention of club members.
Departmental Student Learning Outcomes

Program Description
The Departments eight categories of student learning outcomes were as follows:

Customer Service

Teamwork/Group Dynamics

Communication Skills

Leadership

Understanding of Differences/Diversity

Honesty and Integrity

Time Management/Organizational Skills

Personal Development

The following statistics highlight self-assessment results from the 62 department graduates in the Student Activities Main Office, SOAR, OPS, R-SPaCE, Student Media, Greek Life and Student Recreation and Wellness. The self-assessments reflected on statements referencing the eight categories and the students rated themselves on where they thought they were when they first started with the department to when they graduated. Overall, the graduates indicated that they grew in all areas.

NOTE: A revised assessment was released between the beginning and end of employment for most of the participants this year. The major difference of the new survey was the first five questions were added. Therefore, not as many students answered those questions. A total of 19 graduates completed the original survey only.
Graduating Student Assessment Results
Department of Student Activities
Student Employment/Involvement Self-Assessment

Please respond to the following statements as it related to your overall student experience at Radford University.

My on campus employment/involvement with the department provided me a continuous connection to the campus community.

7(17) 6(21) 5(3) 4(0) 3(0) 2(1) 1(1)

I would recommend seeking employment/involvement with the department to other students.

7(32) 6(9) 5(2) 4(0) 3(0) 2(0) 1(0)

My employment/involvement provided me the opportunity to take my classroom learning and apply it in an experiential setting.

7(15) 6(16) 5(9) 4(2) 3(0) 2(1) 1(0)

The professional staff provided me with training, tools, and guidance I needed to be successful in my position within the department.

7(27) 6(13) 5(3) 4(0) 3(0) 2(0) 1(0)

My campus employment/involvement taught me skills that will assist me in gaining employment and finding success upon my graduation from Radford University.

7(28) 6(15) 5(0) 4(0) 3(0) 2(0) 1(0)

Please think back and reflect upon your employment/involvement experience with the department. Knowing what you know now about learning outcomes, please rate your abilities as they were at the beginning of your employment/involvement. Then rate your abilities as you currently perceive them.

Customer Service

I feel I have a strong understanding of what it means to provide good customer service.

Beginning 7(25) 6(13) 5(18) 4(3) 3(3) 2(0) 1(0) N/A(0)

End 7(46) 6(13) 5(2) 4(1) 3(0) 2(0) 1(0) N/A(0)

Teamwork/Group Dynamics
I believe that I work well with others and can facilitate positive work environments through interaction with individuals and groups.

**Beginning** 7(23) 6(19) 5(15) 4(3) 3(1) 2(0) 1(1) N/A(0)  
**End** 7(43) 6(16) 5(2) 4(0) 3(1) 2(0) 1(0) N/A(0)

**Communication Skills**
I am confident in my communication skills and feel that I am able to discuss/resolve problems in a professional manner.

**Beginning** 7(21) 6(16) 5(17) 4(4) 3(4) 2(0) 1(0) N/A(0)  
**End** 7(45) 6(13) 5(2) 4(1) 3(1) 2(0) 1(0) N/A(0)

**Leadership**
I am confident in my leadership skills and can effectively execute daily responsibilities and tasks in a professional manner.

**Beginning** 7(12) 6(29) 5(14) 4(4) 3(1) 2(2) 1(0) N/A(0)  
**End** 7(40) 6(20) 5(0) 4(2) 3(0) 2(0) 1(0) N/A(0)

**Honesty/Integrity**
I feel I can gain the trust of others through my self-management of emotions and my moral reasoning, while at the same time feeling comfortable in expressing my views.

**Beginning** 7(23) 6(20) 5(12) 4(5) 3(2) 2(0) 1(0) N/A(0)  
**End** 7(47) 6(11) 5(3) 4(1) 3(0) 2(0) 1(0) N/A(0)

**Time Management/Organizational Skills**
I am confident in my ability to produce high quality work in relation to the time and specifications given, whom the work is for, and with whom I will be working.

**Beginning** 7(13) 6(21) 5(20) 4(7) 3(1) 2(0) 1(0) N/A(0)  
**End** 7(41) 6(16) 5(4) 4(1) 3(0) 2(0) 1(0) N/A(0)

**Understanding Differences/Diversity**
I believe I am respectful, receptive, and sensitive when I work with others who are different from me.

**Beginning** 7(31) 6(15) 5(9) 4(5) 3(2) 2(0) 1(0) N/A(0)  
**End** 7(44) 6(13) 5(4) 4(1) 3(0) 2(0) 1(0) N/A(0)

**Personal Development**
I am confident in my ability to make educated decisions based on observation, experience, reflection, reasoning, and communication.

**Beginning** 7(21) 6(18) 5(18) 4(5) 3(0) 2(0) 1(0) N/A(0)  
**End** 7(47) 6(12) 5(2) 4(1) 3(0) 2(0) 1(0) N/A(0)