# 2009-2010 Annual Report

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The Department of Student Activities mission statement supported the overall mission of the Student Affairs Division through the programs, services, and facilities that are offered to the RU students and community.

**Student Activities Mission**

We provide students with diverse out-of-the-classroom experiences that facilitate intellectual, civic, and social development while promoting a sense of community and enhancing the educational mission of the University.

**Student Affairs Mission**

The Student Affairs division will enhance the academic mission of the University by positively influencing students and the environment in which they live and learn. Our mission is accomplished in many ways, including the following:

- Facilitating & enriching the academic environment
- Collaborating with others to extend in-and-out-of-class opportunities
- Offering programs & other opportunities for personal development
- Recognizing & supporting the uniqueness of individuals & their needs
- Engaging students in learning opportunities that link classroom theory to authentic experiences
- Developing an environment of trust, support, & acceptance
- Promoting student citizenship through responsible decision-making & accountability
- Encouraging the development of skills to articulate & achieve personal goals
- Creating communities & teams that exhibit synergistic behaviors
- Providing facilities & services to students to enhance the quality of their entire university experience.
Executive Summary

The Department of Student Activities was responsible for Greek Life, Student Media, Campus Recreation, Radford Student Programming and Campus Events Board, Student Leadership Resources, LEAD 110 and the LEAD Scholar Program, Clubs and Organizations, Student Activities Accounts, Information and Event Planning, Hurlburt Student Center, Heth Hall, and Bondurant Auditorium. After losing a professional position to budget cuts, the sixteen professional staff members, five graduate assistants, approximately 200 student employees and hundreds of student volunteers worked toward enhancing the overall educational experiences of students through the implementation of University-wide programs and the provision of excellent services and safe/secure facilities. In addition, the professional staff members were truly a part of the RU community as highlighted in the Professional Staff Involvement section. This was a key factor in the success of the Department, as it kept us apprised of the overall “big picture” on what the students were involved in and how we could provide real life involvement opportunities to what they were learning and experiencing in the classroom and through other out-of-the-classroom events.

2009-2010 selected Department highlights included:

- The Department staff challenged themselves by doubling the number of goals for 2009-10 compared to the previous year and we were successful in the partial accomplishment to full accomplishment of 202 out of 234 goals (86%).
- Standardized the student learning outcomes evaluation processes throughout the Department.
- Student involvement again increased in relation to the number of student clubs/organizations, involvement in intramurals, sports clubs, aerobics, climbing wall, Greek life, Student Media, and the LEAD Scholar program (See specific area sections for more information).
- The Departmental interactive website, www.radford.edu/stuact, registered over 51,000 hits. Over 25,000 hits were first time visitors.
- Successfully refurnished and brought the Heth meeting rooms back on-line for reservations starting in the fall 2009 semester.
- The number of reservations increased by 1,000 over the previous year (9,939 reservations this year).
- Over 500,000 visitors passed through the doors of the Bonnie during the year.
- Worked closely with the Athletics Department and the Peters Hall staff in coordinating usage of Peters Hall gymnasium in relation to general student use and intercollegiate team use.
- Worked with SGA and the President’s Office in extending the hours of the Peters Hall Fitness Room.
- Assisted the Student Finance Committee in allocating $1,191,834.
- Worked with the architects for the new Student Wellness and Recreation Center design.
- Assisted in the planning and executing of many of the RU Centennial events and Charter Day.
- Fully implemented the RUInvolved website.
- While losing the Associate Director for Student Activities-Leadership, the Department was restructured and the internal hiring of current staff to two positions will make for a smooth transition for the related areas.

The following annual report provides additional details into our 2009-10 accomplishments and highlights the direction we have set for 2010-11. Overall this annual report demonstrates the Departments commitment to students through continued hard work, creativity, and team work.
<table>
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<th><strong>Professional Staff</strong></th>
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### Administrative
- **Assistant Vice President for Student Affairs/ Director for Student Act.**
  - Ken Bonk
  - Hurlburt 226
  - 831-5197
  - kjbonk@radford.edu

- **Account Manager**
  - Liz Koch
  - Hurlburt 226
  - 831-5044
  - ekoch@radford.edu

- **Account/Office Manager**
  - Peggy Perdue
  - Hurlburt 226
  - 831-6019
  - pperdue@radford.edu

### Operations
- **Associate Director**
  - Alice Coughlin
  - Hurlburt 226
  - 831-5708
  - atcoughli@radford.edu

- **Information and Event Planning Manager**
  - Sally Cox
  - Hurlburt 104
  - 831-5454
  - skcox@radford.edu

- **Operations and Facilities Manager**
  - Travis Lakata
  - Hurlburt 226
  - 831-7124
  - slakata@radford.edu

### Programming
- **Assistant Director for Student Activities-Student Involvement**
  - John Leonard
  - Hurlburt 226
  - 831-6379
  - jcleonar@radford.edu

- **Coordinator for Student Activities-Greek Life**
  - Jermisha Dodson
  - Hurlburt 211
  - 831-5941
  - jydodson@radford.edu

### Student Media
- **Assistant Director**
  - Geoff White
  - Calhoun Hall
  - 831-6381
  - gwhite13@radford.edu

### Campus Recreation
- **Assistant Director**
  - David Goodman
  - Hurlburt 121
  - 831-6012
  - degoodman@radford.edu

- **Secretary**
  - Donna Epperly
  - Hurlburt 121
  - 831-5369
  - depperl@radford.edu

- **Intramural Sports/Sports Club Coordinator**
  - Foster Ridpath
  - Hurlburt 121
  - 831-6506
  - fridpath@radford.edu

- **Game Room Manager**
  - Rob Marshall
  - Hurlburt 135
  - 831-7602
  - rrmarshall@radford.edu

### Bondurant Auditorium
- **Theatre Production Manager**
  - Doug Mead
  - Preston Stage Office
  - 831-5588
  - rmead@radford.edu

- **Assistant Theatre Production Manager**
  - John Spiggle
  - Preston Stage Office
  - 831-5588
  - jspiggle@radford.edu
Professional Staff Involvement

**RU Committee Involvement**

*Ken Bonk*
- Family Weekend Committee
- Homecoming Committee
- Highlander Festival Committee
- VPSA Search Committee co-chair
- University Planning & Budget Advisory Committee
- Co-Curricular Activities and Facilities Committee chair
- Student Media Committee
- New Wellness/Recreation Committee
- Sustainability Committee on Facilities
- Centennial Steering Committee
- RU Web Design RFP Committee
- President’s Cabinet

*Alice Coughlin*
- Performing Arts Series Committee
- Faculty and Staff Grievance Committee
- Highlander Festival Committee
- Homecoming Committee/ King & Queen chair
- Family Weekend Committee chair
- Transportation Sustainability Committee
- Alcohol Task Force Committee
- Conduct Board
- Centennial Committee
- Bonnie Days of April Committee
- Ring Ceremony Committee
- Outstanding Parent of the Year Committee
- Co-Curricular Activities /Facilities Committee
- Club Programming Committee chair
- SASEA Scholarship Committee

*Geoff White*
- Student Media Committee
- Greek Life Coordinator Search Committee
- Faculty and Staff Grievance Committee

*Doug Mead*
- December Commencement Committee

*David Goodman*
- Student Athlete Appeals Committee
- Conduct Board

*Jermisha Dodson*
- Tunnel of Oppression Committee
- Alcohol Coalition Committee
- Greek Awards Committee chair
- Bonnie Days Planning Committee

*Peggy Perdue*
- RU Spirit Committee

*Liz Koch*
- Student Media Committee
- Club Programming Committee
- Student Finance Committee

*Heather Evans*
- Committee on Clubs and Organizations chair
- MLK Planning Committee
- Student Awards Committee chair
- Administrative/ Professional Faculty Senate
- Student Athlete Appeals Committee

*Sally Cox*
- Commonwealth Advisory Committee
- Recycle Committee
- Commencement Committee
- Family Weekend Committee

*John Leonard*
- Club Programming Committee
- Family Weekend Committee
- Conduct Board
- Alternate Senator/Staff Senate
- Sustainability Committee on Facilities

*Travis Lakata*
- Summer Conferences Committee
- SASEA Scholarship Committee
- Family Weekend Committee
- Bonnie Days of April Committee
- SASEA Scholarship Committee

**National/Regional/Local Conference Attendance**

*Geoff White*
- College Media Advisors Conference

*Heather Evans*
- Tri Delta: Regional Leadership Conference Volunteer Symposium
  Executive Board Transition Training

*Jermisha Dodson*
- Southeastern Interfraternal Annual Conference
- Southeastern Panhellenic Annual Conference
- Association of Fraternity/Sorority Advisors Annual Meeting
**Presentations/Instruction**

**Ken Bonk**
- Instructor for UNIV 100
- Instructor for LEAD 100
- Presenter at Introduction to Student Affairs Graduate Class

**Jermisha Dodson**
- Presenter at Southeastern Interfraternal Conference
- Presenter at JMU Greek Leaders Retreat
- Presenter for Delta Sigma Theta Sorority INC Region II Leadership Forum

**Alice Coughlin**
- Instructor for UNIV 100
- Presenter for Leadership Odyssey

**David Goodman**
- Certified Red Cross instructor
- Leave No Trace Behind trainer

**John Leonard**
- Instructor for UNIV 100

**Geoff White**
- Instructor for UNIV 100

**Heather Evans**
- Instructor for UNIV 100
- Presenter at Roanoke College’s Leadership, Organizational Management and Event Planning Workshop
- Presenter on student involvement to Men of Standards
- Instructor for LEAD 110
- Presenter at Kappa Delta Rho Convention
- Presenter at Change Management Class

**Doug Mead**
- Lighting Design for “Eating Appalachia”
- Lighting Design for “Dancing on the Edge”

**Foster Ridpath**
- Instructor UNIV 100
- Certified Red Cross instructor

**Foster Ridpath**
- Kappa Sigma adviser
- Sports Club council adviser

**John Leonard**
- Safe Zone trainer
- SASEA adviser

**Alice Coughlin**
- Community Centennial Committee
- SGA Special Projects adviser
- Ring Ceremony and Outstanding Parent Award

**Jermisha Dodson**
- AFA Marketing Recruitment Team
- AFA Foundation Scholarship Review Committee
- Delta Sigma Theta Sorority INC volunteer

**Ken Bonk**
- R-SPaCE adviser

**Rob Marshall**
- Billiards and Bowling Clubs coach
- ACUI Regional Billiards and Bowling tournament director

**Travis Lakata**
- APO adviser

**Membership in Organizations**

- Association of College Unions International-ACUI
- National Association for Campus Activities-NACA
- Association of Fraternity Advisers-AFA
- College Media Advisers-CMA
- International Leadership Association-ILA
- National Speleological Society
- American Mountain Guide Association
- American Whitewater Association
- Wilderness Education Association
- Association for Outdoor Recreation and Education
- National Intramural-Recreational Sports Association-NIRSA
Campus Programming

Radford Student Programming and Campus Events (R-SPaCE) is the all-campus programming board. R-SPaCE sponsors cultural, educational, social, and entertainment activities for RU and the surrounding communities. This was R-SPaCE’s first year in existence after being transformed from the previous Campus Activities Board (CAB). Through the new organization, there has been an enhanced emphasis on diversity and educational programs combined with entertainment, and 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 15 individuals and an average total of 25-30 general body members.

2009-2010 Highlights

1. First year to be recognized as the Radford Student Programming and Campus Events board.
2. A leadership retreat for R-SPaCE executive officers was held at the beginning of both the fall and spring semesters. 7-17 Goal 1.1.1
3. Provided an educational lecturer for the New Student Programs Success Starts Here series of programs. 7-17 Goal 3.1.1
4. Featured two concerts in the Dedmon Center for the first time in two years due to renovations. Concerts featured national recording artist “Flo Rida” and national recording artist “Third Eye Blind”.
5. Exceeded revenue projections in its concert budget line.
6. Implemented its new focus on co-sponsorship by working in collaborative programs with Chartwells/ RU Catering, New Student Programs, RU Athletics, Student Government Association, Campus Recreation, Office of Greek Life and several individual Greek Organizations, Residential Life, RU Able, Dedmon Center, The President’s Office, Vice President for Student Affairs Office, Substance and Sexual Abuse Awareness Office, Family Weekend, Homecoming Weekend, Alumni Affairs, Health Services, and various campus clubs and organizations including Spectrum, Chi Upsilon Sigma and LSH. Throughout the course of the year numerous RU colleges were contacted about co-sponsoring programs with R-SPaCE. 7-17 Goals 1.2.11, 2.1.5
7. Conducted multiple surveys in order to obtain information about student satisfaction, as well as to gain insight into future event planning. 7-17 Goal 1.1.13
8. Excluding the regularly scheduled campus movies, R-SPaCE sponsored 42 events and activities. Of those activities 98% were considered to be of entertainment value, 26% had an educational and cultural awareness component, and 68% had collaborative efforts with other organizations and campus departments. 7-17 Goals 1.2.10, 1.2.11, 3.1.1
9. Including the scheduled movies, and special showings, there were a total of 173 events that R-SPaCE provided as opportunities for students to attend.
10. Incorporated two new Vice President positions, and during the course of the school year evaluated their effectiveness and constitutionally removed those positions for the coming year.
11. Two R-SPaCE executive members served on the Vice President for Student Affairs search committee.
12. Received emails from two of our many artists that stated:

“Radford University’s Student Programming and Campus events board is one of the best I have worked with in the country. They had so many hands on site genuinely happy to help out with the event, and were constantly asking me if there was anything that I needed. It is evident that they take pride in their work and the result is well-attended events that everyone can enjoy. In my opinion, they are a model of what all campus activities boards should aspire to be.”  **Steve Moakler**

“I have to commend the R-SPaCE Board….it is essential for an artist and crew to feel ‘welcomed’ at a venue. Your board was top notch in treating myself and my crew like “Super” (pardon the pun) stars!...they were always accessible to us and making sure we weren’t in need of anything. You don’t know how refreshing that is...”  **Mike Super**

**2009-2010 Goals**

1. Define the new R-SPaCE (Radford University Student Programming and Campus Events) “brand” as it debuts this year through a variety of marketing efforts to ensure successful acceptance by the RU student population and the University Community at large.

   - Produce visual displays, signs, and banners at all events that advertise the organization and upcoming events. **Completed. A-frames were utilized at events by placing them outside and inside of the Bonnie.**
   - Work with Student Media to produce stories about the changes to the organization and programs. **Partially Completed. Inconsistent reporting about R-SPaCE sponsoring a program still needs to be addressed.**
   - Create a system for introducing programs at each event, no matter how large. These introductions will contain a brief welcome from the organization, an overview of upcoming events and a description of the artist performing. **Completed. Before artist introductions, upcoming events were announced.**
   - Conduct surveys about programming and perception of the new organization during a minimum of 70% of events and shows. **Partially Completed. Surveys were distributed and collected but at fewer events.**
   - Conduct at least seven “live marketing” sessions during each semester where members actively engage students with organization information and staff a display featuring the activities of R-SPaCE. **Completed**
   - Directors will collaborate on publicity for most events within their areas. **Completed. Executive directors worked with the publicity chairs to ensure their promo was created for the events.**
   - Develop a formal system for publicity approval that will include the Vice-President for Operations, the President, and the Advisor. **Completed. Once a promo flyer was completed it was reviewed by at least one of the above individuals.**
   - Redesign the organization website to reflect the goals and needs of R-SPaCE and utilizes the graphic style of Radford University. **Completed. The website was redesigned twice to keep up-to-date with the changes.**
   - Redesign the organization brochure and publicity flyers so that the graphic image of R-SPaCE is consistent and utilizes the style of Radford University in all materials. **Completed. All our brochures, promo materials and shirts have the logo on it.**
2. Analyze all recent and current programming and audiences served.
   • Utilizing data from the Association of College Unions International (ACUI) and locally developed data from event survey results, examine the perception of RU students with regard to campus programming in relation to peer institutions.  
     Completed
   • Utilize additional studies to categorize general audiences of each event and look for new ways to engage additional campus organizations and individuals.  
     Completed
   • Utilize the Department of Student Activities I.D. Swipe Card system to gather data on program participants at ALL events. Include this database in plans for electronic surveys of events. Not Completed. Due to the increased security measures implemented on the RUID, the swipes could no longer be interpreted and/or provide student data.
     • Ensure that programs have a core focus on the goals enumerated within the 7-17 strategic plan. Completed
     • Ensure that at least 10% of non-concert programs will be new to RU (or not produced within the last 5 years). Completed

3. Participate in the Radford University Centennial Celebration by providing up to 2 appropriate events to mark the occasion. Identify additional events that could be a part of a Centennial Series of activities. Completed. Sponsored the Breakfast with Blake Mycoski, performance by musician Steve Moakler, and co-sponsored the Birthday Bash with SGA and DAP.

4. Increase collaborative efforts with University organizations from 59% to 65%.
   • Utilize the position of Vice President for Campus Relations to garner new collaborative partners for R-SPaCE. Completed. 68% were collaborative programs.
   • Contact all University Colleges and Departments regarding collaborations that could be integrated into the curriculum. Partially Completed. Needs to increase.

5. Explore the idea of additional multi-day, multi-organization campus-wide events such as “Winterfest” and “Homecoming” to help increase enthusiasm and participation among students. Completed. Hauntfest, Homecoming, and the Centennial are three examples.

6. Increase cinema audience by at least 10%.
   • Implement new digital projection system for cinema presentations. Completed
   • Explore the use of double features, additional screening times and days and other partnerships to expand the cinema audience. Completed. Additional movie times were added. In addition, worked with other student organizations to sell popcorn and candy prior to and during the movies.
   • Partner with Student Media and other organizations to conduct film festivals and other screenings (such as special events and TV premieres.) Completed. Co-sponsored the Highlander Film Fest and special movies as requested by other student organizations/departments.

7. Expand the number of educational and multi-cultural programs offered to be at least 25% of overall non-concert programming. Completed. Attained 26%. See Supplemental materials section for overall program breakdown.

8. Conduct a large scale concert in the Dedmon Center. Completed. Two concerts sponsored.

9. Utilize the organization and resources of R-SPaCE to their greatest capacity.
   • Expand the use of committees to EVERY area within R-SPaCE. Not Completed. R-SPaCE does not have enough general body members for such a committee structure. Ad hoc committees are formed as needed.
Create a system of monthly meetings for each Director and the Vice President of Operations to establish interim goals and objectives and to maintain an overview of the annual goals for the organization. Not Completed

Conduct retreats at the beginning of each semester focusing on training for R-SPaCE programming, learning outcomes and personal leadership development. Completed

Conduct learning outcomes assessments on leadership positions and expand the assessments to the general body membership. Partially Completed. Assessments completed with executives but not with general body.

10. Assign an individual in R-SPaCE who has the responsibility of recording the activities of the organizations and creating an ongoing record of these events both online and in an archive. Completed

2010-2011 Goals

1. Create a collaborative relationship with Student Media (The Tartan, ROC-TV, Whim) to produce stories, advertisements, and a mode of outreach to the campus community. Ongoing

2. Conduct surveys at 50% of events regarding the intended learning objectives, satisfaction, and perceptions of students. Ongoing

3. Attend at least 10 “University 100” classes as an outreach to freshmen to both inform them about R-SPaCE and survey them about the types of programs they would like to see. Fall 2010

4. Continue to increase promotion of programs, using new marketing techniques, and continue to implement an approval process for all printed publicity to ensure accuracy. Ongoing

5. Sponsor at least one concert in the Dedmon Center. Fall 2010/Spring 2011

6. Through the use of Facebook and Flickr, better document the events that R-SPaCE produces throughout the year. Ongoing

7. Complete NACA evaluations for 50% of contracted performances. Ongoing

8. Have, if possible, a majority of executive board members attend the Regional National Association for Campus Activities conference. Fall 2010

9. Utilize the Student Leader Resources pocket scanners at 50% of the R-SPaCE programs to gather data on program participants and distribute electronic surveys. Ongoing

10. Utilize all resources available, including prior created banners, posters, and color prints from the Student Leader Resource Center while keeping in mind the RU green initiative. Ongoing

11. Communicate with faculty, staff, and administration to position R-SPaCE as serving an equally important role in comparison to SGA, as it relates to providing students an avenue for input into a quality campus life. Ongoing

12. Increase the average number of general body members by 25%. Ongoing

13. Expand learning outcomes assessments to include general body members whom have consistently taken part in R-SPaCE programming for two semesters. Spring 2011

14. Establish an outreach program to other student organizations in order to establish a working rapport for future collaboration, recruitment, and awareness. Ongoing

15. Designate an executive member(s) to take quality action photos at all events. Ongoing

16. Identify and sponsor programs that will increase off campus, male/graduate students. Ongoing

17. Rework the program assessments to provide more in-depth answers and to better relate to the learning outcomes. Fall 2010
Program Assessment Results
The day-of-event surveys and general feedback including media reviews of programs and artists comments confirmed that the R-SPaCE students, in the process of planning and implementing a successful programming schedule, succeeded in carrying out the mission of their organization while providing a learning environment for their members. An overview of the 397 surveys collected over the course of the year to a random sample of event participants showed the following:

-94% of people attending events thought they were worth their time. When asked why, the answers (they were allowed to check all that apply) were as follows: 378-fun, 195-stress reliever, 37-class credit, 33-educational, 24-informative, and 29-meet others.

-91% of respondents attended more than one program over the course of the year showing that R-SPaCE have a large number of repeat participants and that those individuals are extremely satisfied with the programming currently offered.

-73% are female and 27% male; 61% live on campus vs. 39% off campus; and 96% are undergraduates with only 4% attending graduate level classes.

-The most popular events were rock and bowls, movie series, concerts, club fair, and homecoming.

-Students were allowed to choose as many ways as they heard or saw an event advertised and the following represents the most popular methods (from most popular to least popular): Heard about events from friends, fliers on bulletin boards, staff and/or faculty, RU portal, TV informational monitors around campus.

Student Learning Outcomes
A few of the R-SPaCE executive board were aware of the student learning outcomes from their previous year’s experience. However, at the R-SPaCE fall retreat, the adviser again reviewed the student learning outcomes with those returning members and held discussions with the new members whom had no knowledge of the outcomes. A total of eight executive members out of 15 were able to attend the retreat. An assessment at the end of the retreat confirmed that all eight understood the learning outcomes and additional assessment results will be acknowledged in the below corresponding categories.

The 15 individual executive members regularly met with the adviser throughout the school year. During these meetings the adviser and executive member would discuss his/her area of responsibility, what had been done or needed to be done, if he/she needed help, any concerns with other members, etc. While no formal assessment was conducted, these meetings provided the opportunity for the adviser to interact with the member on an individual basis. The adviser was also present at all executive and general body meetings and at least 90% of the programs and spent time observing the interaction of the members with each other and the patrons.

The following rankings below came from a self assessment that the ten executive members took at the end of the 2010 spring semester. For each statement in the given category, they were asked to think back and reflect upon their involvement experience. They were asked to rate their abilities as they perceived they were at the beginning of the 2009 fall semester (also taking into consideration of the time they were a general body member) and then rate their abilities as they
perceived them at the end of the 2010 spring semester. The following results show the increase/decrease in their growth and knowledge attainment. The comments in the notes section came from the retreat evaluations, adviser observation, and program success.

In addition, since the president receives a stipend, an assessment was required at the end of the fall semester and the spring semester using the departmental standardized evaluation form. Both the self assessment by the president and the final assessment conducted by the adviser were compared and the growth in similar areas of the learning outcomes was evident. The self-assessment was a 1-7 scale with 7 being strongly agree.

1. **Customer Service:** I feel I have a strong understanding of what it means to provide good customer service. (collecting money and writing receipts, checking identifications for ticketed events, etc.)

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<th>August Ranking</th>
<th>May Ranking</th>
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**Notes**

- Students attending several programs throughout the year indicated a positive satisfaction with what was being offered. This is a good indication of good customer service at these programs otherwise these students would not return.
- Students indicated that they enjoyed working with the general public, agents, and performers and that customer service was the hallmark of the students. This was noted by multiple performers with two specific quotes listed in the highlights section.

2. **Teamwork/Group Dynamics:** I believe that I work well with others and can facilitate positive work environments through interaction with individuals and groups. (attendance and input at weekly meetings, working events, attending conferences, etc.)

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**Notes**

- Weekly teambuilding exercises were held at the beginning of each general body and executive meetings that helped create a closer bond amongst the members.
- Events starting on time and running smoothly were also indicators that the group dynamics were strong.
- 8 out of the 8 members at the retreat ranked the teambuilding exercises between 3-4 out of a scale from 0-4 with 4 being the highest rank.

3. **Communication Skills:** I am confident in my communication skills and feel that I am able to discuss/resolve problems in a professional manner. (contacting agents/artists, marketing the programs, reporting at weekly meetings, collaborating with other departments/organizations, etc.)

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**Notes**

- Students saw the need to communicate, while working events, served as a motivator.
- 68% of the programs were a collaborative effort exposing the leaders to work with more students from other organizations.
- The numerous avenues in which programs were marketed indicates an increased understanding of how to communicate with the campus.
- 8 out of the 8 members at the retreat indicated, with a high to very high ranking, that they felt able to better work with and communicate effectively with other members.
- R-SPaCE successful recognition as the new CAB is due largely to the focus put on the branding of the new name on all marketing, brochures, etc.
4. **Leadership Development:** I am confident in my leadership skills and can effectively execute daily responsibilities and tasks in a professional manner. (conducting executive officer business, representing CAB/BAP on other committees, developing retreats, etc)

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**Notes**
- The adviser, in all settings, be it one-on-ones, general board/executive meetings, retreats, programs, continuously focused on leadership/management techniques and examples of how each one was displaying leadership qualities
- President Kyle attended the fall retreat and spoke on the important role they served as leaders on campus community and life. Students indicated this should continue.
- The number of successful programs in addition to two major concerts demonstrated leadership skills of those executive members in charge.

5. **Honesty and 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. (following proper procedures when collecting money for paid events, recording office hours as required, completing requirements as specified on leadership compensation contract, etc.)

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**Notes**
- Students recognized the need to follow procedures in revenue collection, recording end-of-program monies (all monies accounted for), end of the program evaluations, etc.

6. **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. (developing program work schedules for events, planning of events one month minimum prior to events, conducting assessments, etc.)

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**Notes**
- With over 200 events during the year, responsibilities of class, work, volunteering, etc. could have attributed to a lower final ranking
- Out of the 0-4 ranking scale, with 4 being the highest, all 8 members at the fall retreat ranked the importance of meeting deadlines and recognition of the implications if deadlines are missed as a 4
- Only one 2009-2010 executive member out of the six that ran for the 2010-2011 executive positions was unable to do so due to the minimum GPA standard.
- After the retreat, the members strongly indicated that they understood the balance between academics and outside commitments

7. **Understanding of Differences/Diversity:** I believe I am respectful, tolerant, and sensitive when I work with or help others who are different than me. (researching and selecting cultural/diverse programs, collaborating with other cultural groups, etc.)

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**Notes**
- R-SPaCE had a diverse executive board; Asian-American, Latino, Indian-American, African-American multiple socio-economic classes and regional differences
- As noted in the highlights section, 26% of the overall programs were educational and/or multi-cultural
8. **Personal Development:** I am confident in my ability to make educated decisions based on observation, experience, reflection, reasoning, and communication. (identifying personal strengths and areas of improvement in relation to his/her role within the department, decision-making, positive attitude, balancing academics and other commitments, etc.)

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**Notes**
- After the retreat, the members 1) indicated with high marks that they felt better informed in how to make educated and thoughtful decisions and 2) recognized their role in the organizational mission.
- The successful planning and executing of 170+ programs demonstrates a high level of decision-making skills.

In order to provide additional information on what learning takes place amongst the members, the program assessments will be expanded in order to provide outside information on how R-SPaCE members are perceived by the patrons and to see if the programs are actually contributing to the patrons learning outcomes in the above categories. R-SPaCE will also review/consider options in introducing the learning outcomes to the general body members and then ways in assessing them.
Campus Recreation

Campus Recreation consisted of RU Outdoors, Intramurals, Hurlburt Game Room, Climbing Wall, Aerobics, and advisement for the Sports Clubs. One graduate assistant and approximately 125 student workers assisted the professional staff as referees, scorekeepers, supervisors, trip leaders, game field attendants, equipment desk attendants, climbing wall monitors, aerobics instructors, game room assistants, and office assistants.

2009-2010 Highlights

1. Overall Campus Recreation Office 7-17 Goals 1.1.1,2.4.2
   - Hosted the Carilion Brain Trauma unit from Roanoke Memorial Hospital to educate about helmet safety and to give away 50 helmets to the student body and local community, this was done in memory of Matt Hale, a Campus Recreation student who passed away 3 years ago; and we hope this will become an annual event.
   - Purchased a nine hole miniature golf set, numerous gaming systems, and nontraditional games to assist in programming needs for resident halls, on campus events, and intramural events.

2. Intramurals 7-17 Goals 1.1.1,2.4.2
   - All supervisors completed the basic first aid and CPR training through the American Red Cross.
   - Offered our first COED basketball season, 29 students participated making up four teams.
   - Offered an additional spring dodge ball tournament with 14 teams and 98 participants.
   - Increased participation in our 5k run, basketball, volleyball, and dodge ball events by more marketing and offering additional seasons.

3. Sports Clubs 7-17 Goal 2.4.2
   - Rebecca Stevens and Amanda Garland qualified for nationals for the Bowling Club, they are the first RU students to attend nationals that we can find records of.
   - Francis Gleason and William Pearce qualified for nationals for the Trap and Skeet Club.
   - Women’s Basketball and Bowling Clubs were recognized as new sports clubs.
   - There are a total of 21 sports clubs. 474 students are involved in sports clubs; 137 females and 337 males. This is an increase of +11 students from the previous year.
   - Collectively the clubs participated in 40 community service events and over 10,000 hours of involvement were contributed to the local community.

4. Hurlburt Game Room 7-17 Goals 2.4.2, 2.4.3
   - We co-hosted 15 Rock-n-Bowls with R-Space with a turnout of approximately 100 students for each event.
   - There were 2 home hosted billiard tournaments by the Billiards Club with 4 schools represented – Virginia Tech, Virginia Commonwealth University, North Carolina A & T University, and Radford University.
   - The Bowling Club hosted 2 events versus Virginia Tech with 2 teams at each.
   - The Bowling Club sponsored a 6 week league on Monday nights with 16 singles and 8 teams.
   - The Game Room hosted a Halloween Party and costume contest with 75 participants.
   - There have been several upgrades to the Game Room which include the following: All new house cues, laser lights and a disco ball for cosmic bowling events, four new house speakers, and two new ping pong tables.
5. **Aerobics 7-17 Goals 1.1.1,2.4.2**
   - In the fall 4,033 students participated and in the spring there were 5,716 students totaling 9,749. This is an increase of 842 from last year.
   - Aerobics instructor Anisia Van Dyke had over 2,690 participants for her step and fit classes alone.
   - All instructors were first aid and CPR certified through American Red Cross.

6. **RU Outdoors 7-17 Goals 1.1.1,2.4.2**
   - Of the 52 programs offered, we had 285 total participants.
   - Offered a snow tubing trip and multiple horseback riding trips all of which sold out.
   - The entire staff completed the Radford University van driving training.
   - The majorities of the staff have basic first aid and CPR or are Wilderness First Responders.
   - Five students completed the requirements to become trip leaders for the program in their perspective areas of interest; backpacking, rock climbing, and/or white water kayaking.

7. **Climbing Wall 7-17 Goals 1.1.1**
   - Overall, participation numbers were 1,925; an increase of 375 participants from last year.
   - Purchased new equipment such as ropes, shoes, and harnesses due to wear and tear.
   - Hosted 10 special events such as birthday parties, scouting groups, and private events through conferences on campus.

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**2009-2010 Goals**

1. **Overall Campus Recreation Office**
   - Have all student and professional staff trained to use the new RU Express machine. *Completed. This was added to the trainings for all staff.*
   - Have all student staff trained in first aid and CPR. *Partially Completed. We were unable to find times that worked for all of the staff.*
   - Create a rental contract for non-RU groups and individuals to borrow equipment for usage. *Completed*
   - Create a promotional video to showcase what we offer through Campus Recreation. *Partially Completed. We have footage taken but it needs to be edited and formatted to our specific needs.*
   - Design, conduct and collect additional surveys on a more consistent basis. *Completed*
   - Conduct student learning outcomes assessments and program assessments on a more intentional basis. *Completed*

2. **Intramurals**
   - Actively pursue the ability to use more facilities and space that have been used in the past for Intramural and Sports Clubs for events and activities. *Partially Completed. We still need more space and fields to meet the needs of the clubs and intramural events.*
   - To continue offering non-tradition sports (i.e. coed basketball and coed water-polo seasons) on top of our already successful programs. *Completed*
   - Collaborate with other University programs to find out additional ways to assist in the promotion of intramural events that we can implement on our campus. *Completed*
3. Sports Clubs
   - Add an additional 2-3 team to our 19 present teams. **Completed.** *Women’s Basketball and Bowling were recognized in the spring.*
   - Co-host a public speaker on anti-hazing with Greek Life. **Not Completed.** *There were other similar events that they attended.*
   - Reevaluate/update forms and waivers after working in conjunction with other universities and their processes. **Completed**

4. Game Room
   - Promote the Open Game Room for Faculty, Staff and their Families weekends to increase attendance. **Completed.** *We did not get the turnout we expected but are willing to try it again with increased marketing.*
   - Host an intercollegiate billiards tournament with at least three other schools participating. **Completed**
   - Host a table tennis tournament for students. **Completed**
   - Acquire a survey response from at least 50% of the groups and organizations that reserve the game room. **Partially Completed.** *Most of the groups did not respond to the request.*

5. RU Outdoors
   - Have all staff trained in CPR and first aid. **Completed**
   - Increase trip leaders to six in all areas. **Partially Completed.** *We had five staff meet the standards to lead trips in their perspective areas.*
   - Review risk management plans and implement new standards as needed. **Completed.** *We reviewed the manual and updated risk management plans as needed.*

6. Aerobics
   - Pursue additional space and time for classes. **Completed**
   - Create a lunchtime aerobics classes for students, staff and faculty. **Not Completed.** *Due to schedule constraints with space and staff.*
   - Design, conduct and collect additional surveys on a more consistent basis. **Completed**

**2010-2011 Goals**

1. Intramurals
   - Offer more Co-Ed activities to increase more male and female participation in intramural events. **Ongoing**
   - Actively pursue more facilities and space from the local community and campus for intramural and sport club events **Ongoing**
   - Collaborate with Peters Hall Fitness Center to increase participation in our weightlifting competitions. **Fall 2010**

2. Sports Clubs
   - Increase the current number of teams by two and offer a more rounded choice of clubs for the student body. **Ongoing**
   - Increase the number of the sport clubs attending the end of the year banquet to 75%. **Spring 2011**
   - Increase community service events to one hundred spearheaded by the clubs. **Ongoing**

3. Aerobics
   - Pursue additional time and space outside of Peters Hall for classes **Ongoing**
   - Find diverse instructors to have additional strength classes **Fall 2010**
   - Increase participation during the fall semester by 300. **Fall 2010**
4. Game Room
   • Host a regional and/or national billiards/bowling event. **Fall 2010**
   • Create a fun and friendly Halloween party and costume contest for students and friends on campus. **Fall 2010**
   • Increase awareness of the Game Room and how it can be used for private events for group usage by the student body and general public. **Ongoing**

5. RU Outdoors
   • Move all of the equipment to the storage container and organize a system to adequately maintain daily operations. **Fall 2011**
   • Offer a spring break trip to the general student body. **Fall 2010**
   • Increase sales of rental equipment by 25%. **Ongoing**

6. Climbing Wall
   • Offer basic climbing and movement classes at least twice a month for free. **Ongoing**
   • Host an on campus distance climbing competition. **Spring 2011**

7. Overall
   • Increase the amount of surveys collected by groups that have used the Game Room to sixty percent. **Ongoing**

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**Program Assessment Results**

Surveys were conducted for intramurals (65 completed), climbing wall (35 completed), RU Outdoors (101 completed), aerobics (56 completed), and the game room area (32 completed). Results from the surveys indicated the following:

**RU Outdoors**
- Most highly attended event was white water rafting with 38 participants
- Most highly attended clinics were the kayak roll clinics, with 64 participants throughout the year
- 86% rated the location of trips as good/excellent
- 88% rated the equipment good/excellent
- 75% rated the length of the trips as excellent
- Of those responding 51% were female/49% were male

**Aerobics**
- 70% preferred afternoon classes vs. evening classes
- 68% participated in aerobics classes at least once per week
- 96% were female and 4% were male
- Some specialized programs that students were interested in: 41% would prefer classes in boot camp aerobics and 30% would prefer ab aerobics

**Climbing Wall**
- In regards to hours of operation, 71% preferred evening hours and 57% favored weekend hours with 60% favoring Sunday over Saturday
- 57% of those responding were male and 43% were female

**Intramurals**
- 75% of the students stated that the web site was excellent
- 80% of the students stated that the overall program was excellent
- 62% preferred activities in the evening after 6pm
- The most popular activities were 87% football, 85% basketball, and 71% soccer
- 54% preferred Sunday events
- 46% of those responding were male and 54% were female
Game Room
- 95% rated the condition of the equipment as good/excellent
- 90% rated the rates as good/excellent
- 57% preferred bowling, 45% preferred billiards, and 15% preferred table tennis
- 45% of those responding were male and 55% were female

Student Learning Outcomes
The rankings below came from a self assessment that the campus recreation student workers took at the end of the 2010 spring semester. For each statement in the given category, they were asked to think back and reflect upon their involvement experience. They were asked to rate their abilities as they perceived they were at the beginning of the 2009 fall semester and then rate their abilities as they perceived them at the end of the 2010 spring semester. The following results show the increase/decrease in their growth and knowledge attainment. The comments in the notes section came from the surveys that were conducted for intramurals, aerobics, climbing wall, RU Outdoors, and the Game Room area. The self-assessment was a 1-7 scale with 7 being strongly agree.

1. Customer Service: I feel I have a strong understanding of what it means to provide good customer service. (serving customers in the game room and RU Outdoor rental office, assisting climbers at the climbing wall, assisting visitors in the Campus Recreation Office, etc.)

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Notes
- 93% of the respondents to the combined above mentioned surveys rated the student employees good or excellent in being dependable and 95% of the time as having good/excellent knowledge of the policies, rules, and/or equipment.

2. Teamwork/Group Dynamics: I believe that I work well with others and can facilitate positive work environments through interaction with individuals and groups. (attendance and input at weekly meetings, running intramural competitions, etc.)

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Notes
- The student employees were rated good to excellent 96% in the area of willingness to work with/help others by those completing the above mentioned surveys.
- Only one injury was reported in the aerobics classes indicating that the instructors properly conducted classes.
- No injuries were reported at the climbing wall indicating that the student employees correctly followed instructions to properly assist the climbers.

3. Communication Skills: I am confident in my communication skills and feel that I am able to discuss/resolve problems in a professional manner. (interpreting and enforcing rules of the intramural games, marketing the schedules for intramurals and RU Outdoors programs, etc.)

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Notes
- 97% of the respondents to the combined above mentioned surveys rated the student employees good or excellent in being effective communicators.
- Marketing for intramurals and outdoor recreation activities were successful with actual proof being in the number of teams competing and the number of weekend trips.

4. Leadership Development: I am confident in my leadership skills and can effectively execute daily responsibilities and tasks in a professional manner. (refereeing of games, supervising multiple games, leading weekend trips, etc.).

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**Notes**
-99% of those completing the above mentioned surveys indicated that the student employees displayed professional attitudes, behavior, and respect.

5. **Honesty and 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. (calling infractions/fouls fairly, following through on the leave no trace rule when camping, etc.)

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**Notes**
- There were no discrepancies cited in the game room deposits indicating that the collection of monies in comparison to the number of bowlers/billiard games played were properly accounted for.
- There were no outstanding instances of bad refereeing, incorrect score keeping recorded during the intramural season.

6. **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. (the planning for and loading of supplies for weekend trips, starting tournaments on time and keeping them on schedule, etc.)

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<td>5.12</td>
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**Notes**
-Intramural and sports clubs games started on time and intramural and sports club teams followed set practice schedules.
- Sport Clubs organized their own competition/tournament schedules throughout the year.
- Outdoor trip leaders successfully developed and organized weekend trips and other programs that allowed for appropriate travel time, necessary supplies, etc.

7. **Understanding of Differences/Diversity:** I believe I am respectful, tolerant, and sensitive when I work with or help others who are different than me. (leading aerobics for students, assisting various groups at the climbing wall, working with the bowling class students, etc.)

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<td>6.69</td>
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**Notes**
- All programs were open to all students and the student employees high rankings in the other outcomes demonstrates their abilities to work well with other students.

8. **Personal Development:** I am confident in my ability to make educated decisions based on observation, experience, reflection, reasoning, and communication. (Positive attitude, good decision making, identifying strengths and areas of growth, balancing academics, work and other commitments, etc.)

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<td>5.78</td>
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**Notes**
- The student employees were rated good to excellent 94% in the area of being able to identify potential concerns and providing input in resolving concerns by those completing the above mentioned surveys.

It is a goal for 2010-2011 to increase the emphasis of assessments on student learning outcomes in all areas of Campus Recreation.
Greek Life

The Greek community at Radford University hosts twelve North American Interfraternity Conference fraternities (IFC), five National Pan-Hellenic Conference (NPHC) fraternities and sororities, seven National Panhellenic Conference (NPC) sororities, and one National Association of Latino Fraternal Organizations (NALFO) sorority. These organizations were served by the Coordinator of Student Activities–Greek Life and a graduate assistant. For spring 2010, the Greek community had a population of 1,015 (12% of the student population).

Greek Life Mission Statement

The Greek community of Radford University will aspire to the high ideals, tenets and traditions of the founders of their respective organizations by instilling amongst its members the true meaning of brotherhood and sisterhood and by compelling others, by their actions, in promoting a greater society and culture through their organizational association, thereby enhancing the educational mission of the University. - Adopted Fall 2008

2009-2010 Highlights

1. Greek life makes up 12% of the overall campus population.
2. 750 (74%) Greeks attended the Greek Awards Banquet. Faculty advisors, chapter advisors, administration, and judges were present and recognized. 27 awards were given based on the Standards of Excellence; scholarship, philanthropy, community service, chapter operations, recruitment, and campus involvement. Three chapters received the President’s Cup, which is the highest award, from their respective councils. Seven individual awards were given out including the senior medallion award which honored those seniors that dedicated several years to making the Greek community better.
3. NPHC hosted it’s first successful NPHC Week in over 5 years. Programs consisted of; the history of stepping, breast cancer awareness, taking care of your skin, fundraisers, and service events. 7-17 Goal 1.1.3
4. The Coordinator of Student Activities for Greek Life and Associate Director of Student Activities for Leadership met with the Dean of Student office in September to go over judicial procedures for the upcoming year and establish a positive working relationship between the two offices. Meetings were held monthly. 7-17 Goal 2.4.2
5. PHC added 112 women during the formal recruitment period. IFC added 40 men in the fall and 60 men in the spring. NPHC added 6 new members.
6. Mu Sigma Upsilon became a colony and made the NALFO organizations eligible to become its own council.
7. IFC, PHC, and NPHC had its first ever New Member Institute in March. All new members were required to attend. Carl Creasman presented on values based leadership through a historical approach.
8. Order of Omega, the Greek Honor society, added 16 new members in the spring. To be considered in this organization a student must have at least a 3.0 GPA and be of junior status.
9. NPHC held it’s annual step show in the spring. More than 800 people were in attendance. The step show included participants from William and Mary, Lynchburg College, James Madison, Virginia Commonwealth University, and Radford University. NPHC raised over $3,000 for charity.
10. The Coordinator of Student Activities for Greek Life met with students with poor academic performance to compose an academic action plan to improve grades. This is the first year this program has taken place. 7-17 Goal 2.1.5
11. Six IFC officers attended the Southeastern Interfraternity Conference and nine PHC officers attended the Southeastern Panhellenic Conference in Atlanta. 7-17 Goal 1.1.1

12. 85% of Radford Greeks are involved in other organizations on campus other than Greek life.

13. RU Greeks raised over $5000 for local and national philanthropies

14. RU Greeks volunteered over 3,500 hours of community service

15. Greek Life, Athletics, and the Dean of Students office co-sponsored Mark Sterner to come to campus and talk to students about alcohol abuse. 7-17 Goal 1.1.1

16. NPHC brought Rasheed Cromwell to campus to present his national recognized program, “The Miseducation of the Black Greek.” 7-17 Goal 1.1.3

17. The Standards of Excellence program was successfully completed by 21 of 25 organizations. The new format of judging was put into place and will remain that way due to it’s success and positive feedback.

18. IFC and Greek Week co-sponsored the first annual Walk a Mile in Her Shoes event. The event was a huge success. Over 500 fraternity men walked around campus in high heels to promote awareness for domestic violence. 7-17 Goal 1.2.10

19. This year the Department of Student Activities in conjunction with the Office of Greek Life implemented a new organizational judicial process.

2009-2010 Goals

*Please note, these goals were set before the current Coordinator of Student Activities for Greek Life was hired. Hence, a few goals were not fully completed and/or changed due to the change in staff/direction.*

1. Acclimate the new Coordinator of Student Activities – Greek Life to the nuances of the Radford Greek community. **Completed**

2. Continue individual meetings with all presidents every semester. **Completed**

3. Involve advisors more directly and assist in finding faculty interested in becoming involved. **Completed**

4. Complete the review of and modification to the Standards of Excellence Program. **Partially Completed**

5. Continue to enhance the educational programming for all members by having at least one speaker per semester on issues relevant to Greek Life. **Completed. Several speakers were brought to campus. This is reflected in the program assessment section.**

6. Continue to have standard meetings with University and local law enforcement personnel and have such officials speak to the councils and presidents at least once a semester. **Completed. One example would be the City of Radford Police Chief speaking prior to Quadfest.**

7. Continue to invite administration, and others to have coordinated house tours each semester, in order to better the relationship between Greeks and the university/town as well as further the discussions of the conditions of Greek housing future planning options. **Not Completed**

8. Create, by each council, an electronic newsletter to inform students and faculty of happenings in the Greek community. **Completed. A newsletter went out each semester to chapter presidents, headquarter staffs, University administration, and advisors.**

9. Continue to be involved in the regional associations (SEPC, SEIFC, etc.) and encourage students to run for elective office in these organizations; thereby, enhancing the reputation and effectiveness of the Radford University Greek community. **Completed.**

10. Conduct student learning outcomes assessments on a more intentional basis via standards of excellence, interviews, focus groups, etc. **Partially Completed**
*Once a new Coordinator of Student Activities for Greek Life was identified the following goals were added*

**IFC**
1. Hold elections in December and properly train the executive board. **Completed**
2. Review judicial procedures and make appropriate changes. **Completed**
3. Redo fall recruitment process. **Not Completed. This process is currently being reviewed by IFC.**
4. Officer transition training. **Completed**
5. Have all chapter Presidents meet together once a month. **Completed**
6. Finalize Pi Lambda Phi’s status on campus. **Completed. Pi Lambda Phi became a colony in December**
7. Host a Greek Week that is inclusive and centered around educational programming and service projects to better the Radford community. **Partially Completed. Greek Week was more service based this year, but due to chapter size NPHC decided not to participate.**
8. Attend SEIFC. **Completed**
9. Annual review of constitution and bylaws. **Completed. Constitution and bylaws were revised and accepted in April.**
10. Create effective PR for recruitment. **Partially Completed. Recruitment PR was better but still needs improvement.**
11. Hold focus groups or discussions on how to improve image. **Not completed. Time restraints.**

**PHC**
12. Plan and execute a successful recruitment. **Completed**
13. Relook at the elections process. **Completed. PHC combined two positions to make one.**
14. Officer transition training. **Completed.**
15. Have all chapter Presidents meet together once a month. **Completed.**
16. Host a Greek Week that is inclusive and centered around educational programming and service projects to better the Radford community. **Partially Completed. Greek Week was more service based this year, but due to chapter size NPHC decided not to participate.**
17. Attend SEPC. **Completed.**
18. Annual review of constitution and bylaws. **Completed. Approved in April.**
19. Create effective PR for recruitment. **Completed.**
20. Hold focus groups or discussions on how to improve image. **Not completed. Time restraints.**

**NPHC**
21. Properly plan and execute a spring step show that is well promoted and attended. **Completed. Over 800 were in attendance and five different schools participated.**
22. Begin discussions of plots (symbolic structures placed on campus to represent organization). **Partially completed. Discussions have begun but no progress.**
23. Help chapters devise a plan to double average chapter. **Not Completed. As an office it took a year to assess where our groups were at and see how to effectively assist them in intake.**
24. Bring two males organizations to campus (between Kappa Alpha Psi, Alpha Phi Alpha, Omega Psi Phi, and Iota Phi Theta). **Not Completed. As a University we are ready for this addition, but due to Headquarters restraints and joint chapters this did not happen. We will try again in the fall.**
25. Host a Greek Week that is inclusive and centered around educational programming and service projects to better the Radford community. **Partially Completed. Greek Week was more service based this year, but due to chapter size NPHC decided not to participate.**
26. Send representatives to a national conference. **Not Completed. Only seniors were able to attend.**
27. Annual review of constitution and bylaws. *Completed. Constitution and bylaws were approved in April.*

28. Hold focus groups or discussions on how to improve image. *Not Completed. Time restraints.*

**Multi Cultural Organizations**

29. Bring up the numbers of Chi Upsilon Sigma. *Not Completed. Due to national headquarters restrictions.*

30. Successfully establish Mu Sigma Upsilon as a colony on campus. *Completed.*

**Order of Omega**

31. Locate a President. *Completed.*

32. Hold elections in the spring. *Completed.*

33. Decide what type of Order of Omega chapter RU would like to be. *Not Completed*

**Community**

34. Enforce the new “eligibility statement”. *Completed. Statement was written in August 2009 and went into effect for spring recruitment.*

35. Review Standards of Excellence Program and make changes. *Partially Completed. Appropriate changes were made this year to not overwhelm the chapters, but next year a full revision will be in place.*

36. Bring IFC/PHC sponsored speaker to campus. *Completed. Carl Creasman spoke to chapter Presidents in March.*

37. Meet weekly with council Presidents. *Completed.*

38. Successfully plan and host the New Member Institute in the spring. *Completed. Over 300 new members were in attendance and Carl Creasman was the guest speaker.*

39. Meet with all Chapter Presidents once a semester. *Completed. A President’s meeting was held in November for the fall. Two President’s meetings were held in the spring, once in February and another in April.*

40. Meet with Radford police dept in January. *Completed. We have built a great relationship with Chief Goodman and his staff.*

41. Schedule a ride along with police. *Not Completed. Hope to complete in the first few weeks of fall semester.*

42. Continue Greek life Vs. Fraternity and sorority life discussion. *Completed. Discussions occurred. This change will be reflected in the five year strategic plan.*

43. Create and send out quarterly newsletters to inform the community of what Greek Life is doing. *Completed. A newsletter went out every three weeks to highlight individual and chapter success as well as what the community was doing and upcoming events. Newsletters are sent out to campus administrators, HQ staff, Chapters, Advisors, and other campuses.*

44. Create a new Greek Life brochure. *Not Completed. Time restraints.*

45. Work with Institutional Research on an effective way to create grade reports. *Completed.*

46. Continue to document and assess chapters and councils through learning outcomes. *Completed.*

47. Communicate regularly with headquarters. *Completed. Contact was made with HQ staff’s each semester.*

48. Create and implement a Faculty Advisor Manual and maintain constant contact and partnerships with the advisors of the chapters. *Completed. The manual was handed out in the fall semester.*

49. Discuss a judicial procedure for Sanction hearings and execute the plan. *Completed. However, many discussions are still in place as to the future direction of judicial procedures.*
2010-2011 Goals

The following are community goals for the upcoming year. The individual council goals will be finalized in the next few months and at the beginning of the year retreat in August.

1. Create a more effective and tangible Standards of Excellence program. We want to see the program grow in participation, help the students understand how to record their achievements better, and improve overall evaluation of program for awards.

   **Summer/Ongoing**

2. Create monthly Leadership Lecture Series. Each month the Office of Greek Life will offer a 45 min leadership program on various topics such as; how to translate your Greek experience on a resume, group dynamics and teamwork, organizational skills, and interview and job performance. **Fall 2010 and Spring 2011.**

3. Continue semester meetings with presidents and bring in more campus professionals to help them learn how to best lead their chapters. **Ongoing.**

4. Update Faculty Advisor Manual and hold one advisor meeting a semester. **Fall 2010 and Spring 2011.**

5. Continue the newsletter. It was a huge success this year and helped highlight achievements of the community. Great for image improvement. **Ongoing.**

6. Continue to build a strong working relationship with campus police and Radford city police, both as an office and with the student leaders. **Ongoing.**

7. Continue to take students to conferences and helping build professional and leadership skills in them, as well as improving the image of Radford University. **Spring 2011.**

8. Continue to work to improve numbers for recruitment for all councils. **Fall 2010 and Spring 2011.**

9. Work to bring top speakers to campus that challenge students, entertain students, and help them improve their relevance on campus and the world. **Ongoing.**

10. Establish individual council goals. **Fall 2010**

**Program Assessment Results and Evaluation**

Assessment is a vital and necessary function of the Office of Greek Life. 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.

**Carl Creasman, Leadership lecture to President’s and Council Executive Boards**
- 48 surveys were collected (48 students attended)
- 78% felt the speaker was interesting and were completely satisfied or satisfied with his lecture.
- 85% felt he was relatable and knowledgeable on the topic
- Most comments reflected that the students appreciated the dinner/speaker/off-campus format.
  Several students commented on liking his historical approach to his presentation.

**Rasheed Cromwell, Miseducation of the Black Greek**
- 45 surveys were collected. (45 students were in attendance and 13 of those were Greek.)
- 95% were completely satisfied with the presentation
- The students appreciated his delivery and open space approach. They felt informed and all their questions were answered.
**Carl Creasman, Understanding Your Letters, New Member Institute**
- 211 surveys were collected (246 students were in attendance)
- 70% of students were satisfied with the speaker
- Many comments suggested students enjoyed him, just not the fact the speaker was on St. Patrick’s Day

**Mark Sterner, DUI speaker**
- 245 surveys were collected. (378 students were in attendance, including athletes)
- 65% of these surveys were Greek students
- 90% of the Greek students were completed satisfied or satisfied with the presentation
- Many students appreciated his realistic approach and didn’t feel like he was talking down to them, but helping them see the negative effects alcohol abuse can have

**Greek Week, “Hollywood”**
- 110 overall surveys were collected from participants
- 87% were completely satisfied or satisfied with the programs of the week
- Many comments suggested students felt the week was more organized than years past and more service oriented.
- 25 surveys were collected from committee members
- 90% were completely satisfied or satisfied with the overall week
- 85% said they would serve on the committee again
- Comments suggested that the committee members enjoyed the organization of the meetings, the healthy conversations about programs and themes, and the approach to make it more service oriented. Many also hope that next year the whole community will be involved.

**Standards of Excellence Program Highlights**
The Standards of Excellence program is a comprehensive group evaluation that each Greek organization completes each year. These standards are meant to standardize the management of chapters and improve the quality of the Greek community and members.
- 21 of 25 chapters completed the program
- 85% of Greeks are involved in campus organizations outside of Greek Life
- Over $5000 was raised for local and national philanthropies
- Greeks volunteered over 3,500 hours of community service
- All 21 chapters have an academic plan or scholarship chair for the chapter. 14 chapters reported that the plan helped improve the overall chapter grades for the 2009 year.
- 10 chapters have won national awards from their headquarters in 2009
- Sigma Pi, Delta Zeta, and Alpha Kappa Alpha won the highest honor a chapter can receive, President’s Cup.


**Student Learning Outcomes**

The Standards of Excellence program is a comprehensive group evaluation that each Greek organization is required to complete each year and groups are rated on scholarship, philanthropy, community service, operations, recruitment, and campus involvement. These standards are meant to standardize the management of chapters and improve the quality of the Greek community and members. They are evaluated by professional staff members with the President’s Cup being awarded to the highest scored submission. It is within these standards that the following learning outcomes are prevalent.

In addition, the new Coordinator implemented new initiatives within the Greek structure and those will be noted in the below notes section.

However, it must be noted that no specific individual measurement was conducted or tabulated.

1. **Customer Service:** I feel I have a strong understanding of what it means to provide good customer service. (assisting with community service projects, conducting office hours in the Greek Life Office answering questions with interfraternal spirit, etc.)

   **Notes:**
   - Office hours are maintained and documented by Greek Life personnel. Each Greek council executive board member should complete at least two office hours per week.
   - Each organization is required by their nationals to commit to service projects and philanthropic events around the community and world ($5,000 was collected/donated and over 3,500 community service hours were logged)

2. **Teamwork/Group Dynamics:** I believe that I work well with others and can facilitate positive work environments through interaction with individuals and groups. (attendance and input at weekly meetings and events, modeling the importance of brotherhood and sisterhood, attending conferences, participating in Greek Week, etc.)

   **Notes:**
   - Twice as many groups participated in Greek Week this year than last year.
   - The beginning of the year was kicked off with a combined executive board retreat with 30 Greek leaders in attendance.
   - 100% in attendance at the executive board retreat indicated they felt being better able to work with other councils.
   - Each council made requirements for all organizations to participate in each other’s service events and projects.
   - 92% indicated the team builders/group dynamic exercises were helpful at the executive board retreat.

3. **Communication Skills:** I am confident in my communication skills and feel that I am able to discuss/resolve problems in a professional manner. (recruiting members, marketing programs, reporting at weekly meetings, collaborating with other departments/organizations, facilitating chapter workshops, etc.)

   **Notes:**
   - A newsletter was created by staff and went out twice a semester. The newsletter highlighted accomplishments of members and chapters, as well as upcoming events. Emails from students and advisors were positive.
   - Greek Life performed the first ever exit interviews with 25 council leaders and 25 chapter President’s in helping develop future changes in their specific positions. 15 out of the 50 stated that it helped them.
   - Greek Life policies and procedures were regularly reviewed and discussed at council meetings as well as special programs for the chapters and membership.
-Headquarter staffs and advisors were emailed monthly and given progress on their chapter on campus.
- A first ever Advisors Manual was created to assist advisors in their role. Advisors commented in person to the Coordinator that they found this very useful.
-100% in attendance at the executive board retreat indicated they felt being better able to work with other councils.

4. **Leadership:** I am confident in my leadership skills and can effectively execute daily responsibilities and tasks in a professional manner. (conducting executive officer business, representing the Greek community on other university committees, developing retreats and other educational programs, etc)

Notes:
- Academic standards are maintained for council leadership positions and are understood as a first priority and respected by the leadership.
- An executive board retreat was held and the beginning of each semester to give those attending more opportunities to gain leadership skills. 87% attending thought the materials were helpful, 96% indicated they recognized how their role fulfilled the mission of their council, and 88% felt better informed of policies, procedures, and rules.
- Officer transition meetings were more organized. The format was changed to a two day process with additional time to shadow the outgoing officer.
- The council executive board members did a mid-year in-person evaluation with the Coordinator to discuss their progress and ways to improve.

5. **Honesty and 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. (living up to the standards set by the National Offices, conducting disciplinary hearings when required, etc.)

Notes:
- Each chapter has expectations set for them from their National Headquarters as well as the University. The students are should live up to the values and principles the organization was founded upon. The Standards of Excellence program is a reflection the chapters integrity throughout the year.
- This outcome is also assessed through the department’s judicial process and the University’s Student Code of Conduct. Only six chapters received sanctions.

6. **Time Management:** 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. (developing event work schedules, establishing group study times, pre-planning of events one month minimum prior to event, etc.)

Notes:
- Per the Standards of Excellence, each organization requires its members to maintain a certain number of academic study hours per week. The scholarship chair keeps records.
- Events like Greek Week, Recruitment, Take a Peek at Greek, and the Step Show are all planned and organized by student leaders. These events take several months of preparation time.
- 78% in attendance at the executive board retreat indicated they felt being better able to explain the importance and consequences of meeting deadlines and 73% indicated they understood the importance of keeping office hours.

7. **Understanding of Differences/Diversity:** I believe I am respectful, tolerant, and sensitive when I work with or help others who are different than me. (holding monthly presidents meetings, developing seminars/programs for chapter members, co-sponsoring of events between PHC, NPHC, IFC and NALFO and with other student groups, etc.)
8. **Personal Development:** I am confident in my ability to make educated decisions based on observation, experience, reflection, reasoning, and communication. (Positive attitude, good decision making, identifying strengths and areas of growth, balancing academics, work and other commitments, etc.)

**Notes:**
- President’s meetings were held twice a semester and the agendas were expanded to allow for further discussion on council relationships/members.
- PHC and IFC assisted with the NPHC step show this year as judges, ushers, etc.
- Delta Zeta and Alpha Kappa Alpha Sororities hosted a dinner together.

In 2010-11 self assessments of the council/chapter leadership will be implemented in addition to assessments conducted with the Program Coordinator.
The Department of Student Activities Operations staff was responsible for overseeing the day to day management of the department’s facilities and the services it offers. It encompassed the Hurlburt Student Center, Heth Hall, Bondurant Auditorium in Preston Hall, and the Information and Event Planning Office.

The coordination of all campus events to include Club Fair(s), Family Weekend, the Highlander King and Queen competition and the Bonnie Days of April was the responsibility of the operations staff.

The operations staff was accountable for advising recognized club/organizations and interpreting policy as they relate to this faction of the university community; and chairing the Club Programming Committee, which was responsible for allocating funds to recognized clubs/organizations.

The operations staff oversaw the department’s education and leadership based student employee program. We employed approximately fifty students who assisted the professional staff as operations assistants, information office assistants, media technicians, and sound and lighting technical assistants.

**Highlights 2009-2010**

**Event Planning Office**
- Installed TicketReturn software and hardware for new ticket sales process.
- Implemented TicketReturn and online ticketing Fall Semester 2009.
- Updated Student Employee Handbook. _Goal 7-17 2.4.2_
- Twenty three (23) ticket sales were successfully conducted in 2009-10. _Goal 7-17 2.3.4_
- Family Weekend orders were filled from the office.
- Trained ten (10) student employees on the new ticket software. _Goal 7-17 2.42_
- Implemented ticket sales survey.
- 9,939 reservations were entered via EMS (Event Management System). An increase of 1,000 reservations over the 2008-09 fiscal year.
- Reservations per facility: _Goal 7-17 2.34_
  - Heth 2,751
  - Hurlburt 4,225
  - Preston 357

**Operations (day to day)**
- According to “door counter” data, the Hurlburt Student Center had over 500,000 visitors from August 2009–May 2010.
- Assumed all aspects in the management of Heth Hall. _Goal 7-17 2.3.3_
- Created operations team leader job description.
- Created student employee profile.
- Implemented student employee evaluations.
- Oversaw and updated information on the Department of Student Activities’ portal channels. _Goal 7-17 2.3.4_
- Updated Hurlburt Auditorium movie system and projector. _Goal 7-17 4.3.2_
- Assisted the Director of Student Activities in advising R-SPaCE.
- Assisted with R-Space concerts: Flo Rida and Third Eye Blind.
Bondurant Auditorium

• Hired Assistant Technical Director.  *Goal 7-17  2.3.4*
• Assisted with the design of the front of house sound position.
• Assisted in the replacement of the Bondurant Auditorium stage floor.  *Goal 7-17  4.3.2*
• Purchased and installed new stage draperies.  *Goal 7-1  4.3.2*
• Assisted in the planning and implementation of the Bondurant Auditorium dressing room upgrade.  *Goal 7-17  4.3.2*
• Purchased the following sound equipment:  *Goal 7-17  4.3.2*
  - DSP DriveRack crossover and signal processor
  - Drum mic kit
  - 2 EAW LA series speaker enclosures
  - Crown power amp
  - Mic stands
  - Rolling cable box
  - Miscellaneous cables, etc
• Designed lights for two Dance Department programs.
• Provided technical support for two major R-Space concerts: FloRida and Third Eye Blind.
• Spring Commencement responsibilities were expanded to include Dedmon Center ceremonies.  *Goal 7-17  2.3.4*

All Campus Events

• Increased staff involvement with Club Fair.
• Co-sponsored the 5K Run with the city for Family Weekend.
• Experimented with a Family Weekend post card mailing vs brochure and saved money.
• Awarded scholarship money for the first time to the Highlander King and Queen and the runners up.  *Goal 7-17  4.1.3*
• Coordinated the first Spring Mini Club Fair.  *Goal 7-17  2.3.4*
• Increased club and organization participation in the “Bonnie Days of April”.  *Goal 7-17  2.3.3*

Club Programming Committee

• Launched weekly meetings with the CPC account manager and graduate assistant to review applications prior to the CPC meeting.
• Allocated almost $48,000 to clubs and organizations.  *Goal 7-17  4.1.3*

Sustainability

• Recycled/reused all paper and envelopes, when appropriate, in the Event Planning Office
• New ticket software printed tickets at point of sale versus printing a bulk number.
• Student Employee Handbooks sent to students as an email attachment
• Club Programming application sent via e-mail to committee members.
• Worked and coordinated with the University Sustainability Office and the student Environmental Club to incorporate and encourage recycling during all campus events.
2009-2010 Goals

Event Planning Office
- Train two student employees in the creation of advertisements for the broadcast system. **Completed.**
- Install new ticket software and equipment. **Completed.** Implemented the new ticket software in the Fall ’09.
- Attend training on the use of the new ticket software. **Completed.** Two staff members attended the training via teleconference.
- Train students in the use of the new ticket software. **Completed.** Information Office students had a smooth transition to the new software program.
- Update ticket sells/sales procedures. **Completed**

Operations/Day/Weekend/Media Techs
- Revise student worker training manual and orientation program to reflect larger staff and two facilities. **Completed.** The manual and program provided students with the appropriate tools needed to do their jobs.
- Hire and train eleven new staff members required to cover expanded facilities. **Completed.**
- Plan possible set-up configurations and occupancy capacity for each set-up style for thirteen new conference rooms in newly-renovated Heth Hall. **Completed.**
- Design and implement check-out procedure for laptop computers in Heth Hall and check-out procedure for Kensington Wireless Presenters. Partially **Completed.** The laptops checkout worked well, the presenters checkout needs refinement.
- Create a more detailed job description and guidelines for Operations Team Leader position. **Completed.** The detailed job description provided the student leaders with very specific expectations.
- Create a more effective Daily Operations Report, reduce length to save paper. **Completed.** Coincides with the university’s “Green” mission.
- Create Daily Operations Report for Heth Hall. **Completed**
- Determine and implement permanent location for long-term file storage. **Completed**
- Create student profiles to be used in student worker portfolios and personnel files to reflect their accomplishments as an Operations team member. **Completed.** This will assist students in creating a more comprehensive resume and they will have a better understanding of the SLOs.
- Identify and promote a third student to Operations Team Leader position. **Completed**
- Hold regular meetings between Operations Managers and Team Leaders (in addition to regular Operations student worker staff meetings). **Completed.** Regular communication improved the overall operation of the facilities.
- Determine appropriate roles for student workers in crisis/lockdown circumstances and train accordingly. **Completed.** Emphasized and identified the student employee’s personal safety as the priority.

Student Employee Program
- Continue to assess student satisfaction and student learning outcomes in a more deliberate and targeted fashion. **Completed.** Conducted end of semester evaluations and student learning outcome assessments.
- Re-vamp student/senior recognition program. **Completed.** Will be implemented 2010-2011.
Work with Financial Aid to participate in the nation-wide student employee week. 
*Not completed, due to time restraints*
Work with foundation to determine scholarship criteria.  
*Completed.*
Re-evaluate role of Student Activities Student Employee Association, goals etc. 
*Completed.*  
*SASEA focused on student recognition, participated in the annual Rib Cook Off and was a more active participant in the “Bonnie Days of April”.*

**Campus Wide Events**
- Organize spring semester Club Fair in January/February.  
  *Completed.*  
  *Limited participation from student body.*
- Conduct Club Programming Committee meetings and activities.  
  *Completed.*
- Apply for Parent Fund monies to offer Highlander King and Queen scholarship. 
  *Completed.*  
  *The Parent Fund awarded the scholarship program $1,500.00.*
- Increase outside clubs and organizations involvement in “The Bonnie Days of April”.  
  *Completed.*  
  *There was an increase of five organizations and one academic department.*
- Increase attendance from all facets of the university community at the Highlander Picnic.  
  *Not completed.*  
  *No picnic due to budget concerns.*
- Determine banquet and meal offerings for Family Weekend 2009.  
  *Completed.*  
  *Banquets were omitted, food service hours were extended and specials offered.*

**2010-2011 Goals**

**Event Planning Office**
1. Improve the processes for ticket sells, space reservations, and marketing of campus programs.
   - Train two student employees in the use of the broadcast system.  
     *Summer 2010*
   - Write documentation for new ticket sales process.  
     *Summer 2010*
   - Write documentation for ticket reconciliation process.  
     *Summer 2010*
   - Provide training for TicketReturn Scanners  
     *Summer 2010*
   - Upgrade EMS Reservation to 11.1 version.  
     *Summer/Fall 2010*
   - Comprehensive training for seven (7) first time student employees.  
     *Fall 2010*
   - Identify one (1) student leader to create and enter information into the on campus television marketing system.  
     *Fall 2010*

**Operations/Day/Weekend/Media Techs**
2. Conduct trainings of staff (professional and students) in order to improve their understanding of procedures, processes, and the department.
   - Continue to train Evening/Weekend Manager in new aspects of Operations (including wage and work/study payroll procedures, facilities management requests, human resources paperwork).  
     *Summer 2010*
   - Revise daily operations reports for Heth and Hurlburt to include new door counter locations.  
     *Summer 2010*
   - Produce a “head shot sheet” of photos of professional staff members for use by student employees.  
     *Fall 2010*
3. Upgrade facilities and equipment to better serve the patrons.
   - Coordinate the partition repair/replacement.  
     *Summer 2010*
   - Implement the use of the new desktop and laptop computers throughout the department.
4. Conduct trainings and assessments to identify ways to improve understanding of where to improve services.
   - Share student learning outcome research with appropriate staff members.  
     *Fall 2010*
   - Conduct ACU-I/EBI assessment.  
     *Spring 2011*
Bondurant Auditorium
5. Continue to monitor safety procedures in relation to the facilities and staff.
   - Review and update policies and procedures. **Summer 2010**
   - Monitor and document safety inspections as they relate to OSHA regulations. **Ongoing**
   - Train student employees in safe work practices as they relate to OSHA regulations. **Ongoing**

6. Identify improvements that will enhance the facilities and patron experience.
   - Obtain and evaluate information for installation of acoustic material along walls of the auditorium. **Summer 2010**
   - Obtain information and estimates regarding a cover/filler for the orchestra pit. **Summer 2010**
   - Integrate new sound equipment into our live sound system. **Fall 2010**
   - Secure new storage areas. **Spring 2011**
   - Surplus outdated and unnecessary equipment/supplies. **Fall 2010**
   - Purchase new equipment for lighting and sound systems. **Spring 2011**

All Campus Events
7. Evaluate assessments/schedules and implement changes (if needed) to the fall and spring club fairs, leadership odyssey trainings, Bonnie Days, and homecoming to increase participation, offer new programs, etc. **Ongoing**

Family Weekend
8. Implement changes to improve family weekend for the students and parents.
   - Work with Alumni Affairs and integrate events for Welcome Back Weekend in the Fall and Family Weekend. **Summer 2010**
   - Reintroduce the brochure mailing. **Summer 2010**
   - Increase ticket sells. **Summer 2010**
   - Explore database options. **Summer 2010**

Club Programming Committee
9. Simplify and improve the CPC processes and procedures.
   - Update applications. **Summer 2010**
   - Update policies. **Summer 2010**
   - Make recommendations to SAEC for policy changes governing the CPC allocation of funds. **Fall 2010**
   - Train SLR student employees in CPC application policies and procedures. **Fall 2010**
   - Provide training to committee members prior to reviewing applications and allocating funds. **Fall 2010**

Program and Facilities Assessments
Due to the high volume usage of our facilities, services, and programs, it is imperative that we are diligent in regularly assessing all three of these areas. An e-mail assessment has been implemented for nine of the services/facilities. Due to the large amount of data collected, the following statistics offer an overview of the information attained from certain surveys.

Club Fair 2009-0 surveys returned
Due to technical difficulties, no survey results are available.

Family Weekend 2009-50 surveys returned
- 38% of the respondents arrived on Friday
- The highest attended non ticketed events included the Highlander Festival with 25 responses followed by the parade and the Folk Arts Festival
- The highest attended ticketed events included the play, Dancefest, and the Showoff Show.
-92% of the respondents rated the overall Family Weekend 2009 experience as good to excellent.
-30 of the respondents ate their meals on campus.

**Mini Club Fair 2010-8 surveys returned**
- Registration for the event was rated as excellent or good by all organizations.
- The location was rated at the level of excellent or good by 6 of the organizations.
- Only 3 organizations rated the day of the week as good or excellent
- None of the 8 organizations indicated that they would not participate in a similar event next year.

**Bonnie Days of April 2010 “Centennial Carnival Extravaganza”-75 surveys returned**
(Class from the Parks, Recreation, and Tourism class created and conducted the survey)
- 100% of the participants indicated they had fun and enjoyed themselves.
- 96% of the participants indicated that the prizes were appropriate for the types of games.
- When asked to answer true or false to their overall experience, 100% answered true to the question “You had fun and enjoyed each activity.”

**Club Programming Committee-18 surveys returned**
These 18 requests had a total of approximately $48,000 allocated
- 100% of respondents agreed that the application and guidelines for funding were easily accessible and understood
- 12 of the applications were for on campus events and 6 were for travel
- Estimated attendance at the on campus events were 785 students and 132 faculty
- Out of the 6 approved travel requests, 49 students and 5 faculty participated.
- 50% of the funded requests conducted assessments

**Hurlburt Student Center Ticket Office-31 surveys returned**
- In the ticket purchasing process, 100% of those buying tickets indicated that the process was simple and effective
- 100% of the buyers thought the prices were good to excellent

**Hurlburt Student Center-52 surveys returned**
- 98% rated the overall facility as good to excellent
- 96% rated the cleanliness and 91% rated the arrangement of the rooms as good to excellent
- All patrons rated the furniture condition as good to excellent
- On the equipment ratings: 98% agreed the availability was good to excellent and the overall condition was rated by 92% as good to excellent
- Location was rated by 98% as good to excellent

**Heth Hall-35 surveys returned**
- 100% rated the overall facility as good to excellent
- 97% rated the cleanliness and arrangement of the rooms as good to excellent
- All patrons rated the furniture condition as good to excellent
- On the equipment ratings: 91% agreed the availability was good to excellent and the overall condition was rated by 94% as good to excellent
- Location was rated by 100% as good to excellent

**Bondurant Auditorium-9 surveys returned**
- 78% rated the cleanliness of the auditorium as good to excellent and 71% rated the restroom cleanliness as good to excellent
- The comfort of seating was rated as good to excellent by 86%
-88% rated the view of performance and audibility of sound as good to excellent
-In 10 out of 12 categories patrons rated the facility, staff, and equipment as excellent or good 100% of the time

Main Office - 4 surveys returned
-100% rated the sign-in process as excellent
-3 out of the 4 rated the wait time and hours of operation as excellent
-2 visitors were students and 2 were staff members

Student Learning Outcomes
The rankings below came from a self-assessment that the operations student workers took at the end of the 2010 spring semester. For each statement in the given category, they were asked to think back and reflect upon their involvement experience. They were asked to rate their abilities as they perceived they were at the beginning of the 2009 fall semester and then rate their abilities as they perceived them at the end of the 2010 spring semester. The following results show the increase/decrease in their growth and knowledge attainment. The comments in the notes section came from the surveys, training observations, and orientations. The self-assessment was a 1-7 scale with 7 being strongly agree.

1. Customer Service: I feel I have a strong understanding of what it means to provide good customer service. (operations/technical assistants setting up rooms and equipment as requested, information office assistants providing accurate information to patrons).

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<th>May Ranking</th>
<th>Change</th>
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<tbody>
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<td>5.62</td>
<td>6.37</td>
<td>.75</td>
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Notes
-97% of the respondents to the Heth, Hurlburt, and Ticket Office surveys rated the student employees dependability as good or excellent.
-Bondurant student staff were rated good to excellent 100% by respondents.
-Main Office student staff were rated excellent in dependability and knowledge of rules, policies, etc. 100% of the time.
-98% of the respondents to the Heth, Hurlburt, and Ticket Office surveys rated the student employees knowledge of rules, policies, etc. as good or excellent.

2. Teamwork/Group Dynamics: I believe that I work well with others and can facilitate positive work environments through interaction with individuals and groups. (assisting with all campus events, Fall Club Fair, Family Weekend, Bonnie Days of April)

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<th>Change</th>
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<tr>
<td>5.79</td>
<td>6.7</td>
<td>.91</td>
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Notes
-100% of respondents to the “Bonnie Days of April” survey question, “you had fun and enjoyed each activity”, answered “true”.
-100% of Family Weekend ’09 respondents, rated their overall weekend experience as excellent or good.
-97% of student employees agreed that they better understood the mission of the Department and 94% could differentiate the roles of the professional staff after fall orientation. While the percentages were lower in the spring orientation, it still proved to be a worthwhile discussion to have in order to reemphasize who does what in the Departmental organization.
-99% of the respondents to the Hurlburt and Ticket Office surveys rated the student employees willingness to help/work well with others as good or excellent.
-100% of the respondents to the Heth Hall survey rated the student employees willingness to help/work well with others as excellent.
3. **Communication Skills:** I am confident in my communication skills and feel that I am able to discuss/resolve problems in a professional manner. (information office assistants filling ticket purchase orders over the phone, operations/technical assistants dealing with dissatisfied faculty or staff members).

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<th>August Ranking</th>
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<tbody>
<tr>
<td>4.97</td>
<td>6.23</td>
<td>1.26</td>
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Notes
- After intensive training in the utilization of the new ticket software program, 97% of the time students, “effectively communicated and listened to needs” according to the ticket office survey.
- 99% of the respondents to the Heth and Hurlburt surveys rated the student employees communication skills as good or excellent.
- Bondurant student staff were rated good to excellent 100% by respondents.
- Main Office student staff were rated excellent in effective communication 100% of the time.

4. **Leadership Development:** I am confident in my leadership skills and can effectively execute daily responsibilities and tasks in a professional manner. (operations/technical assistants insuring room set ups are completed in a timely manner and equipment is available).

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<tr>
<td>5.21</td>
<td>6.15</td>
<td>.94</td>
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Notes
- 97% of the respondents to the Heth, Hurlburt, and Ticket Office surveys rated the student employees professional attitude as good or excellent.
- Bondurant student staff were rated good to excellent 100% by respondents.

5. **Honesty and 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. (information office assistants reconciling and handling money associated with ticket sells, and other services, such as vending reimbursements)

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<th>August Ranking</th>
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<tr>
<td>5.28</td>
<td>6.25</td>
<td>.97</td>
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Notes
- The ticket office oversaw 23 ticket sells with all monies accounted for.

6. **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. (all work study student employees were transferred over to the “banner” time management system, Spring 2010).

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<tr>
<td>5.14</td>
<td>6.17</td>
<td>1.83</td>
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Notes
- The spring orientation assessment indicated that 75% of the students in attendance agreed that the “Banner Time Card” presentation “explained the importance of meeting set deadlines in relation to the new time card program and you entering your hours worked into the system”.
- 97% of the respondents to the Heth, Hurlburt, and Ticket Office surveys rated the student employees punctuality as good or excellent.
- Bondurant student staff were rated good to excellent 100% by respondents.
- Main Office student staff were rated excellent in punctuality 100% of the time.

7. **Understanding of Differences/Diversity:** I believe I am respectful, tolerant, and sensitive when I work with or help others who are different than me. (operations/technical assistants involved in the management of a wide array of events that include multicultural programs and the GLBT Drag Show Pageant).

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<tr>
<td>6.15</td>
<td>6.77</td>
<td>.62</td>
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</table>
Notes
- In August, the student employees perceived their ability in the “Understanding Diversity” moderately high, therefore, the least improvement in a category, was seen in this area.

8. **Personal Development:** I am confident in my ability to make educated decisions based on observation, experience, reflection, reasoning, and communication. (operations/technical/information office assistants having to react in a crisis or to a volatile situation)

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<tr>
<td>5.93</td>
<td>6.36</td>
<td>.43</td>
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Notes
- A crisis training was held after the fall orientation. Training was specific to operations student employee staff. Following the training and information learned, an information office student employee contacted the Radford University police department upon observing a suspicious individual in the student center.
- 98% of the respondents to the Heth, Hurlburt, and Ticket Office surveys rated the student employees ability to provide input in resolving concerns as good or excellent.
Student Activities Accounts

The Department of Student Activities was overall responsible for SFC budget lines totaling $1,170,856, administrative lines totaling $1,295,954, and special project lines totaling $60,000. The Assistant Vice President for Student Affairs/Director of Student Activities and two professional staff members, a Student Activities Account Manager and a Student Activities Account Manager/Office Manager, shared the responsibility of assisting the various departments, student clubs and organizations in following RU spending policies and procedures, in the processing of expenditures, in making deposits, and in entering information into e-VA and Banner.

Note: The student learning outcomes assessments for the Main Office student assistants were included in the Operations report.

2009-2010 Highlights

7-17 Goal 4.1.7

1. Visitors entering the Student Activities suite to see professional staff must sign in. From August to December 2009, 754 visitors signed in and from January 2010 to May 8 2010, 646 visitors signed in.
2. Processed 414 purchase orders totaling $570,235.00 into e-VA for the various SFC accounts.
3. Processed 78 purchase orders totaling $136,423.00 into e-VA for the Administration account.
4. Charged $14,478 on RU credit cards (total of 77 swipes).
5. Trained in entering purchase orders in Self Service Banner while also using e-VA.
6. Confirmed payment of all yearend purchases in the EVA system by Budget Office deadline.

2009-2010 Goals

1. Cross train student office assistants so when one student leaves for the day the next student can pick up and continue with assigned projects. Completed
2. Train student office assistants on handling special assignments from professional staff. Completed
3. Assist newly hired professional staff members with the activation of e-mail addresses, access to e-VA, business and personal security codes for phones, travel card, Visa small purchasing card, etc. Completed
4. Train new graduate assistant on the pre-paid advertising collection system for SMADS. Completed
5. Decrease transaction time in processing e-VA purchase orders for SFC and administration accounts. Completed
6. Update main office policies and guidelines book. Completed
7. Update new inventory guidelines for supplies, laptops, and projectors. Completed
8. Create a training book for EVA and Banner accounting software programs. Completed
9. Train student office assistants on their own assignment of work that they will be responsible for through completion. Completed
10. Improve sign in procedures for guests. Completed
11. Implement new inventory guidelines for supplies, laptops, and projectors. Completed
12. Implement procedures on how gas card purchases are paid and reconciled. Completed
2010-2011 Goals

1. Continue to implement learning outcomes for student office assistants. *Ongoing*
2. Train student office assistants in reading and reconciling COGNOS Budget Reports and how to report their hours on the online payroll system. *Ongoing*
3. Implement e-mail address column on visitor sign in book in order to send out electronic surveys. *Fall 2010*
4. Train SLR staff, R-SPaCE executive board, and Greek graduate assistant on scanning and e-mailing contracts on copier. *Fall 2010*
5. Train new SMADS assistant on pre-paid advertising collection procedure. *Fall 2010*
6. Require SMADS sales staff to attend weekly budget meetings. *Ongoing*
Student Leader Resources

The Office of Student Leader Resources fostered the development of student leaders through the Leadership through Experience, Academics, and Development (LEAD) Scholar Program, the education and support services to 243 clubs and organizations, their student leaders as well as their advisors, the maintenance of resources such as the leadership library, support mechanisms for RUInvolved, and the coordination of the University student awards program.

A 20 hour graduate assistant for leadership assisted the professional staff member in the registration of clubs and organizations, supervising five Student Leader Resources student employees, the training of student leaders and advisors, and the development of various events and leadership programs. It should be noted that four of the five student workers were new this year - so, a main focus was placed upon training and leadership development.

A 10 hour graduate assistant for involvement position assisted with marketing/communication, support, and training for all aspects of RUInvolved.

**2009-2010 Highlights**

1. The annual Club Fair hosted 164 student organizations, 17 University offices, and 26 local vendors (207 total participants). In 2008-2009, there were 208 total participants. Approximately 3,500 students, faculty, staff, and Radford community members attended the event. *7-17 Goal 1.1.1*

2. Leadership Odyssey, an annual orientation program for all recognized and newly formed student organizations, was held 30 times throughout the academic year. Approximately 205 students and advisors attended the session throughout the year. *7-17 Goal 2.4.2*

3. An ice cream social was held in the SLR for advisors and student leaders to become familiar with the resources offered in the SLR and to offer an opportunity for networking. *7-17 Goal 1.1.1*

4. UNIV 100 hosted “SLR Open House Week” and 80 students attended. *7-17 Goal 1.1.1*

5. The LEAD Scholar Program was promoted at the CSAT STEM Open House (since the LEAD Scholar Program created a partnership with the program for its students). *7-17 Goals 1.1.1, 1.1.3, 2.1.11*

6. The number of students visiting the Office of Student Leader Resources remained strong during the 2009-2010 academic year. For example, the usage percentage of clubs/orgs was 57% in Fall 2009 alone. In two months alone in Fall 2009, 12,773 copies were made and 678 people entered the SLR. The SLR maintained various limits on the available resources including a limit of 500 copies per month per organization, 25 color copies per month per organization (started tracking in Spring 2010), and a limit of 5 banner papers/posters per month per organization. *7-17 Goal 2.1.9*

<table>
<thead>
<tr>
<th></th>
<th># of Visiting Students</th>
<th># of Copies</th>
<th># of Color Copies</th>
<th># of Banners</th>
<th># of Posters</th>
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<tbody>
<tr>
<td>Spring 2010</td>
<td>1,146</td>
<td>25,674</td>
<td>1,213</td>
<td>182</td>
<td>143</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>1,127</td>
<td>25,166</td>
<td></td>
<td>149</td>
<td>110</td>
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<tr>
<td>Spring 2009</td>
<td>866</td>
<td>17,719</td>
<td></td>
<td>126</td>
<td>78</td>
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<tr>
<td>Fall 2008</td>
<td>634 *</td>
<td>19,759</td>
<td></td>
<td>197</td>
<td></td>
</tr>
<tr>
<td>Spring 2008</td>
<td>1,252</td>
<td>33,785</td>
<td></td>
<td>344</td>
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<tr>
<td>Fall 2007</td>
<td>1,340</td>
<td>30,846</td>
<td></td>
<td>271</td>
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<tr>
<td>Spring 2007</td>
<td>692</td>
<td>27,068</td>
<td></td>
<td>389</td>
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<tr>
<td>Fall 2006</td>
<td>468</td>
<td>25,050</td>
<td></td>
<td>177</td>
<td></td>
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<tr>
<td>Spring 2006</td>
<td>268</td>
<td>14,892</td>
<td></td>
<td>179</td>
<td></td>
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<tr>
<td>Fall 2005</td>
<td>160</td>
<td>10,844</td>
<td></td>
<td>57</td>
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* 634 simply reflects the number of people coming into the SLR to make copies – it does not include every patron who also entered the SLR for computer usage. The numbers in that category for all other semesters includes both. So, the following should be noted - the SLR was switching spreadsheets during September; hence, three weeks of statistics are not included in this number (and September is one of the busiest months, Club Fair, Leadership Odyssey, etc).
7. The Committee on Clubs and Organizations approved and reactivated various student organizations. 7-17 Goals 1.1.1, 1.1.14

6 New Clubs/Orgs Recognized in Fall 2009

Fall 2008: Eleven clubs/orgs recognized.
Fall 2007: Fourteen clubs/orgs recognized.
Fall 2006: Three clubs/orgs recognized.

Pre-Pharmacy  
Phi Alpha Delta  
Up ‘Til Dawn  
Consumed  

Photography Club  
Society of Exploration Geophysicists

0 Reactivated Clubs/Orgs in Fall 2009 (previously established clubs/orgs)

Fall 2009: Four clubs/orgs reactivated.
Fall 2007: Five clubs/orgs reactivated.
Fall 2006: Two clubs/orgs reactivated.

8 New Clubs/Orgs Recognized in Spring 2010

Spring 2009: Nine clubs/orgs recognized.
Spring 2008: Twelve clubs/orgs recognized.
Spring 2007: Seven clubs/orgs recognized.

Students Helping Honduras  
Student Occupational Therapy Association  
Swim Club  
Percussion Club  
Gay-Straight Alliance  
Running Club  
Fellowship of Christian Athletes  
National Society of Leadership and Success

1 Reactivated Clubs/Orgs Reactivated in Spring 2010 (previously established clubs/orgs)

Spring 2009: Three clubs/orgs reactivated.
Spring 2008: Three clubs/orgs reactivated.
Spring 2007: One club/org reactivated.

Rho Phi Lambda

6. Club Programming Committee approved 74 requests from 40 clubs/organizations totaling approximately $48,000 in travel and programming funds. 7-17 Goals 1.1.1, 2.1.5

7. In Spring 2010, there were 44 students enrolled in two sections of LEAD 110 (Emerging Leaders class) and  In the year prior, there were 55 LEAD 110 students.

8. During 2009-2010, 41 students enrolled in the LEAD (Leadership through Experience, Academics, and Development) Scholar Program with 15 graduating as LEAD scholars at the May 2010 commencement. There were 9 LEAD scholars in the previous year. 7-17 Goals 1.1.1, 1.1.3, 2.1.11

9. The 9th annual Student Awards Ceremony and Reception was held, and approximately 250 student leaders, family, friends, and university administrators were in attendance (215 in 2009). There were 13 speakers/presenters (13 in 2009), and 62 student award winners (80 in 2009). Since the Honors Academy Graduating Highlander Scholars have a separate awards ceremony, they were not included in this year’s ceremony.
These awards were presented 7-17 Goals 1.1.1, 1.1.3, 1.2.10:
- Outstanding Student Award, thirteen students.
- Senior Excellence Award, six graduating seniors.
- 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, seventeen students.
- Graduating Leadership through Experience, Academics, and Development (LEAD) Scholars, fifteen LEADers.
- H.S. “Buddy” and Janet N. Johnson Outstanding Student Worker Awards, two students.

10. RUInvolved continues to revolutionize how clubs/orgs communicate with its membership as well as interested members, submit registration information, and track student involvement. During the year (June 22, 2009 – June 22, 2010), the site received 796,255 visits. 7-17 Goals 1.1.13, 2.1.9

2009-2010 Goals

1. Ensure quality support mechanisms for all new, established, and reactivated clubs/organizations.
   - Compressively revise Club Programming Committee materials to ensure funding efficiency and application clarity. Completed. All applications were updated and offered mainly online (while a few copies were offered outside the SLR).
   - Overhaul the “How to Kit.” Completed. The How to Kit is more clear and functional to officially being the club formation process.
   - Develop an advisor manual for club/organization advisors. Partially Completed. Strong interest in this area was not expressed - so, while research was begun, the need is apparently not there. The need, however, is present in the Greek Life community.
   - Build upon the number of assessment opportunities regarding SLR, learning outcomes, resources/supplies, student leadership offerings, and student leadership recognition. Completed. During the spring semester, hard copies of evaluations were offered in the SLR in order to receive immediate feedback of experiences in the SLR; the learning outcomes assessment was offered to all SLR LCs and LEAD 110 PIs; and a survey was developed and implemented regarding the student awards ceremony and reception.

2. Increase the student leader and advisor usage of RUInvolved.
   - Utilize swipe cards through RUInvolved to track attendance at events. Partially Completed. New readers had to be purchased in the Spring 2010 semester in order to be fully compatible with upgrades to RU’s security system. The original readers are obsolete for this purpose.
   - Create marketing materials to promote access of RUInvolved through RU’s new portal. Completed. RUInvolved has a great presence on RU’s portal and traffic on the site continues to increase.
   - Fully implement the student involvement transcript program (i.e., print the first student involvement transcript in Spring 2010). Not Completed. The company is refining the looks and format during the summer 2010.
   - Ensure smooth implementation of RUInvolved mechanisms with new portal improvements as well as the Banner system. Partially Completed. While many of the mechanics are set in place and are functioning well, the conversation of full Banner integration still continues.
3. Develop engaging opportunities for student leaders to enhance leadership skills.
   - Create assessment opportunities of Department of Student Activities Learning Outcomes. **Completed. The tool was implemented with SLR LCs and LEAD 110 PIs in the Spring 2010 semester.**
   - Develop a leadership topic/seminar program to support club/organization leaders and advisors (a lunchtime seminar program regarding topics of interest to include: time management, leadership, stress, parliamentary procedure, RUInvolved, etc.). **Not Completed. While a schedule was created to develop these types of programs, the need for these types of programs was not expressed by student leaders/advisors. RUInvolved, though, did create and facilitate two training sessions about the site - updating profiles and creating surveys/hosting elections.**
   - Research opportunities for RU developing its own one-day leadership workshop for students, student leaders, LEAD Scholars, advisors, etc. **Not Completed. This type of program is essential for student leaders as well as LEAD Scholars - in the absence of the Blue Ridge Summit.**

4. Ensure support mechanisms for the success of the LEAD Scholar program.
   - Assess LEAD Scholar Program strengths, weaknesses, opportunities, and threats. **Completed. An assessment was completed; however, focus groups and other outreach mechanisms also need to be enveloped in the research.**
   - Research options of offering LEAD 110 in both Fall and Spring semesters. **Not Completed. Due to monetary constraints and human capital (this position being vacant), this option is not possible at this time.**
   - Revise the support mechanisms for tracking LEAD Scholar involvement, academic courses as well as assessing LEAD Scholar communication opportunities. **Completed. The interest form that LEAD Scholars complete while enrolling in the program was updated in order to include this type of information. In addition, RUInvolved can play a large part now in tracking/supporting involvement.**
   - Assess new ways of recruiting LEAD Scholars. **Completed. On the LEAD 110 class evaluation, a section was included so that students could express their interest in the student leadership position.**
   - Develop and implement a class evaluation tool for LEAD 110. **Completed. A tool was developed in the Fall 2009 semester and implemented in the Spring 2010 semester.**

**2010-2011 Goals**

Due to staffing changes, the following goals may be enhanced by the new staff member throughout the academic year.

1. Ensure quality support mechanisms for all new, established, and reactivated clubs/organizations.
   - Research opportunities to offer Leadership Odyssey sessions online. **Fall 2010**
   - Continue assessment on the option to create a separate advisor manual for club/organization advisors. **Spring 2010**
   - Support groups in registering on RUInvolved by October 1 in the fall semester and February 4 in the spring semester. **Fall 2010/Spring 2011**
   - Update look of student award applications for the 2011-2012 academic year. **Spring 2011**

2. Increase the student leader and advisor usage of RUInvolved.
   - Utilize new swipe cards through RUInvolved to track attendance at events. **Fall 2010**
   - Develop new marketing materials for the RUInvolved site. **Fall 2010**
• Fully implement the student involvement transcript program (i.e., print the first student involvement transcript in 2010/11). Fall 2010 or Spring 2011
• Continue to ensure smooth implementation of RUInvolved mechanisms with new portal improvements as well as the Banner system. Spring 2010

5. Develop engaging opportunities for student leaders to enhance leadership skills.
   • Develop a one-day leadership workshop for students, student leaders, LEAD Scholars, advisors, etc. Spring 2010
   • Fully implement a leadership topic/seminar program to support club/organization leaders and advisors (a lunchtime seminar program regarding topics of interest to include: time management, leadership, stress, parliamentary procedure, RUInvolved, etc.). Spring 2009

6. Ensure support mechanisms for the success of the LEAD Scholar program.
   • Research options for marketing the LEAD Scholar program in new ways. Fall 2010
   • Officially track retention rates for the LEAD Scholar program. Spring 2011

**Program Assessment Results**

**Leadership Odyssey-190 surveys collected**
- 32% of attendees noted that they found out about Leadership Odyssey by seeing the flier in the Club Fair registration packet and 38% noted their advisors reminded them
- 100% of attendees were pleased with the sign-in process for the event
- 95% were pleased with the covered topics
- 99% of attendees noted that by attending the session they felt better aware of various University policies and procedures.
- 98% of attendees noted that by attending the session they were better equipped to serve their organization

**Student Leader Resources Center-32 surveys collected**
- 69% of patrons visited the SLR either once or twice a week (or more)
- Services most used were the printer/copier, computers, and banner paper
- When asked what patrons most liked about the SLR: 91% said the various resources, 60% said the courteous staff, and 50% said the clean work areas

**Student Awards Ceremony and Reception-10 surveys collected**
- 90% of attendees were very satisfied or satisfied with the overall timing of the event
- 100% of attendees were very satisfied or satisfied with the award presenters
- 100% of attendees were very satisfied or satisfied with the type of award received

**LEAD 110 Class-43 surveys collected**
- 98% of students strongly agreed or agreed that the course met their expectations
- 100% of students strongly agreed or agreed that the goals and objectives of the course were clear.
- 100% of students strongly agreed or agreed that what they learned in the course will be helpful in future settings.
Student Learning Outcomes

The rankings below came from a self-assessment that the SLR student workers and the LEAD 110 peer instructors took at the end of the 2010 spring semester. For each statement in the given category, they were asked to think back and reflect upon their involvement experience. They were asked to rate their abilities as they perceived they were at the beginning of the 2009 fall semester and then rate their abilities as they perceived them at the end of the 2010 spring semester. The following results show the increase/decrease in their growth and knowledge attainment. The comments in the notes section came from the surveys, training observations, and orientations. The self-assessment was a 1-7 scale with 7 being strongly agree.

1. **Customer Service:** I feel I have a strong understanding of what it means to provide good customer service. (leadership consultants helping at Club Fair check in, LEAD 110 peer instructors preparing for class each session in order to teach, etc.)

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<td>6.25</td>
<td>6.75</td>
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Notes
-100% of those responding to the SLR surveys ranked the leadership consultants as being satisfied/very satisfied with their overall service.
-88% ranked the consultants as dependable.
-19 out of the 32 positively commented on the consultants courtesy.

2. **Teamwork/Group Dynamics:** I believe that I work well with others and can facilitate positive work environments through interaction with individuals and groups. (leadership consultants working set schedules, leadership consultants properly assisting users with proper check-in procedures, LEAD 110 peer instructors recording grades, attendance, etc.)

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<td>6.5</td>
<td>7</td>
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Notes
-The Department of Student Activities student employee orientation was made mandatory for the SLR leadership consultants and 95% of the attending students indicated that they saw how the services they provide fit into the overall mission of the department.
- Icebreakers were added to each SLR staff meeting and students indicated after each one that they helped in getting to know each other better.
-97% of those responding to the SLR surveys indicated that the consultants worked well with and helped them.

3. **Communication Skills:** I am confident in my communication skills and feel that I am able to discuss/resolve problems in a professional manner. (students are comfortable in asking questions of leadership consultants, leadership consultants assisting students with questions about RUInvolved, LEAD 110 peer instructors teaching class, etc.)

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<td>6.5</td>
<td>6.75</td>
<td>.25</td>
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Notes
- After training, the SLR student workers began informing customers upon entrance to the SLR on whether or not their organization was fully registered for RUInvolved.
-Student workers could fully explain the student club/organization registration process.
-31 out of the 32 surveys indicated that the consultants effectively communicated with them.
-LEAD 110 peer instructors were required to teach two classes on their own and the class verbally critiqued their teaching at the end of the classes. The instructors noted that those critiques were very positive.
-100% of students strongly agreed or agreed that the instructors were consistently well prepared.
4. **Leadership Development:** I am confident in my leadership skills and can effectively execute daily responsibilities and tasks in a professional manner. (LEAD 110 peer instructors developing class materials on his/her own, students enrolling in the LEAD Scholar Program, etc.)

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<td>7</td>
<td>7</td>
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Notes
- LEAD 110 peer instructors had to research, develop, and present two classes worth of materials to the faculty instructors for approval prior to actual presentation.
- 91% of those responding to the SLR surveys indicated that the consultants displayed a professional attitude, behavior, and respect.

5. **Honesty and 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. (Leadership consultants correctly explaining the policies and information outlined in the Club/Organization Student Leaders and Advisors Manual, LEAD 110 peer instructors following proper grading procedures on assignments, etc.)

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<td>6.75</td>
<td>6.75</td>
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Notes
- SLR staff enforced the rules within the area i.e. ensuring that the user use only the resources as written down in the sign in sheet, or that the users not use the computers for personal use, etc.
- Peer instructors kept the grade books and were responsible for grading the portfolios under the instructors guidance (all grades verified to be accurate)

6. **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.

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<th>August Ranking</th>
<th>May Ranking</th>
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<tbody>
<tr>
<td>6.25</td>
<td>6.5</td>
<td>.25</td>
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Notes
- Due to the excel spreadsheet check-in method, the leadership consultants could accurately inform customers about poster/banner/copies balances upon arrival to the SLR and the spreadsheet also tracked customer attendance in the SLR.
- SLR leadership consultants once again recommended limits on certain leadership resources and placement of color copier in the SLR (for better visibility and oversight).
- There were issues noted on hours of work and timecards and 28 out of the 32 respondents indicated that the consultants were punctual in performing their duties.
- LEAD 110 peer instructors had proper recording of grades so mid-terms and final grades were submitted on time.

7. **Understanding of Differences/Diversity:** I believe I am respectful, tolerant, and sensitive when I work with or help others who are different than me.

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<th>August Ranking</th>
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<td>6.25</td>
<td>6.75</td>
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Notes
- Since the SLR is open to all student leaders at RU, the SLR staff assists a wide variety of SLR customers with high service rankings.
- LEAD 110 peer instructors assisted in leading and joining in low ropes course activities that stressed this outcome.
8. **Personal Development:** I am confident in my ability to make educated decisions based on observation, experience, reflection, reasoning, and communication. (positive attitude, good decision making, identifying strengths and areas of growth, balancing academics, work and other commitments, etc.)

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Notes

-28 out of the 32 respondents indicated that the consultants identified potential concerns and provided input in resolving concerns.

- Peer instructors kept up with grades, class assignments, etc. and did not display unpreparedness for any given class.
Student Media

Student Media groups served to educate, inform, entertain, and inspire the campus community while students receive hands-on experience in the realm of media. RU’s media organizations included:

- The Beehive (annual yearbook magazine; formerly a traditional yearbook)
- Exit 109 (annual literary and arts magazine published in the spring semester)
- Radio Free Radford (daily internet radio station)
- ROC-TV (aka Radford on Camera, weekly television programs for the campus Residence Life channel as well as online)
- SMADs (advertising group)
- The Tartan (weekly newspaper)
- Whim (weekly online magazine)

The Assistant Director for Student Media was joined by a part-time student computer lab technician, a graduate assistant who kept track of income for SMADs, and the student leaders from all the organizations in the day-to-day operations of Student Media. Each organization usually has its own faculty adviser or co-advisers who serve in the role of offering opinions and were in no way responsible for the content choices made by the student staffs.

2009-2010 Highlights

1. Whim had an average of 150 hits per week, The Tartan produced 22 issues and one Orientation issue (92,000 papers), Exit 109 produced 1,000 copies of its literary and arts journal (which sold out within weeks of its release), The Beehive produced 5,000 yearbook magazines, and Radio Free Radford and ROC-TV broadcasted weekly from September through April. 7-17 Goals 1.1.2; 1.1.3; 1.2.10; 2.4.3; 4.2.3

2. A new SMADs Business Manager was hired. He was trained on Quickbooks and in all other aspects of the job before the Spring Semester ended. 7-17 Goals 1.1.2; 4.5.1

3. A new Student Media Lab Manager was hired. He began work during the Spring semester, training on the job. 7-17 Goal 4.5.1

3. The incoming (2010-2011) Editor-in-Chief of The Tartan was a Poynter College Fellow at the Poynter Institute during the summer of 2010. 7-17 Goals 2.3.5; 2.6.1; 3.2.3; 4.5.1

4. The Tartan was able to publish several editions that were larger than the standard 12-pages. This was largely due to the amount of available content in the News section, which had several writers who were able to provide content at a moment’s notice. 7-17 Goals 1.1.1; 1.1.2; 1.1.3; 2.3.5; 4.2.3; 4.5.1

5. ROC-TV held its second annual Highlander Film Festival with the help of the R-SPaCE. The event was attended by over 200 people and featured films from the Radford student body. The attendance was more than double last year’s, and ran much more smoothly. ROC-TV gave out cash prizes and Oscar-themed trophies to further enhance the prestige of winning the awards offered. 7-17 Goals 1.1.1; 2.1.5; 4.2.3

6. ROC-TV participated in, and won first overall in the student organization category for, the Global Innovation Tournament held by Radford University. Their winning entry, “Remaining Obsessively Frugal Together” went on to the international tournament, where it did not place. 7-17 Goals 1.1.2; 2.1.9; 4.2.3

7. Exit 109 held a poetry-reading event at the Coffee Mill in Radford during the Fall semester. 7-17 Goal 3.2.1
8. *Exit 109* published its literary and arts magazine in the Spring, on schedule, despite numerous setbacks involving inclement weather and publishing difficulties. For the first time ever, the magazine featured a high-gloss cover. *7-17 Goals 1.1.1; 4.2.3*

9. *The Beehive* published its second yearbook magazine (SFC supported the change). This year’s iteration was a 40-page magazine that highlighted certain aspects of the academic year. This has gotten the attention of other yearbooks across the country, and other college advisers have contacted the Assistant Director asking for more details and for samples. *7-17 Goals 4.2.3; 4.5.1*

10. Four members of Student Media (students from ROC-TV, *The Tartan*, *Whim*, and *Exit 109*) attended the annual ACP/CMA (Associated Collegiate Press/College Media Advisers) conference. *7-17 Goals 1.1.1 and 2.1.5*

11. All but one of the media groups had an adviser for the majority of the school year. *7-17 Goals 1.2.2; 1.1.14*

12. Whim had a change in leadership, resulting in more staff recruitment and retention, a more regular publication schedule, and more content. *7-17 Goal 1.1.1; 4.5.1*

13. Whim has been read in over 21 countries during the spring/summer 2010. *7-17 Vision, 7-17 Goals 1.1.2; 2.1.9; 4.2.3*

14. SMADS sold approximately $50,000 in advertising, a $4,000 increase in what they raised last year (in what was a significantly tumultuous economic year). *7-17 Goal 3.2.1*

15. Radio Free Radford subscribed to PromoOnly, a service that provides new music as it becomes popular, helping RFR stay at the forefront of new, hit music. *7-17 Goal 4.5.1*

16. Radio Free Radford sponsored a Battle of the Bands with the Student Government Association. Radio Free Radford re-broadcasted the concert several times on the station, increasing publicity for the organization. *7-17 Goals 2.1.5; 4.2.3*

17. Student Media was able to update its equipment: *7-17 Goals 2.3.5; 4.4*
   - Student Media purchased four laptop computers, each with its own individual license for Adobe Creative Suite. These will help students use programs that would otherwise be unavailable at times due to the University’s metered license restrictions. In the past, the metered licenses have prevented students from using the programs necessary for media production.
   - Student Media was able to significantly upgrade its audio-visual equipment to more current technology.
   - Student Media also purchased three desktop computers, which will enable students to work with more up-to-date computers than they would otherwise get with the hand-me-downs from the IT department.

**2009-2010 Goals**

1. Continue to foster greater faculty/staff involvement in the learning/training aspects of Student Media (i.e. conflict of interests, interviewing techniques, quality opinion pieces, writing tips for news, freedom of speech, etc).
   - Invite faculty to Student Media training sessions. *Completed*
   - Ask faculty for suggestions in what information would be most helpful to Student Media students. *Completed*
   - Bring in outside professionals to conduct workshops and seminars. *Completed*
   - Assistant Director for Student Media to conduct training sessions. *Completed*

2. Improve the Highlander Film Festival
   - Solicit submissions beginning in the Fall Semester. *Completed*
   - Continue to fine-tune the presentation of the festival. *Completed*
   - Continue cooperation with Student Programming and Campus Events *Completed*
3. Expand multimedia offerings on Tartan website, i.e., audio and video clips. **Not Completed. The Tartan concentrated on the quality of its print publication**

4. Sponsor or present more on-campus entertainment (Radio Free Radford) **Completed. RFR co-sponsored a “Battle of the Bands” with the Student Government Association.**

5. Utilize RFR production computer to begin creating station imaging. **Not Completed. This was inevitable, due to hardware failure.**

6. Publish a higher-quality Beehive magazine. **Completed. The Beehive used a spot-gloss finish on the cover, had more pages, and had a better overall theme and consistency.**

7. Diversify SMADs advertising offerings
   - Utilize newsstand space for advertising. **Partially Completed. Fees, policies, etc. established but no vendors participated.**
   - Advertise in Exit 109 **Completed**
   - Advertise in the Highlander Film Festival. **Not Completed**

8. Collect projected SMADs revenue. **Partially Completed. Fell $5,000 short of projection.**

9. Revamp Whim website **Completed. Whim had a change in leadership halfway through the year, resulting in a more timely publication schedule, more content, and overall better consistency.**

10. Return Whim to weekly format **Completed**

11. Increase participation in Exit 109
    - Speak in classes to increase number of submissions **Completed**
    - Recruit more staff members **Completed**
    - Increase attendance at Poetry Readings through better promotion and planning **Not Completed**

12. Continue training Assistant Director for Student Media on QuickBooks software program. **Partially Completed**

13. Conduct publishing software (Indesign, Illustrator, etc) training sessions for Tartan, Beehive, and Exit 109 staff members. **Completed**

14. Remove old Student Media Website from Radford University server space. **Not Completed**

15. Increase cooperation between Student Media organizations and the University community
    - Keep required office hours **Completed**
    - Advertise and hold open meetings **Completed**
    - Attend meetings of other campus groups **Completed**

16. Project a professional attitude by having a clean, well-maintained office and media lab in Calhoun Hall. **Completed**

17. Post operations manuals on the RUInvolved web space for each Student Media organization. **Completed**

18. Continue to survey the campus population each semester in order to better serve the readers and consumers of Student Media. **Completed. Number of surveys collected increased dramatically.**

19. Adjust to a size change in the Tartan newspaper, if the current printer goes through with re-sizing the current broadsheet paper. **Completed**

20. Adjust sizes of ads offered in the Tartan by SMADs. This will likely only result in changing the physical space, not the percentage of the page nor the price for the ad. **Completed**

21. Refocus on written rather than video content on Whim. **Completed**

22. Expand promotion of each Student Media organization. **Completed**
2010-2011 Goals

1. Encourage, promote, and provide funding for all seven Student Media leaders attend the ACP conference, as well as the Assistant Director. **Fall 2010**

2. Continue to improve the facilities available to all Student Media participants
   - Finish remodeling the former bathrooms into storage rooms **Fall 2010**
   - Update and post new lab policies **Fall 2010**
   - Develop and maintain strict checkout procedures for all equipment **Fall 2010**

3. Foster greater faculty/staff involvement in the learning/training aspects of Student Media (i.e. conflict of interests, interviewing techniques, quality opinion pieces, writing tips for news, freedom of speech, etc).
   - Increase the number of faculty training sessions. **Spring 2011**
   - Ask faculty for suggestions as to what information would be most helpful to Student Media participants. **Spring 2011**
   - Increase the number of outside professionals to conduct workshops and seminars. **Spring 2011**
   - Assistant Director for Student Media to conduct training sessions. **Spring 2011**

4. Unveil a new, redesigned Whim website in the Fall Semester. **Fall 2010**

5. Produce more advertising on Whim. **Spring 2011**

6. Conduct Student Media info sessions for all on the campus community who may be interested in finding out more about Student Media and who may want to get involved. **Spring 2011**

7. Continue renewing interest in Beehive year-end publication.
   - Increase pages from 40 to 60 **Spring 2011**
   - Continue to focus on campus events **Spring 2011**
   - Maintain quality of last year’s publication **Spring 2011**
   - Create a website featuring extra content **Spring 2011**

8. Continue the standard of excellence set by this year’s Highlander Film Festival. **Spring 2011**

9. ROC-TV to provide more on-campus programming, responding to survey results that asked for more such content. This could be with campus events and sports events. **Spring 2011**

10. Encourage more synergy and convergence among Student Media organizations. Have ROC-TV producing video for *The Tartan* and Whim. Have *The Tartan* offering news information to Radio Free Radford, etc. **Spring 2011**

11. Increase listenership and participation in Radio Free Radford.
    - This can partly be achieved by using promotional items that were purchased in Spring 2010. **Spring 2011**
    - Another method will be to have businesses or on-campus places broadcast the station during the day. **Spring 2011**

12. Radio Free Radford will sponsor or present on-campus entertainment. **Spring 2011**

13. *The Tartan* will focus on increasing utilization of its website
    - Deliver news between printings of the regular weekly print editions. **Spring 2011**
    - In addition to providing more content, *The Tartan* will revamp its website, either by gaining administrative rights to the current URL, or getting a different URL that they can control directly. **Spring 2011**

14. SMADs to collect projected revenue. **Spring 2011**

15. Assess the SMADs revenue goal and adjust it to reflect a more realistic outlook. This may require cutting the budgets of Student Media organizations, but since any shortfall is made up from Student Media budgets anyway, this is simply making the budget more realistic all around. **Fall 2010**
16. Diversify SMADs advertising offerings
   • Utilize newsstand space for advertising. *Spring 2011*

17. Conduct publishing software (Indesign, Illustrator, etc) training sessions for *Tartan, Beehive, and Exit 109* staff members. *Spring 2011*

18. Continue to survey the campus population each semester in order to better serve the readers and consumers of Student Media. *Spring 2011*

19. Increase cooperation between Student Media organizations and the University community
   • Keep required office hours. *Spring 2011*
   • Advertise and hold open meetings. *Spring 2011*
   • Attend meetings of other campus groups. *Spring 2011*

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**Program Assessment Results**

**ROC-TV (100 surveys collected)**
- Students rated their satisfaction with ROC-TV’s programming an average of 3.9 out of 5.
- Students expressed a demand for more on-campus programming, such as campus events and sports (4 out of 5 average score)

**RFR (100 surveys collected)**
- The majority of survey respondents (71) do not listen to RFR. RFR is combating this with more aggressive promotions, including using promotional items at club fairs and campus events, and by employing a Promotions Director, whose sole job is to spread awareness of the station.
- Most respondents also indicated “Rap” would get them to listen more. For this reason, RFR changed its subscription from “Mainstream” to “Mainstream Rap” with PromoOnly.
- RFR is also planning on continuing to sponsor and promote on-campus music events in the upcoming year to also increase exposure.
- RFR is also planning on working with the Game Room in the Hurlburt Student Center to broadcast the station.

**SMADs**
- SMADs’ main job is to financially support Student Media through advertising. It raised nearly $50,000 in advertising revenue during the 2009-2010 academic year.

**The Tartan (300 surveys collected)**
- 90% of respondents were aware of *The Tartan*
- 49% of those surveyed picked up the newspaper format at least every other issue.
- 54% surveyed had never visited the Web site. Promoting the Web site will be a main goal as it’s vital for the future of *The Tartan*.
- The majority who do pick up the newspaper do not visit the Web site.
- Story Variety received the highest average rating with a 3.87 out of 5, while Layout and Design received the lowest average with a 3.49.
- A plurality (36.3%) of respondents selected News as their favorite section.

**Beehive (yearbook magazine) (113 surveys collected)**
- Results showed a generally favorable response to the current magazine format (3.7 out of 5).
- The area respondents were most interested in was Sports and Recreation, with an average score of 3.9 out of 5.
- Respondents rated their interest in Campus News a relatively low 3.2 out of 5. This may be due to several factors, such as the poor quality of the previous year’s Campus News section. This section will be a main focus for the magazine, however, due to the extremely low support the community gave for the Clubs and Organizations section, and due to the success of the section in this year’s edition.
**Whim (130 surveys collected)**
- Respondents rated Whim’s content an average score of 3.5 out of 5.
- The average rating of writing was a 4 out of 5.
- The average rating on the overall look of the site was a 3 out of 5. A new website has already been designed, and is set for release in the Fall.
- The average rating on photos and images was a 3.5 out of 5.

**Exit 109 (100 surveys collected)**
- Survey results indicated an overwhelmingly positive opinion of the design, layout and overall appearance (4.3 out of 5 average).
- Quality of writing and artwork (4.2)
- Quantity of errors (5 being none, with a 4.3 average)

In 2010-2011 Student Media will continue to offer surveys during both semesters in order to determine student satisfaction of their perspective media. Student Media collected surveys during the Spring of 2010, but there was not enough time to tabulate the results. The budget proposals and next year’s Annual report will feature the results from the entire 2010 Calendar year (Spring and Fall).

**Student Learning Outcomes**
36 students, including each of the Student Media leaders, completed a self-assessment, rating themselves on each of eight learning outcomes. The self-assessment asked them to rate their abilities as they perceived them when they began their work in Student Media, and again as they currently stood at the time the survey was taken in April 2010. The self-assessment was a 1-7 scale with 7 being strongly agree.

Each of the seven Student Media leaders was also evaluated by the Assistant Director for Student Media in both the Fall and Spring semesters. The evaluations were structured with categories representing each of the learning outcomes. In each evaluation question, students were rated on a 1-4 scale, 1 being ‘Does not meet expectations’ and 4 being ‘Exceeds Expectations.’

1. **Customer Service** (selling ads, collecting ad dollars, handling comments/complaints about articles, etc.)

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<tr>
<td>3.92</td>
<td>5.78</td>
<td>1.86</td>
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Notes:
- SMADS raised $50,000 in revenue indicating that they engaged in adequate customer service throughout the year.
- RFR changed its music format and its subscription service to more closely match what students want to hear (per surveys).
- The Beehive and Exit 109 were on stands prior to the end of the semester and The Beehive was first made available to graduating seniors.

2. **Teamwork/Group Dynamics** (attendance and input at weekly staff meetings, collectively producing a publication, etc.)

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<td>4.82</td>
<td>6</td>
<td>1.18</td>
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Notes:
- RFR co-sponsored the Battle of the Bands with SGA
- Exit 109 provided the page template for the Beehive publication
- The Tartan provided the Beehive with photos
- Exit 109 and Whim students assisted in the Beehive production in an emergency
- ROCTV co-sponsored the Film Festival with R-SPaCE

53
3. **Effective Communication Skills** (recruiting members, writing/editing submissions for publication, presenting proposals for events/trips, etc.)

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<td>4.48</td>
<td>6.26</td>
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**Notes**
- Editors held weekly meetings to coordinate schedules and obtain information from appropriate sources.

4. **Leadership Development** (conducting meetings, serving as section editors, conducting SMC meetings, attending conferences and other educational programs, etc).

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<td>4.33</td>
<td>5.96</td>
<td>1.63</td>
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**Notes**
- The seven student media organizations are led by student leaders. These leaders are held accountable by the Student Media Committee and their perspective staff. If they are not effective, they are replaced. One media leader was replaced due to lack of leadership.

5. **Honesty and Integrity** (following SMC bylaws and ethics standards, charging reasonable rates for advertising, researching and reporting the facts, conducting proper interviews, etc.)

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<td>4.37</td>
<td>6</td>
<td>1.63</td>
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**Notes:**
- Student media leaders are accountable for over $10,000 worth of equipment and they are responsible for inventory, check-in/check-out procedures.

6. **Time Management/Organizational Skills** (producing content and layout on production nights, providing scheduled maintenance of computers, working out production schedules, etc.)

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<tr>
<td>4.33</td>
<td>6</td>
<td>1.67</td>
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**Notes**
- All seven student media organizations published/broadcasted on schedule throughout the year.

7. **Understanding of Differences/Diversity** (covering stories on student club/org programs/initiatives, writing editorials, selecting writings and art for publication, etc.)

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<td>5.96</td>
<td>.92</td>
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**Notes**
- Different ethnicities are represented on the various staffs. In addition, the publications/broadcasts attempt to include materials from the various student populations on campus.

8. **Personal Development** (growing in their roles as leaders, learning more about their own strengths and weaknesses and how to address them.)

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<td>6.22</td>
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**Notes**
- The Student Media leaders maintained their required grade point averages.
- The Student Media leaders, through their publications, demonstrated independence in decision-making

In 2010-2011, Student Media will continue to expand on ways to gauge the student leader learning outcomes and further include the other student media staff.
The Department of Student Activities continued to provide many avenues for student learning and development. Since the official introduction of student learning outcomes three years ago, the Department has:

- made improvements upon reviewing assessment results,
- standardized the student employee supervisor/supervisee evaluation form,
- standardized the questions/rating scale for student employees on the assessments that outside the department users fill out,
- increased the number of self assessment participation (112),
- assessed the students learning through 2-3 different techniques, and
- expanded the self assessment use to more student volunteer positions

The following pages provide:

1. The overall student self assessment scores within the Department,
2. Samples of the assessments/questions
3. Changes implemented after assessment results were reviewed, and
Overall Departmental Student Learning Outcomes Scores

The overall numbers show growth in all areas from the individual students’ perspectives and the results from the other assessments/personal professional observation parallel these results and demonstrate that actual learning occurred throughout the school year. The higher August ranking partially demonstrates the Departments commitment in hiring students with related past work experience, positive attitudes, and demonstrated initiative. The self-assessment was a 1-7 scale with 7 being strongly agree.

1. **Customer Service:** I feel I have a strong understanding of what it means to provide good customer service.

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<td>5.63</td>
<td>6.43</td>
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2. **Teamwork/Group Dynamics:** I believe that I work well with others and can facilitate positive work environments through interaction with individuals and groups.

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<td>5.78</td>
<td>6.65</td>
<td>.87</td>
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3. **Communication Skills:** I am confident in my communication skills and feel that I am able to discuss/resolve problems in a professional manner.

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<td>5.3</td>
<td>6.41</td>
<td>1.11</td>
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4. **Leadership Development:** I am confident in my leadership skills and can effectively execute daily responsibilities and tasks in a professional manner.

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<td>5.5</td>
<td>6.42</td>
<td>.92</td>
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5. **Honesty and 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.

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<tr>
<td>5.58</td>
<td>6.44</td>
<td>.86</td>
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6. **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.

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<tr>
<td>5.24</td>
<td>6.28</td>
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7. **Understanding of Differences/Diversity:** I believe I am respectful, tolerant, and sensitive when I work with or help others who are different than me.

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<tr>
<td>6.01</td>
<td>6.65</td>
<td>.64</td>
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8. **Personal Development:** I am confident in my ability to make educated decisions based on observation, experience, reflection, reasoning, and communication.

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<td>5.28</td>
<td>6.47</td>
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Student Learning Outcomes Sample Assessments

#1. Employment/Involvement Self–Assessment

Name: ___________________________________________ Date: ______________

Employment/Involvement
Area: ________________________________________________

Please think back and reflect upon your employment/involvement experience with Student Activities. Knowing what you know now, please rate your abilities as they were at the beginning of your employment/involvement. Then rate your abilities as you perceive them now. The scale is as follows:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Neutral</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
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<tr>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

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

August 7 6 5 4 3 2 1
May 7 6 5 4 3 2 1

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

August 7 6 5 4 3 2 1
May 7 6 5 4 3 2 1

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

August 7 6 5 4 3 2 1
May 7 6 5 4 3 2 1

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

August 7 6 5 4 3 2 1
May 7 6 5 4 3 2 1

**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.

August 7 6 5 4 3 2 1
May 7 6 5 4 3 2 1
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.

August 7 6 5 4 3 2 1
May 7 6 5 4 3 2 1

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

August 7 6 5 4 3 2 1
May 7 6 5 4 3 2 1

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

August 7 6 5 4 3 2 1
May 7 6 5 4 3 2 1

#2 On the User Surveys, Users of Facilities, Services, and Programs Were Asked to Rank the Student Employees in These Areas

Please Evaluate the Following: (5-Excellent  4-Good  3-Fair  2-Poor  1-N/A)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Student Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dependable and punctual in performing duties</td>
</tr>
<tr>
<td></td>
<td>Effectively communicates and listens to needs</td>
</tr>
<tr>
<td></td>
<td>Displays professional attitude, behavior, and respect</td>
</tr>
<tr>
<td></td>
<td>Knowledgeable of policies, rules and/or equipment operation</td>
</tr>
<tr>
<td></td>
<td>Willingness to work help/work well with others</td>
</tr>
<tr>
<td></td>
<td>Identifies potential concerns and provides input in resolving the concerns</td>
</tr>
</tbody>
</table>

Comments:
#3 Supervisor/Supervisee Performance Evaluation Forms
(Students are evaluated in December and April)

<table>
<thead>
<tr>
<th>Department of Student Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor/Supervisee Performance Evaluation Form</td>
</tr>
</tbody>
</table>

Employee Name:  
Position:  
Date of Review:  

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Exceeds expectations: routinely performs beyond expectations.</td>
</tr>
<tr>
<td>3</td>
<td>Meets expectations: work is at required performance level</td>
</tr>
<tr>
<td>2</td>
<td>Performance is inconsistent and needs improvement</td>
</tr>
<tr>
<td>1</td>
<td>Work does not meet expectations</td>
</tr>
<tr>
<td>n/a</td>
<td>Not applicable to this position or insufficient opportunity to observe.</td>
</tr>
</tbody>
</table>

### Customer Service

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies the sources from which appropriate information is available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Prepares and implements effective marketing, promotional tools, and directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Interprets policies, procedures, rules, etc., appropriate to scope of responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Initiates contact and communicates with customers</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Presents image that is appropriate to the work setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

### Teamwork/Group Dynamics

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describes in own words the role of the dept. and its place in the university setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identifies the different areas within the department</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Articulates the daily operations of the unit he/she works in and how these operations fulfill the mission of the department</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 4. Practices department/workplace skills:  
  - Teamwork (demonstrates ability to work collaboratively with others)  
  - Problem solving (resolves work-related problems constructively)  
  - Quality efforts/work (produces high-quality work to the specifications given) |

Comments:

### Communication Skills

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses verbal and non-verbal communication skills appropriate to department setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Consistently makes contact with supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Develops critical thinking to provide supported and integrated conclusions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Answers work-related correspondence in a timely manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Thoroughly completes reports, paperwork, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Correctly articulates another's viewpoint or request</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Follows directions with adequate speed and accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

### Leadership

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organizes tasks, meetings, and people to achieve desired outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Trains/assists in training other student staff members</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Delegates responsibility when necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Takes initiative</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Asks for assistance when appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Researches and seeks input in order to accurately respond to users' needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
<table>
<thead>
<tr>
<th><strong>Honesty/Integrity</strong></th>
<th>Emp. Self-Eval.</th>
<th>Supervisor Eval.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understands the RU Honor Code</td>
<td>4 3 2 1 na</td>
<td>4 3 2 1 na</td>
</tr>
<tr>
<td>2. Assumes responsibility for his/her own decisions and behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Defends accuracy/fairness of own decisions regarding policies, rules, &amp; procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Applies acquired knowledge in practical ways</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explains the importance of meeting set deadlines and recognizes implications if deadlines are missed</td>
<td>4 3 2 1 na</td>
<td>4 3 2 1 na</td>
</tr>
<tr>
<td>2. Completes workload and responsibilities with efficiency and accuracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Articulates the necessity of and maintains office/work hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Schedules, prepares, and monitors a diverse programming/publication/trip schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Differences and Diversity</strong></th>
<th>Emp. Self-Eval.</th>
<th>Supervisor Eval.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Works and communicates effectively with others, including people from different cultures and backgrounds</td>
<td>4 3 2 1 na</td>
<td>4 3 2 1 na</td>
</tr>
<tr>
<td>2. Treats people who are different from himself/herself equally, fairly, cordially, and with respect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Develops/attends programs designed to enhance understanding of different cultures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Collaborates to create innovative programs/publications/trips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Personal Development</strong></th>
<th>Emp. Self-Eval.</th>
<th>Supervisor Eval.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses feedback/criticism constructively</td>
<td>4 3 2 1 na</td>
<td>4 3 2 1 na</td>
</tr>
<tr>
<td>2. Develops willingness to learn and train for new or related tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Develops self-confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Resolves/assists in resolving interpersonal and/or team conflicts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Displays a positive attitude and forward-thinking outlook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Exercises sound judgment and willingness to offer suggestions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Manages academics, work, free-time, and other involvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Supervisor signature:**

**Employee's signature:**

My signature below indicates that I have reviewed this document and have discussed the contents with my supervisor. My signature does not imply that I agree with the contents of this evaluation.

**Date:**
## Changes Made After Review of Assessments

### CATEGORY ONE

#### CUSTOMER SERVICE

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>What student learning takes place?</th>
<th>How is the learning assessed?</th>
<th>What improvements have been made based on assessment findings?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide accurate information to the customers.</td>
<td>Identifies the sources where appropriate information is available. Prepares, reviews, and implements effective marketing and promotional tools.</td>
<td>B, C, D, E</td>
<td>Student Media-Revised/Re-wrote SMADS rate book. Campus Rec-Created scenario situations for trainings in all areas. OPS-Held additional staff development sessions throughout the year.</td>
</tr>
<tr>
<td>2. Articulate policies and procedures.</td>
<td>Interprets policies, procedures, rules, etc. appropriate to his/her scope of responsibilities.</td>
<td>B, C, E, F</td>
<td>Main Office-Developed new policies and guideline booklet. Campus Rec-Updated manuals for all areas. OPS-Updated the manual to include Heth procedures. Greek-Created new handouts for policies and procedures/increased locations so students could find them easier.</td>
</tr>
<tr>
<td>3. Demonstrate respect and courtesy to customers.</td>
<td>Practices the principles of good customer service.</td>
<td>A, B, C, E, F</td>
<td>Student Media-Provided increased training on defining customer service at retreats and training sessions. Bondurant- Expanded training specific to facility..</td>
</tr>
</tbody>
</table>
### CATEGORY TWO
**TEAMWORK/GROUP DYNAMICS**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>What student learning takes place?</th>
<th>How is the learning assessed?</th>
<th>What improvements have been made based on assessment findings?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Recognize his/her role in the organization and how the role fulfills the mission of the department.</td>
<td>Describes, in his/her own words, the role of the department and its place within the University setting. Differentiates the Department professional roles.</td>
<td>D, E</td>
<td>Student Media-Encouraged the sharing of photography and resources among the seven media orgs. OPS-Introduced a living org. chart at fall orientation and reviewed org chart at spring orientation.</td>
</tr>
<tr>
<td><strong>2.</strong> Identify specific position responsibilities in relation to coordination with others’ responsibilities.</td>
<td>Practices department/work place skills: teamwork, problem solving, quality efforts, etc.</td>
<td>A, D, E</td>
<td>Main Office-Cross-trained office assistants to continue assignments when shift changes occur. OPS-Formalized job descriptions for operation team leaders. Bondurant-Formalized job descriptions for operation team leaders. Greek-Revamped exec board positions and changed responsibilities.</td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>What student learning takes place?</td>
<td>How is the Learning assessed?</td>
<td>What improvements have been made based on assessment findings?</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Expresses (verbally and non-verbally) oneself clearly and positively to team, supervisor and customers.</td>
<td>Uses verbal and non-verbal communication skills appropriate for the department setting.</td>
<td>A, B, C, D, F, G</td>
<td>OPS-Revised daily reports for Hurlburt and created new reports for Heth.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Greek-Created Greek Life annual report spreadsheet to include all forms, calendars, grades, policies and developed new guidelines for Standards of Excellence process.</td>
</tr>
<tr>
<td>2. Produce detailed and accurate information.</td>
<td>Develops critical thinking to provide supported and integrated conclusions.</td>
<td>D, E</td>
<td>Student Media-Used more recording equipment to ensure accuracy during interviews.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Greek-New org judicial process established allowing chapters to review and come to a conclusion with administration on sanctions.</td>
</tr>
<tr>
<td>3. Demonstrate effective listening skills.</td>
<td>Correctly articulates another’s viewpoint or request.</td>
<td>D, E</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>What student learning takes place?</td>
<td>How is the learning assessed?</td>
<td>What improvements have been made based on assessment findings?</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Utilize delegation and effective management skills.</td>
<td>Organizes tasks, meetings, and people to achieve desired outcomes.</td>
<td>A, D, E, F, G</td>
<td>Student Media-Editors created new positions, with a stipend when possible, to encourage buy-in and excellence in writing/producing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OPS-Team leaders led facility tours and sample setups for new OPS staff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Greek-Council presidents conducted their own leadership sessions with the rest of their board.</td>
</tr>
<tr>
<td>2. Develop comprehensive and successful programs/publications.</td>
<td>Schedule, prepare, and monitor a diverse programming/publication schedule.</td>
<td>B, G</td>
<td>Greek-Larger emphasis was placed on marketing with exec boards in relation to events such as recruitment and step show.</td>
</tr>
<tr>
<td>3. Demonstrate level of responsibility and use it in a productive manner.</td>
<td>Takes initiative and asks for assistance when appropriate. Utilizes resources and follows established processes.</td>
<td>D, E</td>
<td>Student Media-Editors invited advisers to attend/lead training sessions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Campus Rec- Implemented questionnaires to student staff members in order to identify that proper processes and procedures were being followed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B, C, D, E, F, G</td>
<td>OPS-Developed new laptop checkout procedures.</td>
</tr>
</tbody>
</table>
## CATEGORY FIVE
HONESTY/INTEGRITY

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>What student learning takes place?</th>
<th>How is the learning assessed?</th>
<th>What improvements have been made based on assessment findings?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate behavior that is truthful, respectful, and within the standards of the University community.</td>
<td>Interprets the RU Honor Code in his/her words and applies it to his/her choices and actions.</td>
<td>D, E, F</td>
<td>Student Media-Student leaders held accountable, via signed agreements, for check out of equipment and lab use of computers.</td>
</tr>
<tr>
<td></td>
<td>Takes responsibility for his/her own decisions and behaviors.</td>
<td>A, D, E</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applies acquired knowledge in practical ways.</td>
<td>D, E</td>
<td></td>
</tr>
</tbody>
</table>

65
## CATEGORY SIX
TIME MANAGEMENT/ORGANIZATIONAL SKILLS

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>What student learning takes place?</th>
<th>How is the learning assessed?</th>
<th>What improvements have been made based on assessment findings?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prioritizes responsibilities in relation to deadlines/time demands.</td>
<td>Explains the importance of meeting set deadlines and recognizes implications if deadlines are missed.</td>
<td>A, B, C, D, E, F, G</td>
<td>Student Media-Strict deadlines enforced for publication schedules. Greek-During council board transition meetings one session covers time management.</td>
</tr>
<tr>
<td>2. Contribute to a productive/positive department environment.</td>
<td>Articulates the necessity of maintaining office/work hours. Prioritizes tasks and projects within his/her scope of responsibilities.</td>
<td>D, E</td>
<td>Student Media-Media orgs instituted some degree of mandatory office hours for their respective staffs. Main Office-Office assistants trained to manage/complete assigned duties with accuracy and efficiency. Also trained in survey implementation steps. Greek-Implemented office hours discipline.</td>
</tr>
</tbody>
</table>
## CATEGORY SEVEN
UNDERSTANDS DIFFERENCES/DIVERSITY

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>What student learning takes place?</th>
<th>How is the learning assessed?</th>
<th>What improvements have been made based on assessment findings?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate ability to convey respect, sensitivity and tolerance.</td>
<td>Works and communicates effectively with others, including people from different cultures and backgrounds. Treats others with differences equally, fairly and with respect.</td>
<td>B, C, D, E, F, G</td>
<td>D, E, F, G</td>
</tr>
<tr>
<td>2. Demonstrate appreciation of different cultural groups.</td>
<td>Develops/Attends programs that are designed to enhance his/her understanding of different cultures. Collaborates to create innovative programs.</td>
<td>B, D, E, F, G</td>
<td>B, E, G</td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>What student learning takes place?</td>
<td>How is the learning assessed?</td>
<td>What improvements have been made based on assessment findings?</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Identify personal strengths and areas of improvement in relation to his/her role within the department.</td>
<td>Uses criticism/feedback constructively. Requests assistance when appropriate.</td>
<td>D, E</td>
<td>Student Media-Some media orgs implemented more formal critiques for their staffs.</td>
</tr>
<tr>
<td>2. Demonstrate independence in decision-making.</td>
<td>Develops willingness to learn and train for related tasks. Develops self-confidence.</td>
<td>D, E</td>
<td>Student Media-Increased trainings of staffs by org leaders. Greek-For events, councils and chapters were responsible for overseeing and evaluating them.</td>
</tr>
<tr>
<td>3. Demonstrate personal characteristics that positively affect the workplace and organization.</td>
<td>Resolves/Assists in resolving interpersonal and team conflicts. Displays a positive attitude and forward thinking outlook.</td>
<td>B, C, D, E, F, G A, B, C, D, E, F, G</td>
<td>Campus Rec-Implemented weekly meetings for RU Outdoors and Climbing Wall staffs.</td>
</tr>
<tr>
<td>4. Demonstrate an understanding of the balance between academics and outside commitments.</td>
<td>Manages academics (in class study, lab, etc.)/work/free time/involvement.</td>
<td>D, E</td>
<td></td>
</tr>
</tbody>
</table>
R-SPaCE Events

<table>
<thead>
<tr>
<th>Event Name</th>
<th>Program Type</th>
<th>Attend</th>
<th>Date</th>
<th>Co-Sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Weekend</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Ice Cream Social</td>
<td>EN, CO, H, LN</td>
<td>250</td>
<td>8/28/2009</td>
<td>Chartwells</td>
</tr>
<tr>
<td><strong>Club Fair</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 4 Person Bungee</td>
<td>EN</td>
<td>300</td>
<td>9/4/2009</td>
<td></td>
</tr>
<tr>
<td>Octomasher</td>
<td>EN</td>
<td>300</td>
<td>9/4/2009</td>
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<td><strong>CBS Premier Night</strong></td>
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<td>1. Passing out of Constitution</td>
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<td>2. Tie Dye</td>
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<td>EN</td>
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<td>9/17/2009</td>
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<td>2. Tie Dye</td>
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<td>2. The Showoff Show</td>
<td>EN, CO</td>
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<td><strong>Matt Glowacki</strong></td>
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<td>EN, CO</td>
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<td>Mike Super</td>
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<td>Night of Mayhem</td>
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<td>Inflatable Laser Tag</td>
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<td>Mini-golf</td>
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<td>Free Hamburgers and Hot Dogs</td>
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Number of Programs (excluding concerts and movies): 39
Number of Co-Sponsored Programs: 24
Percent of Programs Co-Sponsored: 62%
Organizations Co-Sponsored with (including movies): 18
Multiple Co-Sponsoring Organizations: 5
ACTIVE GREEK ORGANIZATIONS

INTERFRATERNITY COUNCIL
Alpha Chi Rho
Alpha Sigma Phi
Delta Chi
Kappa Delta Rho
Kappa Sigma
Phi Kappa Sigma
Phi Sigma Kappa
Pi Kappa Phi
Sigma Chi
Sigma Pi
Tau Kappa Epsilon
Theta Chi

NATIONAL PAN-HELLENIC COUNCIL
Alpha Kappa Alpha Sorority, Inc.
Delta Sigma Theta Sorority, Inc.
Zeta Phi Beta Sorority, Inc.
Alpha Phi Alpha Fraternity, Inc
Phi Beta Sigma Fraternity, Inc.

PANHELLENIC COUNCIL
Alpha Sigma Alpha
Alpha Sigma Tau
Delta Zeta
Phi Sigma Sigma
Sigma Kappa
Sigma Sigma Sigma
Zeta Tau Alpha

NATIONAL ASSOCIATION OF LATINO FRATERNAL ORGANIZATIONS
Chi Upsilon Sigma National Latin Sorority, Inc.
Mu Sigma Upsilon
STUDENT CLUBS AND ORGANIZATIONS

Academic Honor Fraternities
- Alpha Phi Sigma, Criminal Justice Honor Society
- Beta Beta Beta, Biology Honor Society
- Beta Gamma Sigma, Business Honor Society
- Chi Sigma Iota, Counselor Education Honor Society
- Kappa Delta Pi, Education Honor Society
- Lambda Pi Eta, Communication Honor Society
- National Society for Collegiate Scholars
- Omicron Delta Epsilon, Economics Honor Society
- Phi Alpha, Social Work Honor Society
- Phi Alpha Delta
- Phi Kappa Phi, Scholars Honor Society
- Pi Gamma Mu, Social Science Honor Society
- Phi Chi, Psychology Honor Society
- Phi Lambda Sigma, Business Honor Society
- Sigma Iota Epsilon, Business Honor Society
- Sigma Gamma Phi, Earth Science/Geology Honor Society
- Sigma Pi, Physic Honor Society
- Sigma Tau Delta, English Honor Society

Leadership Honorary
- National Society of Leadership & Success
- Omicron Delta Kappa, Leadership Honor Society
- Order of Omega, Greek Honor Society
- Phi Sigma Pi, Academic, Leadership, and Service
- Phi Delta Sigma, Sorority Leadership Honor Society
- Rho Lambda, Panhellenic Honor Society

Activity Clubs and Orgs
- Ambassadors
- Are U Here?
- Ceramics Guild
- Chess Club
- Clogging Team
- Collegiate Entrepreneurs
- Deliverance Gospel Choir
- Emerging Leaders Society
- Hips Wanted, Belly Dance Club
- House of the Midnight Watch
- Improv Club
- Jewelry Guild
- Korean Student Association
- Men of Standards
- Otaku-Dork, Japanese anime Photography Club
- Radio Broadcasting Club
- Role Players Guild
- Rotaract Club
- Society of the Career Coaching Program
- Southwest VA Classical Guitar Society
- Student Activities Student Employee Assoc.
- The Umbrella Organization
- The Veterans Student Organization
- Toastmasters
- Wildlife Society
- Wine Society
- Women of Purpose and Power

Curriculum Clubs and Orgs
- Alpha Kappa Phi, Business Fraternity
- American Advertising Federation
- American Chemical Society
- American Marketing Association
- American Sign Language
- American Society of Interior Design
- Anthropology Club
- A.P.P.L.E, Appalachian focus
- Art Guild
- Association of Computing Machinery
- Association of Engineering Geologists
- Association of Women in Computing
- Athletic Trainer’s Student Association
- Beta Beta Beta, Biology Honor Society
- Beta Gamma Sigma, Business Honor Society
- Beta Theta Pi, Communication Honor Society
- Beta Delta Delta, Criminal Justice Honor Society
- Chi Sigma Iota, Counselor Education Honor Society
- Kappa Delta Pi, Education Honor Society
- Lambda Pi Eta, Communication Honor Society
- National Society for Collegiate Scholars
- Omicron Delta Epsilon, Economics Honor Society
- Phi Alpha, Social Work Honor Society
- Phi Alpha Delta
- Phi Kappa Phi, Scholars Honor Society
- Pi Gamma Mu, Social Science Honor Society
- Phi Chi, Psychology Honor Society
- Phi Lambda Sigma, Business Honor Society
- Sigma Iota Epsilon, Business Honor Society
- Sigma Gamma Phi, Earth Science/Geology Honor Society
- Sigma Pi, Physic Honor Society
- Sigma Tau Delta, English Honor Society
- Alpha Phi Sigma, Criminal Justice Honor Society
- Beta Beta Beta, Biology Honor Society
- Beta Gamma Sigma, Business Honor Society
- Chi Sigma Iota, Counselor Education Honor Society
- Kappa Delta Pi, Education Honor Society
- Lambda Pi Eta, Communication Honor Society
- National Society for Collegiate Scholars
- Omicron Delta Epsilon, Economics Honor Society
- Phi Alpha, Social Work Honor Society
- Phi Alpha Delta
- Phi Kappa Phi, Scholars Honor Society
- Pi Gamma Mu, Social Science Honor Society
- Phi Chi, Psychology Honor Society
- Phi Lambda Sigma, Business Honor Society
- Sigma Iota Epsilon, Business Honor Society
- Sigma Gamma Phi, Earth Science/Geology Honor Society
- Sigma Pi, Physic Honor Society
- Sigma Tau Delta, English Honor Society

Greek

NPHC Sororities
- Women’s Sororities
- Alpha Kappa Alpha
- Delta Sigma Theta
- Sigma Gamma Rho
- Zeta Phi Beta

NCMG
- Women’s Sororities
- Mu Sigma Upsilon Sorority

PHC Sororities
- Women’s Sororities
- Alpha Sigma Tau
- Delta Zeta
- Phi Sigma Sigma
- Sigma Kappa
- Sigma Sigma Sigma
- Zeta Tau Alpha

Programming Organizations
- Appalachian Events Committee
- Diversity Awareness Programming
- R-Space Campus Activities

Religious Organizations
- Baptist Collegiate Ministries
- Campus Crusade for Christ
- Campus Outreach
- Catholic Campus Ministry
- Chi Alpha Christian Fellowship
- Consumed
- Crossroads Presbyterian Fellowship
- Disciples on Campus
- Fellowship of Christian Athletes
- Hillel, B’nai B’rith
- Inter varsity Christian Fellowship
- Latter-Day Saint Student Association
- Omega Delta Gamma, Women’s group
- Orthodox Christian Fellowship
- Wesley Foundation United Methodist
- Young Life

Residence Hall Association
- National Residence Hall Honorary
- RA Advisory Board
- Residence Hall Association
- Bolding Residence Hall Council
- Draper Residence Hall Council
- Floyd Residence Hall Council
- Ingles Residence Hall Council
- Jefferson Residence Hall Council
- Madison Residence Hall Council
- Moffett Residence Hall Council
- Mue 1-3 Residence Hall Council
- Mue 4-5 Residence Hall Council
- Mue 6-7 Residence Hall Council
- Mue 10-11 Residence Hall Council
- Norwood Residence Hall Council
- Perry Residence Hall Council
- Pocahontas Residence Hall Council
- Stuart Residence Hall Council
- Trinkle Residence Hall Council
- Tyler Residence Hall Council
- Washington Residence Hall Council

Service Organizations
- Alpha Phi Omega, Civil Service Fraternity
- Circle K
- Emergency Medical Services
- Habitat for Humanity
- Students Helping Honduras
- Up Up Down Down

Social Action Organizations
- Amnesty International
- Colleges Against Cancer
- College Republicans
- Environmental Club
- Gay-Straight Alliance
- Invisible Children
- NAACP
- Operation Smile
- Peer Education
- Alcohol Awareness
- Spectrum on LGBTQ organization
- Students for Life
- Think in Pink
- Women’s Studies Club
- Young Democrats

STUDENT CLUBS AND ORGANIZATIONS

Recognized Sports
- Baseball, Men’s
- Basketball, Men’s
- Billiards Club
- Fishing Club
- Football Club
- Ice Hockey
- Lacrosse, Men’s
- Lacrosse, Women’s
- Redcoats, Student organization
- Rugby, Men’s
- Sleet & Trap Club
- Soccer, Men’s
- Soccer, Women’s
- Softball, Women’s
- Ultimate Frisbee, Men’s
- Ultimate Frisbee, Women’s
- Volleyball, Men’s
- Volleyball, Women’s
- Wrestling Club

Recreational Interest

STUDENT CLUBS AND ORGANIZATIONS

Recognized Sports
- Baseball, Women’s
- Bowling Club
- Boxing Club
- Fencing Club
- Field Hockey, Women’s
- Gymnastics Club
- Karate
- Paintball Club
- Raquetball Club
- Roller Hockey Club
- Rugby, Women’s
- Running Club
- Snowboard and Ski Club
- Swim Club
- Table Tennis Club
- Tennis Club

Student Government Assoc.
- Black Student Affairs Council
- First-Year Council
- International Student Affairs Council
- Off-Campus Student Council

Student Media
- The Tartan, newspaper
- The Beath, year magazine
- Exit 109, online magazine
- Radford on Camera (ROC TV)
- Radio Free Radford
- Student Media Advertising
- Whim online magazine
# Event Planning and Information

## User/Bookings Statistics

<table>
<thead>
<tr>
<th>User Type</th>
<th>% of Bookings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>15%</td>
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<tr>
<td>Conference Services</td>
<td>1%</td>
</tr>
<tr>
<td>R-SPaCE</td>
<td>4%</td>
</tr>
<tr>
<td>Faculty/Staff</td>
<td>1%</td>
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<tr>
<td>Finance and Admin.</td>
<td>5%</td>
</tr>
<tr>
<td>Greek</td>
<td>14%</td>
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<tr>
<td>Misc. (Athletics, Admin., etc.)</td>
<td>1%</td>
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<tr>
<td>Non-RU Groups</td>
<td>1%</td>
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<tr>
<td>Student Affairs/Services</td>
<td>17%</td>
</tr>
<tr>
<td>Student Clubs/Orgs</td>
<td>37%</td>
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<tr>
<td>Visual &amp; Performing Arts</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Total Bookings**

10,325

**Total Reserved Hours**

38,384
## 2009 Fall Intramural Participation

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<tr>
<th>Activity</th>
<th># of Teams</th>
<th># of Patrons</th>
<th>Activity</th>
<th># of Teams</th>
<th># of Patrons</th>
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Total Male Patrons: 1,187
Total Female Patrons: 565
Total Fall Patrons: 1,752
## 2010 Spring Intramural Participation

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<th># of Teams</th>
<th># of Participants</th>
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<td>33</td>
<td>367</td>
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<tr>
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Total Spring Male Participants: 1,299
Total Spring Female Participants: 478
Total Spring Participants: 1,777

Total Male Participants 09/10: 2,486
Total Female Participants 09/10: 1,043
Total 09/10 Participants: 3,529
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